

MOREHEAD STATE UNIVERSITY



CELEBRATING SEVENTY-FIVE YEARS OF HIGHER EDUCATION

1996-98

GRADUATE CATALOG



Graduate Catalog 1996-98



Morehead State University

Graduate Catalog 1996-98

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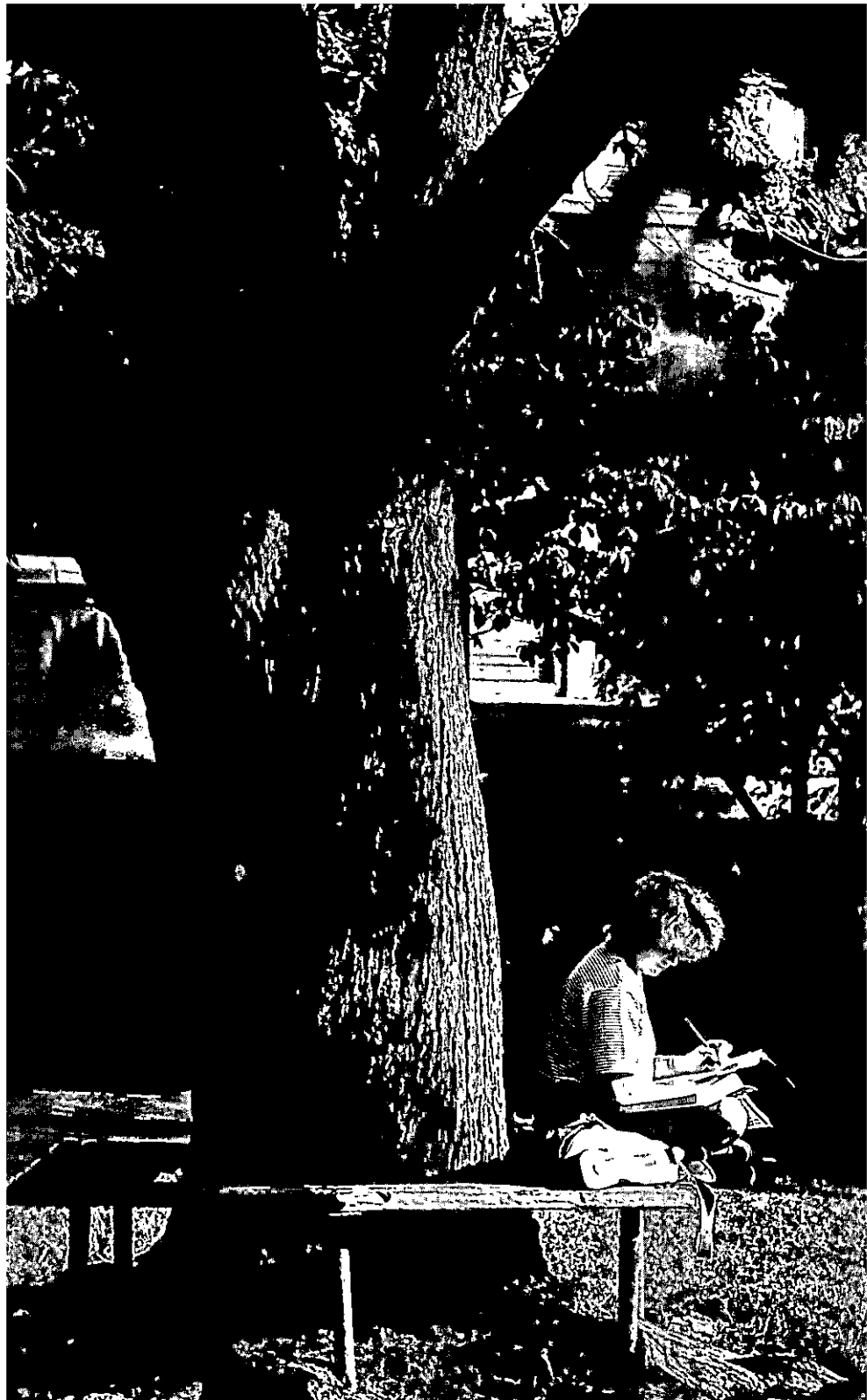
REMINDERS FOR MASTER'S DEGREE APPLICANTS

Document	Due Date	Filing Procedure
Graduate Program and Enrollment Applications	Semester prior to planned entrance	Student requests form and returns it to the Office of Graduate Programs (MSU, 701 Ginger Hall, Morehead, KY 40351)
Graduate Record Examinations General Aptitude Test Scores (all programs except MBA)	At time of program application	Student requests from MSU Testing Center (MSU, 501 Ginger Hall) or from Educational Testing Service (GRE, Box 955-A, Princeton, NJ 08541) and returns to ETS before application deadline
Graduate Management Admissions Test Scores (for MBA applicants)	At time of program application	Student requests from MSU Testing Center or Educational Testing Service and returns to ETS before application deadline
Course contract or checksheet	First term of graduate work after program acceptance	Computerized program checksheets mailed to student with admission letter. Non-computerized checksheets initiated by student with advisor
Candidacy Admission Application	During term when 9 to 15 hours have been completed with at least 3.0 GPA	Initiated by student with advisor and filed in the Office of Graduate Programs by department
Application for Degree/Non-Degree Completion	At beginning of term in which program completion is anticipated	Filed by student in the Office of Graduate Programs
Thesis (if required by program)	Two weeks before end of final term	Student deposits in Office of Graduate Programs for review and binding
Comprehensive Exit Examination	During final term in time for the Graduate Program Completion Form to reach Office of Graduate Programs two weeks before close of term	Student arranges with committee chairperson or advisor
Graduate Program Completion Form	Immediately following exit examination scheduled by the department	Filed in the Office of Graduate Programs by department



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General Information

Mission Statement *Refined December 15, 1993*

Morehead State University shall serve as a comprehensive, regionally focused University providing high-quality instruction at the undergraduate and master's degree levels.

Geographic Region. Its programs shall serve primarily the citizens of northeastern and eastern Kentucky.

Institutional Admission Standards. Morehead State University shall admit students to the institution under selective admission standards which exceed the minimum guidelines established by the Council on Higher Education, with only limited exceptions. Institutional guidelines shall be consistent with the systemwide policy for admitting underprepared students, including the removal of academic deficiencies within a specified timeframe. Through this approach, the University seeks to provide both broad access and high quality programs.

Degree Levels. The University shall offer selected baccalaureate degree programs and selected associate degree programs to meet the educational, economic, and cultural needs of the region. Subject to demonstrated need, selected master's degree programs as well as specialist programs in education shall be offered.

Strategic Directions/Program Priorities. Recognizing the uniqueness of its service region, the University shall stress teacher-preparation programs. Based on constituent needs and on the academic strengths of Morehead State University, academic priorities in addition to programs in the traditional collegiate and liberal studies areas shall include business, nursing and allied health sciences, and fine arts. These strategic priorities translate into a core of liberal arts baccalaureate degree programs, in addition to degree program priorities at the associate (A), baccalaureate (B), master's (M), and education specialist (S) levels that may include the following [*relevant categories from the Classification of Instruction Programs by level are included in brackets*]: education [B,M,S-13]; communications [M-09]; English and literature [B,M-23]; biological sciences [M-26]; psychology [M-42]; social sciences [B,M-45]; business [A,B,M-52]; nursing and allied health sciences [A,B,M-51]; fine arts [B,M,-50].

Enhancement of Instruction. Morehead State University recognizes teaching and meeting the academic needs of students as its paramount responsibilities.

Service and Research Functions. The University shall create centers to facilitate applied research, organized public service, and continuing education directly related to the needs of business, industry, and the local schools in the primary service region.

Collaborative Ventures. Emphasis shall be placed on developing and delivering cooperative programming with other higher education institutions and area school systems as well as partnerships with business and industry. The University shall develop and employ technological resources to communicate with other institutions in the fulfillment of its mission. Student advising, articulation agreements, curriculum development, and electronic technology will be employed to facilitate transfer of credits from other institutions toward degree completion.

Efficiency and Effectiveness. Morehead State University shall promote cost effectiveness in academic programming and institutional management. Strategic planning resulting in the elimination of duplicative or unproductive programs is essential while the development of carefully selected new programs compatible with this mission is appropriate. Measures of quality and performance shall be the foundation of the University's accountability system which promotes continuous improvement of programs and services.

About the University

With a coeducational enrollment of approximately 8,500 and a full-time teaching faculty of 350, Morehead State University offers 24 graduate degree programs of study. It draws students from throughout the United States and several foreign countries to participate in its diverse academic and extracurricular life.

Graduate Study

Administration

The Dean. The dean of graduate and extended campus programs is responsible for executing policies and regulations governing graduate study.

The Graduate Committee. The Graduate Committee consists of two members selected from the graduate faculty of each of the four colleges, four graduate students, a member of the professional library staff, and the dean of graduate and extended campus programs who serves as chairperson.

The committee recommends policies and regulations pertaining to graduate study; advises the graduate dean in the execution of these policies; approves and reviews graduate programs, faculty, and courses; and hears graduate student appeals.

Advisors. When the graduate student is admitted to a program, an advisor from the graduate faculty is appointed. The advisor counsels the student in preparing and completing the program of graduate study. The student should consult the advisor concerning any problems that may arise in connection with his or her work.

Objectives

The graduate programs offered at Morehead State University 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.

The specific goals of graduate study are to help the student to:

- A. further develop abilities to read and think critically—judge values and limitations;
- B. improve the skills needed for concise, correct, and coherent expositions;
- C. develop the principles and techniques of research and the accepted forms of reporting research findings;
- D. practice creative thinking, initiative, resourcefulness, and responsibility;
- E. become specialized in an area through advanced in-depth study; and
- F. develop a keen awareness of the significance of current knowledge and developments—of being an informed person.

Student Responsibilities

It is the responsibility of the graduate student to become thoroughly informed about the general regulations for graduate study and the specific program of study requirements as stated in this catalog. The graduate student is expected to meet regularly with the assigned advisor to plan the graduate program. If there is any question about the assigned advisor, the student should contact the Graduate Office at (606) 783-2039. The graduate student is also responsible for completing all program requirements within the permitted time limit.

A plea of ignorance of the rules in requesting a waiver of the general regulations or program requirements as stated in this catalog will not be accepted. If an exception is to be made, based upon extenuating circumstances, such a request must be approved by the graduate dean and/or the Graduate Committee.

Regional Campus Study

The university conducts an extensive regional-campus education program. Graduate instruction is offered with the Appalachian Graduate Consortium at Pikeville College, at regional centers/sites in Ashland, Prestonsburg, Whitesburg, West Liberty, Jackson, Maysville, and Mt. Sterling. All courses carry resident credit. For further information concerning regional study contact either the coordinator of regional instruction in 701 Ginger Hall, phone (606) 783-2605 or the regional directors/coordinators as listed.

4 General Information

Ashland Area Extended Campus Center

Jack Webb, Director

1401 Winchester Avenue

Ashland, KY 41101

606-327-1777

1-800-648-5370

Jackson

Jonell Tobin, Director

Lees College Campus of Hazard Community College

Jackson, KY 41339

606-666-2800

1-800-729-5225

Maysville

Jack Lundy

Maysville Community College

Maysville, KY 41056

606-759-7141

Mt. Sterling

Louise Summers

Montgomery County Community Education Program

209 N. Maysville Street

Mt. Sterling, KY 40353

606-497-8784

Pikeville

John Nelson, Coordinator

Appalachian Graduate Consortium

Pikeville, KY 41501

606-432-9320

Big Sandy Extended Campus Center

Margaret Lewis, Director

719 University Drive

Prestonsburg, KY 41653

606-886-2405

1-800-648-5372

Licking Valley Extended Campus Center

Jonell Tobin, Director

1084 Hwy 7, P.O. Box 190

West Liberty, KY 41472-0190

606-743-1500

1-800-648-5371

Whitesburg

Truman Halcomb

HC 71, Box 697

Jeremiah, KY 41826

606-633-5014

Kentucky Telecommunications Consortium

The University offers several graduate courses through the Kentucky Educational Television network. The KET telecourses are made possible by the Kentucky Council on Higher Education. A registration fee is charged in addition to tuition. To obtain college credit telecourse information phone (606) 783-2004.

International Study

Morehead State University provides study abroad programs for graduate students in Britain and Europe, Mexico and Australia.

As a member of the Cooperative Center for Study in Britain consortium, the University is able to send faculty and students to Britain for educational offerings in a variety of subject areas. Programs include the December/January interim, summer sessions and the Cambridge University semester.

MSU is a participant in the Kentucky Institute for International Studies, a consortium allowing university faculty and students to travel to study centers in Paris, France; Bregenz, Austria; Salzburg, Austria; Florence, Italy; Madrid, Spain; Munich, Germany; and Morelia, Mexico. Courses are offered during the summer and focus on languages, the humanities, and social sciences.

Additional information may be obtained from the director of international study at LA 426 or phone (606) 783-2349.



University Services

Library

Camden-Carroll Library is the information center of Morehead State University. The Library's collection of books, periodicals, government documents, and non-print media supports the University's curriculum and provides a wealth of materials to meet students' research, recreational, and personal enrichment needs.

"Information literacy" has been identified as a set of skills necessary to compete in today's service-oriented economy. The Library's online catalog, microcomputer-based CD-ROM databases, and access to online services such as FirstSearch and LEXIS/NEXIS afford students the opportunity to develop these skills through hands-on experience with these sophisticated information storage and retrieval systems. Library staff are available to recommend sources and to help define research needs and suggest strategies.

The Library Online Information Services (LOIS) offers librarian-assisted access to hundreds of additional databases in a wide range of subject areas. Through its interlibrary loan services, the Library participates in state and national resource-sharing networks to obtain materials not available locally.

The Learning Resource Center supplies audio-visual materials and equipment, and is the site of one of the University's microcomputer labs. LRC maintains a selection of microcomputer software, as well as video recordings, CDs, records, tapes, and other materials.

Other services offered by the Library are photocopy facilities, graphic arts and tape duplicating services, typewriters, and access to the campus computing network. Graduate students may rent study carrels for use during the academic year. Storage lockers are also available.

Information about the Library and its services may be obtained from any Library staff member. Classes and other groups may schedule Library orientation/instruction sessions by calling 783-2251, or 783-5102 for LRC orientation.

The Library is open seven days a week. Regular hours are 8 a.m. to 10 p.m., Monday through Thursday; 8 a.m. to 6 p.m., Friday; 9 a.m. to 4:30 p.m., Saturday; and 2 p.m. to 10 p.m., Sunday. A late-night study center is open until 12:30 a.m. after regular hours Sunday through Thursday when classes are in session. Hours are subject to change during vacation periods. Call 783-2200 to request services or obtain information about the library.

Computer Resources

Morehead State University through the Office of Information Technology provides a variety of computing resources in support of instructional, administrative, alumni, and research activities. These resources include five (5) computer systems. For instructional purposes, the University has a Hewlett-Packard G60, a Hewlett-Packard E25, a Hewlett-Packard 715/80 and over 1600 microcomputers. The University is a member of the Kentucky Educational Computing Network (KECNET) and utilizes this resource to access the University of Kentucky IBM supercomputer system. Full access to national and international networks for faculty, staff and students is implemented via the Internet. Administratively, the University uses a Hewlett-Packard G50 system. Also available is an IBM RS6000 system utilized for library activities administered by Camden-Carroll Library.

There are numerous devices strategically located throughout the campus to give students, faculty, and staff convenient access to these computing resources. Information Technology staff provide seminars to train users in the effective use of various hardware and software. The University instructional programs utilize computing resources for programming, problem solving, computer-assisted instruction, simulation, record keeping, word processing, electronic mail, research, and other activities.

Testing Center

The Testing Center provides information and testing services to the University and the region. Information and registration materials on the Graduate Record Examination (GRE), The PRAXIS Series (NTE), the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), the Law School Admission Test (LSAT), Test of English as a Foreign Language (TOEFL), and the Graduate Exit Examination may be obtained by contacting the Testing Center, 501A Ginger Hall, (606) 783-2526.

Counseling and Health Services

The Office of Counseling and Health Services (CHS), located on the first floor of Allie Young Hall, provides Morehead State University students with both psychological and physical health services. The University Counseling Center's (UCC) services include individual psychotherapy and counseling, groups, workshops, and consultations. Student Health Services (SHS) include patient interviewing, examinations, treatment, and emergency first aid.

Operating hours for the UCC and SHS are 8 a.m. to 4:30 p.m. Monday through Friday, except holidays and official closings. Students are seen on a walk-in basis for all health services; however, students are encouraged to make an

appointment for counseling services with the exception of emergencies. Also, the UCC does offer evening hours by appointment to meet student schedules.

Minority Student Affairs

The Office of Minority Student Affairs provides assistance and support to prospective and enrolled minority students at MSU. Coordination of campus activities is conducted throughout the year to insure provision of educational, cultural, and social programs for minority students while increasing cross-cultural understanding for the total campus community. The Office of Minority Student Affairs is located in 308 Allie Young Hall and is open Monday through Friday from 8 a.m. to 4:30 p.m. The telephone number is 783-2668.

International Student Advisor

The international student advisor provides both undergraduate and graduate international students with assistance and support for admission and orientation, immigration requirements, social and educational adjustment, and cross-cultural programs, as well as participating in the operation of the Cross Cultural Center. International students must consult the international student advisor when:

1. applying to extend visas;
2. transferring to or from the University;
3. temporarily leaving the United States;
4. entering a higher level program or pursuing a second degree at the same level at the University;
5. seeking an off-campus work permit for either part-time or summer employment;
6. applying for curriculum and practical training;
7. changing residence;
8. seeking to bring a spouse and/or relatives to the United States.

The International Student Office is located in 330 Allie Young Hall and is open Monday through Friday from 8 a.m. to 4:30 p.m. during the academic year. Evening and vacation appointments can be scheduled by calling 783-2759.

Career Planning and Placement Services

The Office of Career Planning and Placement in 321 Allie Young Hall provides career assistance to all Morehead State alumni and current students. Services include individual counseling for career planning, job search counseling, maintenance of credential files, on-campus interviews, career days, interest testing, and related career services. The office is open from 8 a.m. to 4:30 p.m. daily for walk-in visits, or appointments may be arranged by calling 783-2233.

Alumni Association

The Morehead State University Alumni Association, Inc., is an organization operated exclusively for educational and charitable purposes designed to stimulate interest in Morehead State University. Active membership in the association is available to all graduates and former students who make an annual contribution to the MSU Foundation, Inc. Associate membership is available to parents of students and other University friends, who make an annual contribution to the MSU Foundation, Inc., and request membership. All graduates receive publications of the association. Active members receive several benefits such as discounts on concert tickets and season football or basketball tickets, a financial aid program for dependent children, and invitations to special events and activities.

The Alumni Association plans and coordinates Homecoming Weekend in October of each year for alumni to return to MSU for a variety of activities. Other annual events include pregame activities for athletic contests in areas with concentrations of alumni, outings for alumni at Keeneland, Churchill Downs, and various professional athletic teams.

Housing

Graduate students who desire to reside in University housing need to request a Housing Application on the Application for Admission to Graduate Study. The Office of Student Housing will mail an application to the student. All housing arrangements should be made well in advance of the term the student expects to begin graduate study. Students are assigned to housing by date of application/deposit received by the Office of Student Housing. Full-time students are permitted to live in a University residence. Part-time students who have received special permission from the Office of Student Housing may live in a University residence.

The University maintains modern comfortable housing for single students, single parents, and married students. Single graduate students may be eligible for family housing if the apartments are not needed for assignment to married couples or single parents.

Dependent on availability of space, commuting students may stay overnight in campus housing in the event of inclement weather, for academic assignments, or for other necessary reasons. Housing may also be available for students living in residence halls who find it necessary to remain on the campus during periods when the halls are closed. A nominal fee is charged.

Food Services

Morehead State University maintains dining facilities on the east and west ends of campus. The facilities on the east end of campus are located on the second floor of the Adron Doran University Center. The dining facilities on the west side of campus are located on the first floor of the Alumni Tower residence hall.

Dining concepts in the Adron Doran University Center include traditional entrees and vegetables as well as food court selections such as soups and salads, deli sandwiches, pasta, and oriental wok-to-order dishes. The Adron Doran University Center also includes the national branded concepts of Taco Bell, Baskin Robbins Ice Cream, and Dunkin Donuts.

The dining facilities in Alumni Tower are located in the center of the University's residence hall complex. The concepts located in Alumni Tower include Burger King, Chick-fil-A, Dunkin Donuts, PanD's Pizza and Pasta, and Slicers Deli Sandwiches.

Students may use food services on a cash basis or by depositing money in advance into MSU's Diner's Club. The Diner's Club dollars may be used by presenting the MSU student ID card to the cashiers in any food service location. The amount of each purchase is deducted from the student's account.

Automobile Registration

A valid Morehead State University parking decal or permit is required for any motor vehicle owned or operated by Morehead State University students and parked on property owned or controlled by Morehead State University. Registration information is available from the Office of Public Safety.

Student Publications

The *Raconteur* is the University's yearbook that contains photographs and a written record of the University's previous year. All full-time students receive a free copy, and part-time students may purchase a copy for half price.

The Trail Blazer, the official student newspaper, is published weekly for free distribution on the campus.

Inscape, the biannual literary magazine, solicits poetry, prose, and other creative writing sketches from University students.

Cultural, Religious, and Social Opportunities

Students may take advantage of a variety of extracurricular activities to round out the college experience. Art exhibits, dramatic productions, musical presentations, and athletic events occur throughout the year. Students may also become involved in a variety of student organizations encompassing many interests.

Morehead State University is a state-supported institution and therefore is non-denominational. Opportunities exist, however, for students to participate in activities sponsored by Morehead's many churches. Several churches maintain student centers adjacent to the campus.

Sexual Harassment Policy

Revision date: 4/30/93

Purpose

To establish the University's policy on sexual harassment and the procedures for acting on claims of sexual harassment.

Application

This policy applies to all employees and students of the University including volunteers, guests and subcontractors of the University.

Nothing contained in this policy shall be construed to supplant or modify existing laws of the Commonwealth of Kentucky and the United States. This policy shall not be used to remedy acts which are crimes under the laws of the Commonwealth of Kentucky or the United States.

Definition

Sexual harassment (which includes harassment based upon gender) violates the standards of civility of societal conduct, subverts the mission of the University, and violates both state and federal laws and regulations. In its most serious forms, it may threaten the careers of students, staff and faculty and will not be tolerated at Morehead State University. For the purposes of this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when, (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Because the mere allegation of sexual harassment may be devastating to the careers and reputations of all parties, justice requires that nomenclature be uniform, that a clear policy concerning consensual relationships be established and that a fair, and well-understood procedure be adopted to carry out university policy.

Although sexual harassment may occur between persons of the same university status, i.e., student-student, faculty-faculty, the most invidious form of sexual harassment is that which occurs when power inherent in a faculty member, administrator, or supervisor's relationship to students, advisees, or subordinates is unfairly exploited; that is, where sexual harassment takes place in part because of a power differential which occurs between faculty and student or supervisor and subordinate. (Throughout this policy, the term "faculty" or "supervisor" should be read to include any position of influence and/or authority.)

Because of the volatile nature of a claim of sexual harassment, the procedures set forth below use the term “complainant” for the person making the claim of sexual harassment and “respondent” for the person against whom such claim is made. These terms should be used throughout both the informal and formal procedures for resolving such claims to ensure the dignity of all parties.

Consenting Relationships

Consenting romantic and sexual relationships between faculty/staff and student or between supervisor and employee are a fact of the adult university community. Nevertheless, while such relationships are not forbidden, they may be deemed unwise—especially in situations where there is a power differential between the superior and subordinate, as in a faculty member’s power to confer grades, praise, etc. Therefore, all individuals are specifically warned against the possible costs of even an apparently consenting relationship. A faculty/staff member who enters into a sexual relationship with a student or a supervisor with a subordinate, where a professional power differential exists, must realize that if a charge of sexual harassment is made, it will be exceedingly difficult to prove immunity on grounds of mutual consent. In other words, the university body charged with investigating or adjudicating claims of sexual harassment may be expected to be somewhat unsympathetic to a defense based upon consent where the facts establish that a faculty/staff/student or supervisor-subordinate power differential exists.

Sanctions for violation of Morehead State University’s sexual harassment policy may include termination of employment with the University, or, in the case of students, dismissal. Retaliation against any complainant is prohibited and the sanctions for such retaliation may be as severe as the sanctions for perpetration of the sexual harassment itself.

Procedures for Resolving Sexual Harassment Complaints

The policies and procedures set forth herein constitute the exclusive remedy for sexual harassment at Morehead State University. Although the policy against sexual harassment is uniform throughout the University, the procedures for resolving a complaint vary by the nature of the relationship between the complainant and the respondent and by whether the complainant chooses to try first to resolve matters through informal procedures outlined below.

Although the President of the University, as the chief executive officer, is ultimately responsible for enforcement of university policy, two individuals (and their designees) share the responsibility as the primary persons for coordinating enforcement of the sexual harassment policy promulgated herein. (Each official will also have as an alternate designee, a person of the opposite gender. This will allow all complainants a choice of the gender to whom one wishes to bring a complaint.)

Depending upon the relationship of the complainant and respondent, the officials responsible for enforcement of the sexual harassment policy are as follows:

- a. Where both parties are students—the Vice President for Student Life or designee.
- b. Where the complainant is a student (and the complaint does not involve the individual's status as an employee or workshop) and the respondent is any other university employee, or where the complainant is an employee (regardless of whether that employee is also a student), and the respondent is any other person—the Affirmative Action Officer or designee. The Chair of the Affirmative Action Committee may be asked to assist with investigating the complaint if deemed advisable.

Should the complainant or respondent be one of the officials named above, the matter would be referred to the President for designation of an appropriate official to coordinate enforcement of this sexual harassment policy.

As often as is practicable, the names of the officials and their alternate gender designees shall be published in the *Eagle Guide*, *Trailblazer*, *UpDate*, *Handbook for Administrative, Professional, and Support Staff* and other appropriate university publications.

Because of the changing nature of men and women in the workplace and the years of reinforcement of societal norms which resulted in workplace domination of women by men, it is quite probable that some sexual harassment is unintentional or derives from ignorance, lack of education or general insensitivity. While the effect on the complainant is the same whether the sexual harassment is intentional or not, part of the purpose of a sexual harassment policy is to heighten awareness of the problem and seek education and sensitivity training for those who may engage in it unintentionally. Also, there are circumstances in which misunderstandings develop and the necessity for formal action is obviated once all of the facts become known. Therefore, all potential complainants are invited to use the following informal procedure to resolve sexual harassment complaints. However, it is not the intent of Morehead State University to require any complainant to use informal means to remedy sexual harassment. Where a complainant feels that the informal process is futile, uncomfortable, or unnecessary, he or she may resort directly to the formal process set forth below.

Informal Complaint Procedure

To begin the informal procedure, the complainant should simply notify, orally or in writing, the Vice President for Student Life or the Affirmative Action Officer. The selected official should invite the complainant to meet (with the official or designee) at the earliest possible time and the official should be sensitive to the fact that the meeting may need to take place after normal working hours so as to prevent disclosure to a supervisor or others. The official should listen fully to the complaint and offer his or her services in resolving the

complaint informally. The University will ensure that the officials designated to receive complaints will have had training in sexual harassment counseling and arbitration. The official (or designee) should offer several possible options described below. In any case, the option(s) chosen should be with the complete approval of the complainant. Additionally, the complainant may drop the complaint at any time. Among the informal options available are:

1. The official should offer to talk directly with the respondent (out of the presence of the complainant).
2. The official should offer to talk with the respondent's supervisor up to and including the appropriate vice president.
3. The official should offer the complainant the option of writing a letter to the respondent. The letter should be hand delivered or sent to the respondent at the respondent's place of business by certified, return-receipt mail. The letter should give a factual account of what happened, a description of how the complainant feels about what happened and what corrective action should be taken. This informal technique may result in the official taking the action specified in options 1 and 2, above.

Unless the complainant exercises the "letter option," it shall be expected that the resolution of the problem on an informal basis shall be completed within ten working days of notification. If the letter option is used, the informal process should be completed within 20 working days. These times are only guidelines since the complainant may abandon the informal process at any time.

Formal Complaint Procedure

Should the complaint not be resolved on an informal basis, or should the complainant choose directly the remedy of a Formal Sexual Harassment Complaint, the complainant must file a written statement with the appropriate official designated above. The statement will be called a "Formal Sexual Harassment Complaint." The Complaint must be in writing and must contain, at the minimum, the following facts.

1. The name, address and telephone number of the complainant.
2. The full name, address and telephone number of the respondent, if known.
3. The date upon which the sexual harassment occurred, or if continuing, the date upon which the harassment started.
4. The exact nature of the sexual harassment described in plain English. (It is not sufficient simply to state that one was verbally or physically harassed nor is it acceptable to simply repeat the prohibitions against sexual harassment stated in the official university policy.) The complainant may use as many paragraphs as he or she wishes to explain in as much detail as possible the nature of the harassment.

5. The steps, if any, which were taken to stop the harassment or resolve the problem. (It is not necessary that any steps have been taken. The University recognizes that some victims of sexual harassment may feel they have no viable options to stop the harassment.)
6. The names of any persons whom the complainant believes may have knowledge which would be helpful to the resolution or understanding of the nature of the complaint.
7. The names or titles of any persons who should not be contacted regarding the complaint without the express permission of the complainant.
8. The nature of any immediate action which must be taken to protect the complainant from retaliation or further sexual harassment.
9. What ultimate action the complainant requests of the University, e.g., transfer of the complainant, dismissal or transfer of the respondent, etc.
10. The complaint must be signed by the complainant.

Each official is required to assist any prospective complainant in the completion of the complaint. It is the responsibility of the complainant to ensure that the complaint reaches the appropriate official, preferably by hand delivery by the complainant so as to assure receipt by the Vice President for Student Life or the Affirmative Action Officer (or their designees). The receiving official must then determine if emergency action must be taken to protect the complainant or respondent. After such actions are taken, the official should begin to investigate the complaint. Throughout the investigation process, to the extent possible, confidentiality will be maintained as to the identities of the parties. However, it must be recognized by the complainant that anonymity cannot be maintained from the respondent.

After the receiving official takes any necessary remedial action, a copy of the complaint will be hand-delivered to the respondent by the official. A copy of the complaint will also be forwarded to the President. Within ten working days of receipt of the complaint, the respondent may serve an answer in written form to the official. A copy will be given to the complainant and the President. After receipt of the response by the official, the official will have 15 working days to investigate the claim pursuant to the instructions contained in the Sexual Harassment Investigation Handbook. At the end of that time, the official will render such findings and report as the facts warrant. A copy of the report will be provided to the parties and the President. If the official believes the claim to be frivolous, he or she shall so state, and, if the President concurs, the claim will be dismissed as a final action by the President pursuant to state and federal law.

If not dismissed as frivolous, the claim may end at this point with the implementation of the sanctions or other relief recommended to the President. If either party disagrees, a hearing may be requested, said hearing to be conducted by an ad hoc committee entitled "Sexual Harassment Grievance Committee." The Committee shall consist of six members, five voting members and a Chair who will vote only in case of a tie. The Committee shall consist of three men and three women selected by the President from slates of four each submitted by the Faculty Senate, Staff Congress and Student Government Association. Other than

the gender requirement, the President may select any number from any of the slates, provided there is at least one member of the Committee from complainant's representative group and one member from respondent's representative group, i.e., if complainant is a student, there must be at least one student member on the Committee.

Unless the parties otherwise agree, the hearing before the Committee will take place within 30 days of the formation of the Committee. The proceedings will be tape-recorded. A quorum of four members is required. The only witnesses who may be heard are the parties, who will be sworn by a notary public. Any additional evidence either side wishes to submit may be submitted in writing provided that sufficient reasons exist as to why such documents were not given to the investigating official and provided that such documents are submitted to the opposite party and the Committee within five working days prior to the hearing.

The Committee shall have five working days, exclusive of the day of hearing, within which to render its report. A copy will be sent to the President, the complainant and the respondent. The report will be recommendatory to the President. The President shall then render a decision within ten (10) working days after receiving the report and recommendations from the Sexual Harassment Grievance Committee. If the decision substantiates the claim made by the complainant, the decision (not the investigative report) will be forwarded to the Director of Human Resources and appropriate supervisors. The investigative report will be kept in the Affirmative Action Officer's files.

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 educational 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
 - B. Academic work completed
 - 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 life 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.

Financial Information

Fees

The proposed registration fee (1996-97) per academic semester for full-time Kentucky resident graduate students is \$1,135. For full-time graduate students who are not residents of Kentucky, the proposed fee is \$3,055 (these fees do include the activity fee at the current rate).

For part-time Kentucky residents, the proposed rate is \$127 per semester hour of credit, while for those part-time graduate students who are not residents of Kentucky, it is \$340 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.**

Non-resident part-time students enrolled exclusively in classes at extended-campus locations will be assessed tuition and fees at the applicable in-state rates. Non-resident part-time students who are enrolled in classes at both on-campus and extended campus locations will be assessed tuition and fees at the applicable in-state rate for the extended-campus locations and at the applicable out-of-state rate for those on-campus locations.

Refund Policy

The following tuition refund policy is applicable for *on campus* students:

Fall or Spring Term

During the first five days of classes	75%
During the next 10 days of classes	50%
During the next five days of classes	25%
After 20 days no refund will be made.	

Summer Terms

During the first two days of classes	75%
During the next four days of classes	50%
During the next two days of classes	25%
After eight days no refund will be made.	

Assistantships

A number of graduate assistantships are available each year for graduate students who have been admitted unconditionally to a graduate degree program. These graduate assistantships provide a stipend of \$4,000 for the fall and spring semesters. A graduate assistant must be a full-time student who maintains a 3.0 grade point average and registers for at least nine graduate credit hours (500-600 level), but no more than 12 hours credit each semester. Twenty hours a week must be devoted to the duties of a full assistantship. While non-resident students are not required to pay out of state tuition, all recipients must pay the regular Kentucky resident and incidental fees.

Governance

1. Departments planning to use graduate assistants should identify a member of the graduate faculty to coordinate the activities of the graduate assistant(s).
2. The faculty member should furnish each graduate assistant with a job description which outlines his/her duties. The graduate assistant must agree to these duties and sign an acceptance form.
3. Unless exempted by SACS standards, a graduate assistant, who has teaching responsibilities, must have completed at least eighteen (18) graduate semester hours in his/her teaching field and must be supervised by a graduate faculty member with teaching experience in the same field. The graduate assistant's supervision on the part of the faculty member must include inservice training and evaluation.
4. Any grievance must be routed through the supervising faculty, department chair, or director and the Graduate Dean.
5. A student for whom English is a second language may be employed as a graduate assistant only when a test of spoken English or other reliable evidence of the applicant's proficiency in oral communication and speech indicates that his/her appointment is appropriate.

Basic Procedures for Awards

1. The Graduate Office notifies, by August 1, the Deans/Department Chairs or Unit Heads the number of GAs allocated to each unit.
2. Individual units are responsible for recruiting and nominating candidates for assistantship positions as early as possible before the semester begins.
3. The Graduate Office reviews all credentials of the nominees, and notifies the unit and the candidates of their acceptance status. Candidates should not begin work until they have been cleared by the Graduate Office and the Office of Human Resources.
4. Once awards are approved, the money is transferred from the Graduate Office into the unit's account.

African-American Graduate Assistantship Awards

Includes:

1. Valuable exposure to the student's preferred area of interest under the direction of an academic professional.
2. Waiver of the out-of-state portion of tuition for all non-Kentucky residents (all G.A.s, however, pay in-state tuition).
3. A full salaried G.A. position (up to \$4,000 each academic year).
4. The additional benefit of college dorm housing provided to all African-American graduate assistants.

These special positions are available to graduate African-American students who meet all unconditional admission requirements to the M.A., M.S., or M.B.A. programs.

University Keys

Students employed as Graduate Assistants may obtain University keys necessary in the performance of their duties by initiating a request through their supervisor. Requests will be processed via the same procedures as those for other University employees except the form must indicate a date that the keys will be turned in. The Office of Public Safety provides key services between the hours of 3 a.m. and 4:30 p.m. daily, Monday through Friday.

Financial Aid

Financial aid in the form of work and loans is available to eligible graduate students at Morehead State University.

Under the Federal or Institutional Work-Study Programs, graduate students (other than those on graduate assistantships) may be employed on campus for up to a maximum of 20 hours per week. The pay rate for all work-study programs is the current minimum wage.

Low-interest federal loans available to graduate students include Federal Perkins Loans and Federal Direct Loans. Interest rates on these loans range from 5 to 8.25% and, in general, repayment does not begin until six to nine months after the student leaves school or ceases to be at least a half-time student.

To apply for financial aid, students must submit a Free Application for Federal Student Aid (FAFSA) and an MSU Student Financial Aid Personal Data Sheet. These forms are available in the Office of Financial Aid, 305 Howell-McDowell Administration Building. The phone number is (606) 783-2011.

Financial Aid Satisfactory Progress Standards

The Higher Education Act of 1965, as amended by Congress in 1980 and reauthorized in 1986 and 1992, mandated institutions of higher education establish minimum standards of "satisfactory progress" for students receiving financial assistance. This means that a student must make progress toward obtainment of an appropriate degree or certificate during each term that the

student is enrolled. These standards are applicable to all federal, state, and institutional aid programs administered by Morehead State University.

At Morehead State University, in order to continue to receive financial aid, a student must demonstrate satisfactory academic progress by completing a minimum number of the total hours attempted, and by also maintaining a minimum grade point average.

Graduate students will be considered to be making satisfactory academic progress for financial aid purposes as long as all of the following requirements are met:

1. A student must successfully complete a minimum of 75 percent of the credit hours attempted during the last semester of enrollment. Successful completion for this purpose is defined as receiving a "C" or better.
2. A student must maintain a minimum 3.0 cumulative grade point average.
3. A student has attempted no more than 45 graduate hours at Morehead State University. (Exception: Those students pursuing a degree in clinical psychology will be permitted to attempt no more than 80 graduate hours at MSU.)

Policies and Procedures

The specific policies and procedures to be used in applying the satisfactory progress standards are outlined below:

1. Satisfactory progress will be evaluated at the end of each semester. (For the Federal Direct Loan, evaluation will be completed prior to the certification of the loan application.)
2. Hours attempted for purposes of this policy will be defined as those for which a student receives a grade of A, B, C, D, E, F, I, IP, R, U, N, W, WP, or WF.
3. For graduate students, grades of D, E, F, I, R, U, N, W, WP, and WF will not qualify as successful completion of hours attempted.
4. Non-credit remedial courses, courses taken for audit, and courses in which grades of K or P are received are not figured in the calculation of a student's grade-point average and therefore are not calculated as hours attempted or completed in determining satisfactory academic progress.
5. If otherwise eligible, students will be given financial aid during a term in which they may be repeating a course.
6. A student who fails to maintain satisfactory progress as defined will not be permitted to receive federal, state, or institutional financial aid.

Procedure for Appeal for Students Who Fail to Maintain Satisfactory Progress Standards

Students who fail to meet satisfactory progress standards as defined may appeal the ruling to the Office of Financial Aid if they believe extenuating circumstances led to their failure to maintain satisfactory progress. Those desiring to appeal must do so *in writing* on the Satisfactory Progress Appeals Form and

must attach supporting documentation. Copies of the appeal form may be obtained in the Office of Financial Aid. Students will be notified in writing of the action taken on their appeal.

Reinstatement of Financial Aid Eligibility

Should a student's financial aid eligibility be terminated for failure to maintain satisfactory progress as defined, the eligibility for financial aid will not be reinstated until the student enrolls for a subsequent academic term (fall, spring, or summer term) at his or her own expense and completes the term satisfying the satisfactory progress definition.

Financial aid eligibility will be reinstated immediately for all students whose appeals are upheld.

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 or her 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 Graduate Office, 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 Graduate Office of the circumstance in writing.

Procedure for Determination of Student Residency Status for Fee Assessment Purposes

1. A student wishing to apply for a change of residency status completes the Application for Student Residency Reclassification for Fee Assessment Purposes and submits it to the Graduate Dean. In cases where the Graduate Dean desires, counsel may be sought from the Non-Resident Fee Committee. The student will be notified of the residency status decision by the Graduate Dean.
2. If the student wishes to appeal the decision of the Graduate Dean and/or the Non-Resident Fee Committee, he or she may do so by requesting in writing that a copy of his or her file be submitted to the Executive Director of the Council on Higher Education for referral to the Council's Committee on Residency Review.

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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 grade-point average (g.p.a.) of 2.5 on all undergraduate work and a minimum total Aptitude Graduate Record Examinations score of 900 for most programs are required for unconditional admission. However, some programs require a higher grade point average and GRE score. For admission to the MBA program the Graduate Management Admissions Test is required.

All graduate students will be limited to twelve graduate credit hours unless they are unconditionally admitted to a graduate program.

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 program.
2. Conditionally—Students who meet the general requirements for admission to graduate study, but fail to satisfy one or more special requirements for admission to a particular program. This is a temporary classification, and must be changed as soon as the specified conditions are satisfied.

All graduate students will be limited to twelve graduate credit hours unless they are unconditionally admitted to a graduate program.

3. Unclassified—Students who meet the requirements for admission to graduate study, but do not wish to work toward a graduate program. Such students

should note that no more than nine semester hours of graduate credit earned as an unclassified student may later be applied toward a program, and only then at the discretion of the advisor and the dean of graduate and extended campus programs. If a student desires admission as an unclassified student for the purpose of seeking initial teaching certification, he or she must meet specific requirements for admission to the teacher education program. Admission as an unclassified student seeking initial teaching certification does not automatically admit a student to the teacher education program. A separate application must also be made in the Office of Teacher Education, 801 Ginger Hall, (606) 783-2255.

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 graduate work with at least a g.p.a. of 3.0, be considered for admission to a degree program. Upon admission to a program, six of the 12 semester hours of graduate 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 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 the student 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 in the final semester of undergraduate study who have a minimum g.p.a. of at least 2.5 may apply to enroll concurrently in courses for graduate credit according to the following limitations, not to exceed a total of 12 semester hours:

Semester Hours of
Undergraduate Credit
Needed

9
6
3

Semester Hours of
Graduate Credit
Allowed

3
6
9

If the work for a baccalaureate degree is being completed during a summer term, the combined course load is not to exceed six semester hours. Application for permission to take graduate courses is made to the dean of graduate and extended campus programs prior to registration. Forms are available in the Graduate Office. Seniors taking graduate courses pay undergraduate fees. If for any reason requirements for the baccalaureate degree are not completed during the term in question, no further permission will be given to register for graduate courses until the requirements for the baccalaureate degree have been met and 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. If the Michigan Test is taken, a minimum score of 82 is required. A TOEFL score of 500 is required for admission to all graduate programs except the Master of Business Administration program, which requires a score of 525 for admission, and Biology, which requires a score of 525. International students who have completed a bachelor's degree from an accredited college or university in the United States are exempt from this requirement. International students will be officially admitted and issued a Form I-20A only after the Graduate Office has been notified that they have passed the English Test successfully, have met program admission requirements, and have submitted a statement certifying their ability to meet all financial obligations. 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 of residence.
2. **Graduates of non-accredited colleges** must meet the MSU 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. Courses at the 600 level will not be acceptable for this validation work. A minimum of 12 semester hours of credit for such work is required. This deficiency also may be satisfied by presenting an Aptitude Graduate Record Examination score of 1,500 or better.

Applications

Graduate study applications may be obtained from the campus Graduate Office, graduate program departments, or regional program coordinators/directors.

Applications are returned to the Graduate Office, 701 Ginger Hall. From this office the applications are forwarded to the appropriate departments for evaluation and admission recommendations made to the graduate dean, who serves as the official graduate program admitting officer.

Changing Program

To change a program, the student must file an official change of program form in the Graduate Office. No change is effective until approved by the graduate dean.

The Second Master's Degree

Students completing one master's degree may apply for admission to another degree program. To complete a second master's degree, a student must:

1. meet admission and candidacy requirements;
2. complete a minimum of 15 graduate semester hours of Morehead State University residence credit in approved courses after the first master's degree has been awarded. (Additional courses may be necessary to meet the degree requirements.)
3. pass a final examination.

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 graduate semester hours of Morehead State University residence 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);
4. pass a final examination.

Catalog Applicable

The University is obligated to abide by the program requirements listed in the Graduate Catalog at the time a student is initially admitted to a particular program of study provided that the program is completed within the acceptable time limit. A student may elect to meet subsequent regulations cited in a later Graduate Catalog.

Degree Requirements

The University requirements for all master's degrees are:

1. A minimum of 30 graduate semester hours without a thesis, or 24 graduate 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 or through testing programs may be applied on the requirements for the master's degree.
4. Residence credit is given for all MSU course work completed on the campus or at the regional study centers. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the 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. A maximum of 9 semester hours may be earned through television courses, independent study (excluding thesis), special problems, or workshops.
9. Satisfactory completion of a comprehensive exit examination.
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 any graduate 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.

Transfer Credit

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

1. the credit has been earned at an accredited graduate institution within 10 years of the date on which the graduate program requirements are completed;
2. the work is acceptable as credit toward a comparable program at the institution from which transfer is sought;
3. the courses to be transferred carry a mark of B or better; and
4. the courses are approved by the program department chair and/or coordinator and the graduate dean. Approval may be based on the evaluation of an institution using these criteria: length of the instructional term, frequency and length of class sessions, availability of library services, course syllabus and/or statement of requirements, and faculty member's qualifications.

Transfer credits taken during the final semester of a program will delay program completion until official transcripts of the courses have been received in the Graduate Office.

Admission to Candidacy

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

1. At least nine, 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).
2. Unconditional admission status has been obtained.
3. A recommendation initiated by the student has been received in the Graduate Office signed by the advisor and department chair.
4. A program checklist signed by both the student and the advisor is on file in the Graduate Office.
5. Core course requirements for specific programs are met.

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 office at least two weeks prior to the end of the term in which the student anticipates completing all degree requirements. Several master's degree programs offer the student the option of writing a thesis. If you plan to write a thesis, contact your advisor about your intent as early in your program as possible.

Final Examinations

Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the lowest catalog number rescheduled at another time during the final examination period. If a suitable arrangement cannot be made between the student and the instructor, then the next highest number may be rescheduled. In case the lowest number is shared by more than one course, the one whose department prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate instructor two weeks prior to the last class meeting.

Comprehensive Exit 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. For further information, contact the appropriate program coordinator or department chair.

Applying for the Degree

The student must file an application for the master's or Education Specialist degree before his or her name will be placed on the list of graduates. This application should be made in the Graduate Office a minimum of two months prior to commencement for the fall and spring semesters, and a minimum of two weeks prior to the end of the summer term. There is a \$10 graduation fee which must be paid by the degree candidate prior to graduation.

Applying for Certification

The student must file an application for completion of non-degree certification programs in the Graduate Office. It is expected that this be done at the beginning of the term in which the student plans to complete the program.

Certain graduate programs are also designed to meet certification standards required by public or private agencies outside the University. Completion of these academic programs usually provides the basis for a recommendation for certification or entry into the certification examination. Final determination of the student's eligibility rests with the certifying agency at the time of application.

Commencement

Commencement exercises are held at the close of the fall and spring semesters.

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 Office of the Registrar, located in 201 Ginger Hall.

Student Course Load

The minimum full-time graduate load for a semester is nine semester hours; for each summer term, it is three semester hours. The maximum load is 15 hours for a semester and six hours for each summer term. Half-time status is 4 hours for the fall and spring semesters.

A graduate assistant may not exceed 12 semester hours credit during a regular semester or 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 a course load after registration by adding or dropping a course may do so only by completing an official drop/add form.

Course Numbering

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. In courses numbered 500-599, graduate students will be expected to meet additional course requirements beyond those expected of undergraduates.

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

I—Work not completed by semester's end; computed as zero quality points in g.p.a. calculation

IP—Thesis, applied project, or other major research in progress

U—Unofficial withdrawal. Computed as credits attempted; computed as zero quality points in g.p.a. calculation.

W—Withdrew Officially. No hours attempted; not computed in g.p.a.

WY—Withdrawal from audit class. Not computed in g.p.a.

Y—Audit credit. No hours attempted; not computed in g.p.a.; not applicable to degree program.

The I mark provides a one-half semester for completion of course work that cannot, because of extenuating circumstances, be completed by the end of the term. If the course requirements are not finished by mid-term of the next semester, the I mark will be changed to a failing grade.

An IP grade is used to denote the continuation of an applied project, thesis, or major research project undertaken in lieu of a thesis. The IP must be changed to either a passing or failing grade within the time limit allowed for completion of a graduate degree program. An IP grade will remain a neutral factor in determining a student's grade-point average. With prior approval of the Graduate Committee, the IP grade may also be utilized for a 670 numbered research course that cannot be finished in one and one-half semesters. The Graduate Committee will also determine the time period during which the IP must be changed to a passing or failing grade. The following graduate grades are counted in computing the grade point average: A, B, C, D, E, I, U.

Repeating Courses

A course in which a student received either a passing or failing grade may be repeated. However, both grades are used in computing the grade-point average. If both of the grades earned are C or better, the semester hours will be counted only once toward meeting program requirements.

Auditing Courses

An auditor is one who enrolls and participates in a course without expecting to receive academic credit. The same registration procedure is followed and the same fees charged as for courses taken for credit. An audited course is not applicable to any degree or certificate program. Audit enrollment will not be considered a part of the minimum number of hours required to determine full-time status or normal load. Audit enrollment will be counted in determining overload.

Regular class attendance is expected of an auditor. Other course requirements, which may be obtained in writing from the instructor, will vary depending on the nature of the course. Students interested in auditing a course should contact the instructor and discuss course requirements prior to enrolling. Failure to meet audit requirements for the course may result in the auditor being withdrawn from the course at the request of the instructor with a "WY" (Audit Withdrawal) entry made on the student's transcript. A successful audit will be recorded on the transcript with the designation "Y." Any change from audit to credit must be done by the last day to add a class. Changes from credit to audit must also be done by the last day to add a class. Deadlines for change of registration status are published in the current Directory of Classes. Refunds for withdrawals from audited courses will be prorated on the same basis as refunds for withdrawals from courses taken for credit.

Academic Grievance Procedure

The student complaint procedure for resolving an academic grievance is outlined 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 must be mailed, within the first two weeks of the beginning of the following semester, to the instructor and the instructor's department chair. If the complaint is not resolved at this stage, the student has 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 student may present the question to the chair of the department to which the instructor is assigned. Prior to any action by the department chair, the student will be required to complete a *Student Grievance Form*. The form is available in the Office of the Executive Vice President for Academic Affairs and must be completed and returned to the chair of the department involved. Upon receipt of the *Student Grievance Form*, the department chair 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 chair's office, a meeting will be arranged. The instructor, the student filing the grievance, the department chair, and the dean of the responsible college will be in attendance. The student may have his or her advisor present. It will be the purpose of the department chair and the respective college dean to review the grievance and attempt to mediate a settlement. The department chair's and the college 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 chair and college dean, will be sent to the executive vice president for academic affairs and to all parties concerned.

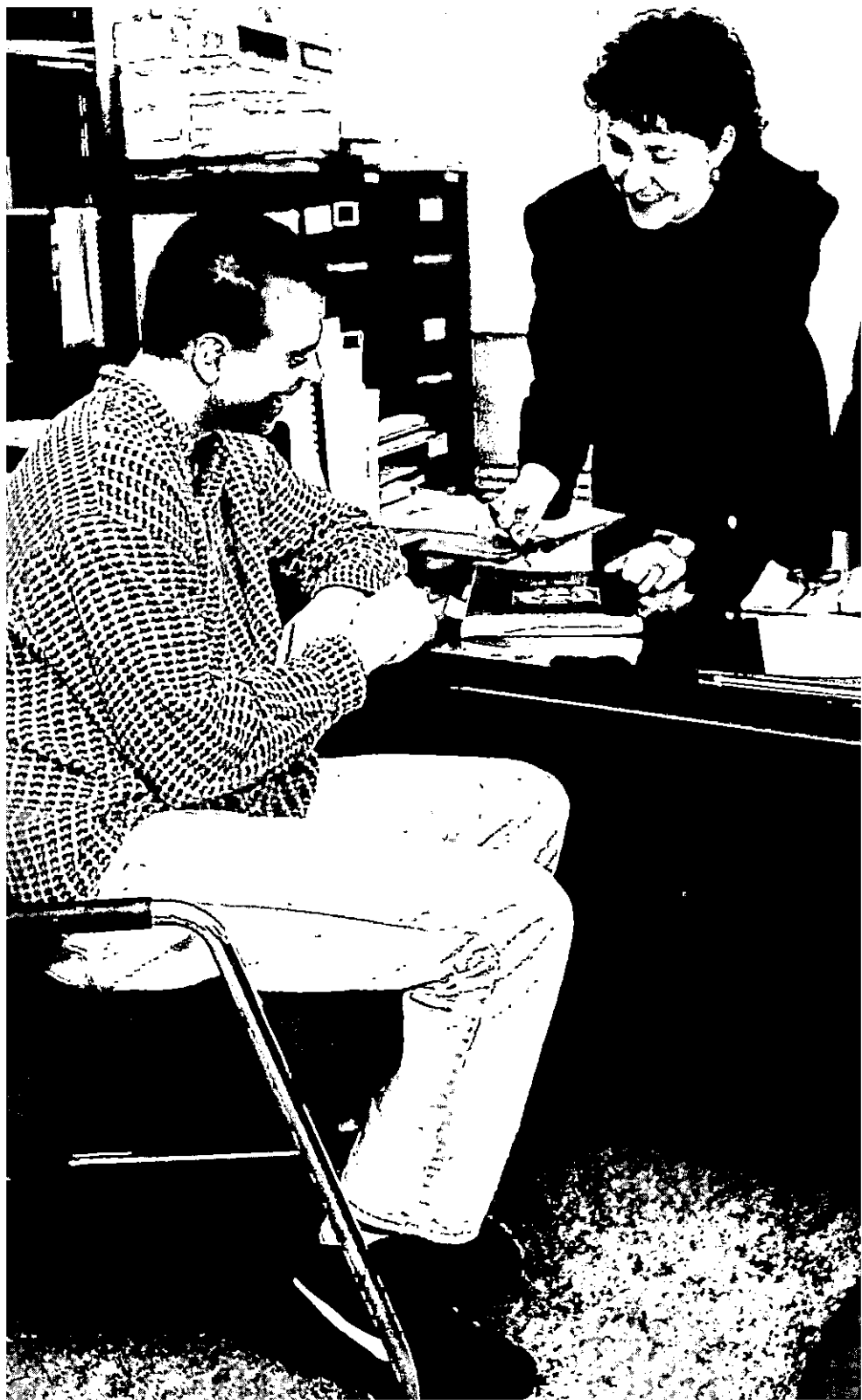
Step 3

If the recommendations presented by the department chair and the college dean are not acceptable to the student, he or she may appeal to the Graduate Committee. The student must petition a hearing before the Graduate Committee within one week following the meeting with the college dean and the department chair. Requests are to be in writing and made to the executive vice president for academic affairs. If the procedure has been followed, the executive vice president will submit to the chair of the Graduate Committee records of all action to date. Within two weeks following the application of appeal, the Graduate 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 executive vice president for academic affairs, with a copy being sent as a matter of record to the student, faculty member, department chair, and the faculty member's college dean. The executive vice president for academic affairs is responsible for enforcing the committee's decision. The Graduate 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.







College of Business

Departments: Accounting and Economics, Information Sciences, and Management and Marketing

(606) 783-2183
215 Combs Building

Graduate Faculty—M. Albin, J. Alcorn, R. Bernardi, S. Brown, R. Buck, R. Carlson, R. Carlson, T. Elliott, M. Harford, C. Hicks, I. Hullur, R. Lorentz, G. Miller, J. Peters, G. VanMeter, S. Walters, L.K. Williams, M. Yasin

Degree: Master of Business Administration

Non-Degree Program: Rank I Program in Vocational 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 36 semester hours. Others without the undergraduate business core may complete the program with a maximum of 50 hours.

Admission Requirements

Admission to the MBA program requires:

1. General admission to graduate study.
2. Admission is determined by an admission index. The index is computed as follows: $\text{INDEX} = (\text{undergraduate GPA} \times 200) + \text{GMAT score}$. The index must be at least 950. Also, the minimum acceptable GMAT is 400.
3. Only six semester hours of graduate course work taken prior to admission will be counted toward the MBA program.
5. International students must take the Test of English as a Foreign Language (TOEFL): A score of 525 on this test is required for program admission; those who score below 525 will not be admitted to the program. Students scoring between 525 and 550 are required to complete English 101.
5. In special circumstances, the dean may recommend the waiver of one or more admission requirements.
6. The Foundation Course Sequence, or comparable courses or experience, must be completed prior to full admission with at least a 2.5 average and no grade of less than C in any course.

Foundation Course Sequence

	Sem. Hrs.
ACCT 600—Survey of Accounting	2/4 hrs.
or ACCT 281 & ACCT 282 or equivalent	

MNGT 602—Survey of Quantitative Analysis and Statistics	2/4 hrs.
or MATH 354, MATH 152 or equivalent	
ECON 600—Survey of Economics	3 hrs.
or ECON 201, ECON 202 or equivalent	
MNGT 600—Survey of Management and Organizational Behavior	3 hrs.
or MNGT 301 equivalents	
Total Foundation Course Sequence	10/14 hrs.

Note: None of the four graduate level survey courses (ACCT 600, MNGT 602, ECON 600 or MNGT 600) satisfy the requirements of the 36 hour MBA program. They are prerequisite courses only.

Students applying to the MBA Program must demonstrate a working knowledge of word processing and spreadsheet programs. If the student does not demonstrate this level of computer literacy, Information Sciences will offer, each semester, a not-for-credit seminar at the beginning of the semester to familiarize the students with these packages. A student who does not demonstrate this level of computer literacy will be required to take the seminar.

Admission to Candidacy

1. See the University requirements.
2. Meet any conditions that were stated at the time of original admission to the MBA program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following courses with a minimum g.p.a. of 3.0:

	Sem. Hrs.
ACCT 611—Accounting Analysis for Decision Making	3
*MKT 630—Organizational Communications	3
CIS 615—Managing Information Technology	3
ECON 661—Managerial Economics	3
FIN 660—Financial Management	3
MNGT 665—Organizational Behavior	3
MNGT 691—Business Policy and Strategy	3
MKT 650—Marketing Administration	3
Approved 600-level electives	12
Total Program	36
*Course under development	

3. Successful completion of a final, comprehensive MBA examination to be completed during the last semester of course work.

Student Competencies

Upon completion, students should be able to:

1. Have a better understanding of the overall duties of the administrator in a business setting.
2. Utilize their knowledge of accounting in planning accounting systems and

analyzing financial statements, subjectively and quantitatively, to make better management decisions.

3. Improve their knowledge of general management skills.
4. Increase their ability to develop basic marketing strategies and solve problems in the marketing area.
5. More effectively utilize various means and strategies to finance business undertakings.
6. Have a better understanding of the macro effects of management decisions on the economy and of the micro effects of management decisions at the firm level.
7. Increase their ability to manage information.
8. Increase their ability to communicate ideas and concepts both orally and in writing.
9. Do comprehensive analyses of cases involving all aspects of business administration.

Means of Assessing Student Competencies

The competencies listed above are demonstrated by the following assessments:

1. By satisfactory completion of MNGT 665, Organizational Behavior and MNGT 691, Business Policy and Strategy.
2. By satisfactory completion of ACCT 611, Accounting Analysis for Decision Making.
3. By satisfactory completion of MNGT 665 and MNGT 691.
4. By satisfactory completion of MKT 650, Marketing Administration.
5. By satisfactory completion of FIN 660, Financial Management.
6. By satisfactory completion of ECON 661, Managerial Economics.
7. By satisfying completion of CIS 615, Managing Information Technology.
8. By satisfactory completion of all core courses this competency should be developed, including MKT 630, Organizational Communications.
9. By satisfactory completion of MNGT 691 plus exit exam.

Exit Exam

All students must take a written comprehensive examination consisting of a thorough analysis of a business case study. This exam is offered in April, June and November and is taken in the student's last term of study. Examination candidates who fail the written examination will be allowed, upon their request, to take an oral examination. The student will be allowed to take only one more written and one more oral examination (a total of four opportunities). Any student failing four examinations will be dismissed from the MBA program without being granted the degree.

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.

A Rank I Program for teachers is planned for 60 graduate hours, including the master's degree.

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.

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 3.0 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. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit earned by correspondence shall not apply toward the Rank I Program.
7. The student must meet university exit assessment criteria.

NOTE: During the term in which the program is to be completed, the student should request from the Graduate Office that the State Department of Education be notified that the Rank I Program has been completed. Applications for Kentucky certificates must be filed on official forms.

Rank I Program for Secondary Teachers Including the Master's Degree Option—Vocational Education (Departments: Agricultural Sciences, Business, Human Sciences, Industrial 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. Specialized areas and supporting courses	30-36
V. Approved electives	0-8
Minimum total 60	

(The program must be planned with the student's advisor on check sheets available in his or her department.)







College of Education and Behavioral Sciences

Departments: Elementary, Reading and Special Education; Leadership and Secondary Education; Health, Physical Education and Recreation; Psychology; Sociology, Social Work and Criminology

Department of Elementary, Reading and Special Education

(606) 783-2598
301 Ginger Hall

Graduate Faculty—C. Barlow (chair), K. Freeland, D. Grace, C. Grindstaff, K. Herzog, J. Knoll, P. McGhee, T. Miller, B. Niemeyer, P. Oakes, S. Obi, M. Pollock, D. Ris, L. Sabie, E. Schack, M. Schack, W. Willis

Degrees: Master of Arts in Education (Elementary Education, Reading, Special Education/Exceptional Children Education); Specialist in Education; Joint Doctoral (Education)

Non-Degree Programs: Fifth-Year Elementary Teacher Program; Rank I Program (Elementary Education, Teacher of Special Education/Exceptional Children Education); Director of Special Education

Master of Arts in Elementary Education

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

Standard certificates will be discontinued after September 1, 1997.

Following admission, the student should meet with the assigned advisor to plan a program of study. All elective courses must be approved by the advisor. After the student-advisor conference, a written program of study will be filed and approved by the appropriate department chair and the dean of graduate and extended campus programs. No student will be admitted to candidacy status until a signed program of study has been approved. Electives taken without the approval of the assigned advisor or before a program of study has been approved may not be counted in the student's program. The graduate dean, in consultation with graduate office staff, will approve or disapprove the recommended actions of the advisors.

Students completing a program for the Master of Arts in Education and meeting certificate requirements in Kentucky are generally 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 the program of study for the degree. No classes completed to meet initial certification may be counted on a graduate program.

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 Certificate or a certificate of eligibility must be completed before the student can be admitted to the Master of Arts in Education program.
3. A minimum score of 1,200 on the Graduate Record Exam (3 parts).
4. A minimum of 2.75 undergraduate grade point average.

The Kentucky Department of Education will no longer issue standard certification after September 1, 1997. Students admitted to a graduate program after June 1, 1994, are not eligible for a standard certificate. Students admitted to an M.A. program prior to June 1, 1994, who wish to apply for standard certification must complete the master's degree program prior to September 1, 1997.

Admission to Candidacy

1. See University requirements.
2. Completion of at least 9 but not more than 15 semester hours of graduate work. This shall include:

Elementary Education

- (a) EDF 600 and
- (b) EDF 610 or EDEL 627 or EDEL 632 or EDEL 680 or EDMG 636

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.
3. Comprehensive written examination. 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.
4. The student must apply for graduation.
5. Maintain a 3.00 g.p.a. in all courses taken after completing the Bachelor's degree.
6. Completion of one of the following programs:

Elementary Teachers (For teachers certified grades 1-8)

	Sem. Hrs.
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3

EDEL 627—Reading in the Elementary School	3
EDEL 632—Elementary School Curriculum	3
EDEL 680—History and Philosophy of Education	3
<i>Area of Specialization</i>	
Students will select one of the areas of specialization (A through G) and complete twelve semester hours in that specialization as approved by their advisor.	
A. Elementary Curriculum	
EDEL 622, 623, SCI 690 and Math 631	12
B. Nature and Needs of Elementary Children	
EDSP 601, EDSP 537, EDSP 551, EDSP 602, PSY 589 or 609 plus approved electives	12
(Students who have completed a basic course in special education should not take EDSP 601.) Students must take six hours of psychology.	
C. Curriculum Design	
Required MATH 631 and SCI 690; EDEL 622, 623, 630, 670, or 676	12
D. Academic Support	
Twelve semester hours of graduate courses in one academic area or over two or more areas.	
Select from English, Math, Science or Social Studies	
E. Early Childhood	
EDEC 527, 528, 529, 637, 670 or 676	12
F. Reading	
EDEL 623, 624, 625, 626, 628, 662, 677 or EDUC 576	12
G. Special Education	
EDSP 537, 547, 551, 553, 557, 601, 602 or 604	12

Student will select six hours approved by advisor from the following6
 BIO 553, ECON 590, EDEC 527, 528, 529, EDEL 516, 622, 623, 624, 625, 626, 628, 630, 662, 677,
 EDF 610, EDGC 619, 661, EDSP 537, 601, 602, EDUC 582, 682, ENG 544, 591, GEO 550, GOVT
 680, HEC 531, HIS 544, 680, HLTH 508, 518, IET 520, MATH 595, 631, PHED 612, PHIL 550, PSY
 584, 589, 609, 634, SCI 570, 580, 591, 690, SOC 545, 560, 603, 620.

Students who have not had an introductory course in special education must complete EDSP 601.

To be eligible for a standard certificate students must complete twelve hours of courses offered in the program that do not have education prefixes. The checksheet indicates courses appropriate for each specialization and appropriate electives. After initially not approving areas of specialization in early childhood, reading and special education, the Kentucky Department of Education revised its earlier decision and approved 12 hours in early childhood, reading or special education as possible specializations for students certified to teach in grades 1-8. Approved specializations may change in the future. Check with your advisor to determine the area of specialization and approved electives. No course counted for initial certification may be counted on a Master's Degree. No standard certificates will be issued after September 1, 1997.

Competencies

1. A basic understanding of the methods and tools of educational research, particularly as applied to elementary education (Course EDF 600).
2. An understanding of theories of learning and their applicability in teaching (Course EDF 610).
3. An understanding of educational history and philosophy and its relevance to elementary education (Course EDEL 680).
4. Command of multiple methods of instruction in the elementary classroom (Courses EDEL 627 and 632).
5. Qualities of educational leadership and personal integrity (Courses EDEL 632 and 680).
6. Ability to diagnose children's learning difficulties and to prescribe and implement remedial instruction (Courses EDEL 627 and 632).
7. Knowledge of appropriate changes in a pluralistic society and the impact of such changes on the elementary curriculum (Courses EDEL 622 and 680).

8. Appreciation of the diversity among people and the contributions of different cultures to a democratic social order (Courses EDEL 622 and 680).
9. The ability to identify and use the requirements of KERA (Courses EDEL 627, 632 and 680).

Assessment Procedures

Final Exit Examination—After completing 27 semester hours and the five required classes, the student is required to complete an exit examination. The exit exam is a multiple choice examination covering the five required core courses taken in the program. Even if transfer courses are accepted, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester including both summer terms. It is scheduled and administered by MSU's Testing Center. The student should contact the Testing Center for registration information. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only one time. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Reading Specialist Emphasis-Endorsement

The reading specialist endorsement is available for teachers holding a valid teaching certificate for grades K-4, 5-8, 1-8, 7-12, or 9-12.

	Sem. Hrs.
<i>Professional Education</i>	9
EDEL 600—Research Methods	3
EDEL 680—History and Philosophy of Education (For teachers certified 1-8, K-4, or 5-8) OR	
EDSE 683—The American Secondary School (For teachers certified 7-12 or 9-12)	3
EDEL 632—Elementary School Curriculum (For teachers certified 1-8 or K-4) OR	
EDMG 636—Middle School Curriculum (For teachers certified 5-8) OR	
EDSE 634—Secondary School Curriculum (For teachers certified 7-12 or 9-12)	3
<i>Area of Specialization</i>	12
EDEL 624—Practicum in Reading	3
EDEL 662—Remedial Reading	3
EDEL 627—Reading in the Elementary School (For teachers certified 1-8, K-4, or 5-8) OR	
EDUC 576—Reading in the Secondary School (For teachers certified 7-12 or 9-12)	3
EDEL 623—Advanced Language Arts for Elementary Teachers OR	
EDUC 629—Reading Programs: The Role of the Administrator	

OR

EDEL 677—Reading in the Content Area3

Supportive Courses12

EDF 610—Advanced Human Growth and Development

(For teachers certified 1-8 or K-4)

OR

EDF 611—Adolescent Development3

(For teachers certified 5-8, 7-12, or 9-12)

EDEL 626—Investigations in Reading3

EDEL 625—Foundations of Language Development3

Elective from the list below with advisor approval3

(ENG 505, 680, 693, 697, EDEL 516, 628, EDGC 661, EDSP 537, 553, 601, 602, 606, EDUC 682, PSY 559, 583, 584, 586, 589, 609, 634)

Three years of successful teaching experiences must be completed before the endorsement is granted. The reading specialist endorsement is valid for the grade levels included in the basic teaching certificate.

Extending the Reading Specialist Endorsement

Students holding a valid reading specialist endorsement for grades 7-12 may extend the endorsement to include grades 5-6 upon completion of the following courses:

Sem. Hrs.

EDF 610—Advanced Human Growth and Development

or

EDF 611—Adolescent Development3

EDMG 636—Middle School Curriculum3

No classes counted for an initial teaching certificate may be counted on the Master's Degree.

Competencies

1. Diagnose reading difficulties prevalent in the public school age population (EDEL 624 and 662).
2. Prescribe appropriate treatment of reading difficulties (EDEL 662 and 624).
3. Carry out individual and group programs of remediation (EDEL 627, 628, 662, and 677).
4. Know and apply a variety of techniques and materials for teaching reading (EDEL 623, 624, 626, and 677).
5. Design a reading program to facilitate the teaching of skills necessary for successful reading in the content areas (EDEL 626, 627, and 677).
6. Place in proper perspective the reading program within the total school program (EDEL 626, 627, 632, 662 or EDMG 636).
7. Gain awareness of the influence of the culture and the family on the reading ability of the child and the importance of reading materials which reflect the child's culture (EDEL 625 and 680).
8. Accept a child's dialectal language variations as a "culturally different dialect" rather than as a "culturally deficient dialect" (EDEL 623 and 625).
9. Apply a pluralistic view of society to the evaluation of all reading material (EDEL 623, 624, 625, 626, 627, and 680).
10. Demonstrate awareness of the Kentucky State Department of Education's guidelines as well as those of other professional organizations in the planning of instruction and the execution of their professional role (EDEL 623, 624, 625, and 627).

Assessment Procedures

1. The evaluation of one or more children with reading difficulties is required. Following the evaluation, the student must plan and execute 40 hours of remediation with a small group of students.
2. Preparation of a case report and final evaluation of the remediation activities.
3. The student must successfully complete a multiple choice exit examination covering the required core courses taken in the program. Even if transfer courses are accepted, the student is responsible for the content of the required courses on the exam. The student should contact the Testing Center for registration information. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only one time. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Early Elementary Education (For teachers certified grades K-4)

	Sem. Hrs.
Professional Education	18
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3
EDEL 627—Reading in the Elementary School	3
EDEL 632—Elementary School Curriculum	3
EDEC 637—Early Childhood Education	3
EDEL 680—History and Philosophy of Education	3

Area of specialization 12
 Students will select 12 hours from one of the specializations listed under Option 1 or as outlined in Options 2, 3, 4, 5, or 6.

Option 1.

Select twelve hours from one of the areas listed.

1. English 501, 505, 544, 591, 592, 593, 594, 685, 697.
2. Mathematics 575, 595 (Calculators in the Classroom), 605, 631, and 675.
3. Biology 553, 558, 580, Science 570, 580, 690.
4. Economics 590, Geography 502, 505, 550, Government 680, History 540, 541, 543, 544, 545, 546, 550, 552, 680, Sociology 515, 545, 560, 603, 620.
5. Psychology 583, 584, 586, 589, 590, 609, 634.

Option 2

Select twelve hours each from two different areas listed in Option 1.

Option 3.

Select twelve hours from three or more of the areas listed in Option 1.

Option 4.

Select 12 hours in reading including any reading course required in the Reading Specialist endorsement.

Option 5.

Select 12 hours in special education required in the LBD or TMH endorsement.

Option 6.

Select 12 hours of early childhood courses.

Electives3

The elective course must be approved in advance by the assigned advisor. Directed Research and Directed Study will not count for the elective.)

Total required33 hours

Students should check with their advisor for approval of courses prior to enrollment in those courses. The student is responsible for meeting requirements for admission, admission to candidacy, exit exam and application for graduation. Course requirements may change if certification requirements change. All students must have 12 hours outside education, 12 hours in early childhood, 12 hours in reading or 12 hours in special education. No course used for initial teaching certification may be counted on the Master's Degree.

Competencies

1. Delineate the patterns and norms of behavior common to all children due to heredity and the shared aspects of the general culture (Courses EDEC 637 and EDF 610).
2. Differentiate among the various theories appropriate to young children's development and learning (Courses EDEC 637, EDF 610, and EDEL 632).
3. Appraise competing theories of human development focusing on the value dimensions of each for use in specific situations (Course EDF 610).
4. Design motivating classroom situations (Courses EDEC 637 and EDEL 632).
5. Meet the individual pupil's needs and provide for the needs of exceptional students (EDEC 637 and EDEL 627).
6. Avoid discriminatory prejudices toward the different ethnic, social, cultural, physical and mental backgrounds of pupils (Courses EDEL 680 and EDEL 632).
7. Design specific activities that promote multicultural awareness (Courses EDEC 637 and EDEL 680).
8. Measure individual differences in achievement (Courses EDEC 637, EDEL 627, and EDEL 632).

Competencies in instructional design and curriculum development

1. Gain awareness of the aims, goals and objectives of the curriculum of the school (Courses EDEL 627, 632, and 680).
2. Seek active participation in curriculum planning activities and evaluation (Course EDEL 632).
3. Evaluate instructional activities based upon the needs of all the pupils in the group (Courses EDF 600, EDEL 627 and 632).
4. Provide for differences without stereotyping (Course EDEC 637).
5. Realize and provide for the limitation of a selected textbook/series with enriching activities (Courses EDEC 637, EDEL 627 and 632).

6. Gain awareness of the organizational design and dynamics of the school (Course EDEL 632).
7. Explain to pupils and interest groups the organizational design and dynamics of the school (Courses EDF 600, EDEL 627, 632, and 680).
8. Identify the helping roles of various interest groups and publics in the process of promoting the smooth operation of the school system (Courses EDEL 632 and 680).

Assessment Procedures

Final Exit Examination—After completing 27 semester hours and the six required classes the student is required to complete an exit examination. The exit examination is a multiple choice examination covering the six required core courses taken in the program. Even if transfer courses are accepted, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester including both summer terms; it is scheduled and administered by MSU's Testing Center. The student should contact the Testing Center for registration information. Students should arrange to complete the exit exam prior to the end of the semester in which he or she plans to complete the degree. The written exam can be taken only one time. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Middle Grades (For teachers certified grades 5-8)

	Sem. Hrs.
Professional Education	15
EDF 600—Research Methods in Education	3
EDF 611—Adolescent Development	3
EDMG 636—Middle School Curriculum	3
EDEL 677—Reading in the Content Area	3
EDEL 680—History and Philosophy of Education	3
Area of specialization	12

Select 12 hours from one of the specializations listed below. The area selected must be the same as one of the student's undergraduate academic components.

1. English 505, 544, 591, 685, 697.
2. Mathematics 575, 595, 605.
3. Biology 553, 558, 580, Science 570, 580.
4. Economics 590, Geography 502, 505, 510, 550, 600, 631, Government 505, 599, 620, 680, History 540, 541, 543, 545, 546, 550, 552, 576, 599, 638, 676, 680, Psychology 584, 589, 609, 634, Sociology 545, 560, 603.
5. Special Education 553, 555, 556, 557, 581, 602, 603, 604, 605, Psychology 584, 589, 609, 634.

The student may choose to select 12 hours from the list above in the two academic

omponents listed on the teaching certificate. Only those courses listed above and/or approved by the advisor will count on this program. Students must have at least 18 hours of professional education.

Electives6

Elective courses must be approved in advance by the assigned advisor. Directed Research and Directed Study will not count for electives.)

Total required33 hours

Students should check with their advisor for approval of courses prior to enrollment in those courses. The student is responsible for meeting requirements for admission, admission to candidacy, exit exam and application for graduation. Course requirements may change if certification requirements change. All students must have 12 hours outside education. No courses counted to meet initial teaching certification may be counted for the Master's Degree.

Competencies

1. An in-depth understanding of selected subject matter and related teaching methods appropriate for middle grade instruction and/or an increased awareness of developmental needs of middle grade school children (Courses EDF 611, EDMG 636, EDEL 677).
2. A basic understanding of methods and tools of educational research, particularly as it applies to middle grade education (Course EDF 600).
3. Process knowledge concerning professional practices and methods of inquiry (Courses EDEL 680 and EDMG 636 and specialization courses).
4. An understanding of educational history and philosophy and its relevance to middle grade children (Course EDEL 680).
5. Competence in adjusting instructional methods to meet individual needs of middle grade children (Courses EDF 611, EDEL 677 and EDMG 636).
6. The ability to diagnose children's learning difficulties, prescribe and implement developmental, corrective or remedial instruction (Course EDEL 677).
7. A knowledge of changes in a pluralistic society and the impact of such changes on the middle school grades curriculum (Courses EDEL 680 and EDMG 636).
8. A knowledge of the diversity among people and the contributions of different cultures to a democratic social order (Courses EDEL 680 and EDF 611).
9. Knowledge reflective of professional values and ethics (Courses EDF 611 and EDEL 680).
10. Knowledge of KERA and the importance of KERA upon schools (Courses EDF 600, EDEL 632, 677, 680, and EDMG 636).

Assessment Procedures

Final Exit Examination—After completing 27 semester hours and the five required classes, the student is required to complete an exit exam. The exit exam is a multiple choice examination covering the five required core courses. Even if transfer courses are accepted, the student is responsible for the content of the

required courses on the exam. The exam is given at least once per semester including both summer terms; it is scheduled and administered by MSU's Testing Center. The student should contact the Testing Center for registration information. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only one time. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. It is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Endorsement of Valid Middle Grades or Secondary Certificate for Classroom Teaching in Grades K-4

Sem. Hrs.

I.	*EDF 211— <i>Human Growth and Development</i> or *EDEE 305— <i>Early Elementary Learning Theories and Practice</i> or *EDF 610— <i>Advanced Human Growth and Development</i>	3
II.	*EDEM 330— <i>Foundations of Reading</i> *EDEE 331— <i>Reading for Early Elementary Teachers</i> or *EDEL 627— <i>Reading in the Elementary School</i>	3
III.	*EDEE 321— <i>Number Concepts and Math, Early Elementary</i> *EDEE 322— <i>Teaching Social Studies in Early Elementary</i> or *EDEL 622— <i>Social Studies in Today's Elementary School</i> *SCI 490— <i>Science for Elementary Teacher</i> *EDEE 323— <i>Language Arts for Early Elementary</i>	3

Related Studies

I.	ART 121— <i>School Art I</i> or ART 221— <i>School Art II</i> MUST 100— <i>Rudiments of Music</i> PHED 311— <i>Movement Exploration</i> HLTH 301— <i>Health, Safety, and Nutrition for Early Elementary</i>	3
II.	*MATH 231 and 232— <i>Math for Elementary Teacher, I and II</i> or *MATH 631— <i>Problem Solving and Teaching Arithmetic in Elementary School</i>	6
III.	EDEE 327— <i>Literature and Materials for Young Readers</i>	3

Student Teaching

EDEE 423— <i>Supervised Student Teaching Practicum</i>	4-6
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*Students must satisfactorily complete the courses marked with an asterisk before they are eligible for student teaching. Student teaching is based upon a six-week requirement. EDEM 330 is a prerequisite for other reading courses. Applicants must have a minimum 2.50 undergraduate grade point average, a 2.50 average on courses completed in the endorsement program, and successfully complete the CTBS. The endorsement program must be planned with the student's advisor and a checksheet must be filed.

Endorsement of Valid Elementary Classroom Teaching Certificate (1-8 or K-4) or Certification in Grades 5-8.

*Human Growth and Middle Grades (minimum 3 hours required)		
Select option	(A) EDMG 306	3
(A), (B) or (C)	(B) EDF 611—Adolescent Development	3
	(C) EDF 610	3
I.	*EDMG 636—Middle Grades Curriculum	3
II.	*Reading (minimum 3 hours required)	
Select option	(A) EDMG 332	
(A) or (B)	(B) EDEL 627	3
V.	*Special Education (minimum 2-3 hours required)	2-3
Each student must have at least one special education class (may be undergraduate)		
I.	*Fundamental Processes and Learning Materials (minimum 3 hours)	
The student must select the option (A, B, or C) that corresponds to his/her teaching field if math, language arts, or social studies is selected.		
	(A) EDMG 341	
	(B) EDMG 342 or EDEL 622	
	(C) EDMG 343 or EDEL 623	3
II.	One approved middle grade teaching field (minimum 24 hours)	
(For required courses request a checksheet.)		
III.	EDMG 446—Supervised Student Teaching	4-6

Students must satisfactorily complete the courses marked with an asterisk before they are eligible for student teaching. Seventy-five percent (75%) of the coursework in the teaching field must be successfully completed. Student teaching is based upon a six-weeks requirement. Applicants must have minimum 2.50 undergraduate grade point average, a 2.50 average in courses completed in the endorsement program, a 2.50 average in the teaching field, and successfully complete the CTBS. The endorsement program must be planned with the student's advisor and a checksheet filed.

Endorsement of Valid Secondary Teaching Certificate (7-12 or 9-12) for Certification in Middle Grades (5-8)

*Human Growth and Middle Grades (minimum 3 hours required)		
Select option	(A) EDMG 306	3
(A), (B) or (C)	(B) EDF 611—Adolescent Development	3
	(C) EDF 610	3
I.	*EDMG 636—Middle School Curriculum	3
	*Reading (minimum 6 hours required)	
	EDEM 330 or EDEL 336	3
	EDMG 332, EDEL 337, EDEL 627, EDSE 576, or EDEL 677	3
II.	*Special Education (minimum 2-3 hours required)	2-3
Each student must have at least one special education class (may be undergraduate)		
V.	Fundamental Processes and Learning Materials (minimum 6 hours)	
The student must select 6 hours including the course related to the middle grade teaching field if listed below.		
	EDMG 341	3
	EDMG 342 or EDEL 622	3
	EDMG 343 or EDEL 623	3
	Science 591	3
I.	One approved middle grade teaching field (minimum 24 hours)	
(For a listing of required courses in the teaching field request a checksheet.)		
II.	EDMG 446—Supervised Student Teaching	4-6

Students must satisfactorily complete the courses marked with an asterisk before they are eligible for

student teaching. Student teaching is based upon a six-weeks requirement. The prerequisite for other reading courses is either EDEM 330, EDEE 331 or EDMG 332. Applicants must have a 2.50 undergraduate grade point average, a 2.50 average in the teaching field, a 2.5 average in courses completed in the endorsement program, and successfully complete the CTBS. The endorsement program must be planned with the student's advisor and a checksheet must be filed.

NO ENDORSEMENTS FOR TEACHING IN GRADES 1-8 WILL BE ISSUED AFTER SEPTEMBER 1, 1989.

Master of Arts in Education

Emphasis in Special Education/Exceptional Children

Students may enter this program if they hold the provisional certificate or a certificate of eligibility for teaching of exceptional children.

Requirements for Admission

1. General admission to graduate study.
2. A minimum score of 1,200 on the Graduate Record Exam (3 parts).
3. A minimum of 2.75 undergraduate grade point average.

Admission to Candidacy

1. See University requirements.
2. Completion of at least 9 but not more than 15 semester hours of graduate work. EDF 600 is required. Students must also have completed EDF 610 or a graduate course in special education.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.
3. Comprehensive written examination. 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.
4. The student must apply for graduation.

For Teachers of Exceptional Children

	Sem. Hrs.
Professional education (to be selected from the following)	10
*EDF 600—Research Methods in Education	3
*EDF 610—Advanced Human Growth and Development	3
EDIL 628—School Law	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
EDEL 671—Seminar—Problems of Elementary Teachers	1
<i>Special education</i>	<i>12</i>
<i>Area of specialization in severe learning and behavior disorders</i>	

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	
<i>Area of specialization in trainable mentally handicapped</i>	
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
<i>Electives (approved by advisor)</i>	<i>9</i>
<i>Required for the program.</i>	

No courses counted for initial teaching certification may be counted on the Master's Degree.

Competencies

1. Develop knowledge of and skills in using the collaborative/consultative teaching models (Course EDSP 604).
2. Develop skills for teaching preschool handicapped children and consulting with parents (Course EDSP 605).
3. Increase skill development in planning, implementing and evaluating career education programs for handicapped students (Course EDSP 607).
4. Understand and apply research literature in special education (Courses EDSP 604, 605, 607, and EDF 600).
5. Use literature search and review techniques in special education (Courses EDSP 604 and EDF 600).

Assessment Procedures

The student must successfully complete a comprehensive essay examination over the area of specialization. The test is scheduled through the student's advisor and 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. The written exam can be taken only one time. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Endorsement of Elementary Certificate for Learning and Behavior Disorders, K-12

Students holding a provisional or standard elementary certificate may, through an endorsement program, qualify for the new provisional certificate for teachers of exceptional children—learning and behavior disorders (LBD). The LBD certificate enables

the teacher to teach children who are mildly emotionally disturbed (ED or BD), educable mentally handicapped (EMH), orthopedically handicapped (OH), or who are classified as having learning disabilities (LD) at all grade levels—preschool, elementary and secondary.

Sem. Hrs.

EDSP 601—Survey of Exceptional Children

OR

EDSP 230—Education of Exceptional Children3

EDSP 602—Speech and Language Problems

OR

EDSP 320—Introduction to Corrective Speech3

EDSP 350—Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps3

EDSP 360—Characteristics of Individuals with Learning Disabilities and Behavior Disorders3

EDSP 537—Educational Assessment of Exceptional Children3

EDSP 551—Curriculum for the Pre-School Exceptional Child3

EDSP 553—Language Arts for Exceptional Students3

EDSP 555—Prescriptive Teaching for Children with Learning and Behavior Problems3

EDSP 557—Content Areas and Career Preparation for Exceptional Students3

EDSP 675—Practicum in Special Education4-8

Written guidelines for the program should be requested from the department chair, Department of Elementary, Reading, and Special Education. Course requirements must be planned with and approved by the student's advisor.

Endorsement of Elementary Certificate for Trainable Mentally Handicapped, K-12

Students holding a provisional or standard elementary certificate may, through an endorsement program, qualify for the new provisional certificate for teachers of exceptional children—trainable mentally handicapped (TMH). The TMH certificate enables the teacher to teach children who are trainable mentally handicapped (TMH). **Students must be admitted to this program by September 1, 1994, in order to complete. This program must be completed by September 1, 1997. This program is currently under revision.**

Sem. Hrs.

EDSP 601—Survey of Exceptional Children

OR

EDSP 230—Education of Exceptional Children3

EDSP 602—Speech and Language Problems

OR

EDSP 320—Introduction to Corrective Speech3

EDSP 350—Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps3

EDSP 360—Characteristics of Individuals with Learning Disabilities and Behavior Disorders3

EDSP 547—The Trainable Mentally Handicapped3

EDSP 551—Curriculum for the Pre-School Exceptional Child3

EDSP 553—Language Arts for Exceptional Students3

EDSP 556—Teaching the Trainable Mentally Handicapped3

EDSP 557—Content Areas and Career Preparation for Exceptional Students3

EDSP 675—Practicum in Special Education4-8

Written guidelines for the program should be requested from the department chair, Department of Elementary, Reading, and Special Education. Course requirements must be planned with and approved by the student's advisor.

Endorsement of Secondary Certificate for Learning and Behavior Disorders, 7-12

This certificate is an endorsement of a valid secondary teaching certificate and is valid for teaching in learning and behavior disorders in grades 7-12 only.

Sem. Hrs.

DSP 601—Survey of Exceptional Children	
OR	
DSP 230—Education of Exceptional Children	3
DSP 602—Speech and Language Problems	
OR	
DSP 320—Introduction to Corrective Speech	3
DSP 350—Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps	3
DSP 360—Characteristics of Individuals with Learning Disabilities and Behavior Disorders	3
DSP 537—Educational Assessment of Exceptional Children	3
DSP 551—Curriculum for Pre-School Exceptional Children	3
DSP 553—Language Arts for Exceptional Students	3
DSP 555—Prescriptive Teaching for Children with Learning and Behavior Problems	3
DSP 557—Content Areas and Career Preparation for Exceptional Students	3
DSP 675—Practicum in Special Education	4-8
EDEL 662—Remedial Reading	3
EDEL 627—Reading in the Elementary School	3
MATH 595—Mathematics Curriculum Workshop	3
MATH 631—Problem Solving and the Teaching of Mathematics in the Elementary Schools	3

Written guidelines for the program should be requested from the department chair, Department of Elementary, Reading, and Special Education. EDEM 330, Foundations of Reading, is a prerequisite for both EDEL 662 and EDEL 627. Course requirements must be planned with and approved by the student's advisor.

The department offers a conversion program for teachers holding an old certificate in special education (teachers of special education—EMR, B.D. or E.H., N.I. or L.D.). The number of credit hours required for the conversion program will vary, depending upon the course which the teacher previously completed in special education. Teachers interested in this program should contact the Department of Elementary, Reading, and Special Education for additional information.

Director of Special Education Certification Program

The purpose of the certificate for Director of Special Education is to prepare individuals to be effective administrators of public school special education programs.

Requirements for Admission

- Must hold a Master's degree from an accredited college or university or have completed a fifth year program.
- Must hold a valid teaching certificate in an area in special education.
- Must have a GRE score of at least 1200.
- Must receive favorable consideration from an admission review committee which shall be composed of faculty teaching the program and practicing special education administrators in the public schools.

5. Must have successfully completed three (3) years of full-time teaching experience in special education. A letter of validation must be received from the superintendent of the school district(s).
6. Must have successfully completed a course in educational assessment.
7. Must have completed a graduate level course in curriculum.

Course Requirements

EDSP 621 Operation of Special Education Programs	3 hours
EDSP 622 Instructional Leadership in Special Education	3 hours
EDSP 623 Special Education Program Coordination	3 hours
EDSP 624 Practicum for Director of Special Education	6 hours
EDIL 620 Introduction to Educational Administration	3 hours
EDIL 628 Public School Law for Instructional Leaders	3 hours

At the time of completion, the student must have accumulated an overall total of 45 graduate hours from this and other previously completed graduate programs.

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. Adult and Higher Education
2. Curriculum and Instruction
3. Guidance and Counseling
4. Instructional Leadership

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 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 Examinations (three part aptitude test) score of 1,200*.
 - (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 or her proposed specialization.
- e) Recommendations from selected references.

Admission to the guidance and counseling program requires a Graduate Record Examinations score on the Aptitude section of 1300.

Requirements for the Degree

1. Twenty-four semester hours of course work 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 and extended campus 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 the application, he or she must submit a transcript of scores on the Graduate Record Examination (Aptitude and Advanced in Education tests).

After admission to the program, the student will be assigned to a doctoral committee composed of faculty members from both institutions and will be permitted to do approximately one year of work on campus at Morehead. The University of Kentucky offers courses for the program at Ashland. In any case, a minimum of one academic year (18 semester hours) in residence at the University of Kentucky or three semesters of six credit hours at Ashland will be required.

Those planning to pursue doctoral programs should, at an early stage in graduate work, familiarize themselves 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 and extended campus 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.
3. Minimum undergraduate grade point average of 2.50.

Program Requirements

1. The program shall be planned with each applicant by the advisor at the beginning of the program.
2. The program shall consist of 33 semester hours of graduate credit. Of the total program up to 9 semester hours may be earned at another accredited institution (transferred courses must carry a mark of B or better); at least 18 semester hours of graduate credit shall be in professional education; and at least 9 semester hours shall be from areas other than professional education. No grade less than a C can be counted as part of the 33 hour program. Students must maintain a minimum grade-point average of 3.0.
3. Course work from a two-year institution shall not apply toward the Fifth Year Program. No 100 or 200 level courses will count toward completion of 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 advisor 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.
7. From the time a student begins work on a planned Fifth Year Program, he or she has 10 years in which to complete it. If the program is not completed within the required time, suitable courses must be completed to replace those more than 10 years old.
8. The student must successfully complete an exit examination covering the five required courses taken in the program. Even if transfer courses are accepted, the student is responsible for the content of the required courses on the exam. The exam will be scheduled and administered by MSU's Testing Center. Students should arrange to complete the exit exam during the semester prior to completion of the Fifth Year in Elementary Education.
9. During the term in which the program is to be completed, the student should file for program completion in the Graduate Office.

Fifth Year Program in Elementary Education

The requirements for the Fifth Year Program in elementary education are listed below. The program requires a minimum of 33 hours. Since all courses listed below are graduate courses, undergraduate courses are not accepted in the Fifth

Year Program in Elementary Education.

DEL 622—Social Studies in Today's Elementary School	3
DEL 623—Advanced Language Arts for the Elementary Teacher	3
DEL 627—Reading in the Elementary School	3
MATH 631—Problem Solving and Teaching Math in Elementary School	3
CI 690—Advanced Science for the Elementary School Teacher	3

elect nine hours from the following9

DEL 516, 626, 628, 630, 632, 662, 677, 680, EDEC 527, 528, 529, EDUC 582, 682, 690,
DGC 619, 656, 661, EDIL 628, EDF 600, 610, 611, EDMG 636, EDSP 601.

Students who have not had an introductory course in special education must complete EDSP 601.

elect nine hours from the following9

IO 553, CIS 516, ECON 590, ENG 544, 591, GEO 550, GOVT 680, HS 531, HIS 544, 680,
ILTH 508, 518, IET 520, MATH 595, PHED 612, PSY 609, SCI 591, 570, 580, SOC 545, 560,
03 or 620.

Please note: The elementary fifth year program does not meet the requirements for Kentucky standard certification.

Students entering the elementary fifth year program after August 15, 1988, must complete successfully written examination covering the education courses taken as part of the program.

Rank I Program (Non-Degree)

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

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.

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.
3. Must meet additional requirements of specific programs.

A. Elementary Education:

In addition to the above requirements, the following apply to applicants for the elementary program:

A graduate g.p.a. of 3.00

OR

3.00 g.p.a. on 12 hours of coursework taken at the Rank I level.

OR

Graduate record exam score of 900.

B. Special Education:

In addition to the above requirements, the following apply to applicants for the special education program:

1. Total Aptitude GRE score of at least 900;
2. Minimum graduate grade point average of 3.00;

3. Three letters of recommendation including two from faculty at accredited institutions of higher education. For practicing teachers, one letter should be written by the current school principal.
4. Valid provisional teaching certificate for exceptional children.

Requirements for the Program

1. The program must be planned with the student's advisor at the beginning of the program.
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. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit earned by correspondence shall not apply toward the Rank I program.
7. The student must meet university exit assessment criteria.
8. Must meet additional requirements of specific program.
9. No courses counted to meet requirements for the initial teaching certificate may be counted on the Rank I Program.

NOTE: During the term in which the program is to be completed, the student should request from the Graduate Office that the State Department of Education be notified that the Rank I program has been completed. Applications for Kentucky certificates must be filed on official forms.

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

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 foundations of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the schools	9-16
IV. Electives in courses outside the field of professional education	24
V. Electives	0-13
	minimum 60

The following are requirements for completion of the Rank I elementary program for students admitted after August 15, 1988:

1. Satisfy all program requirements;

2. File an approved checksheet with the Graduate Office;
3. Achieve a 3.00 grade point average on all coursework in the Rank I program;
4. Successfully complete a written exit exam covering education courses taken in the Rank I program.

Rank I Program for Elementary Teachers Extended from Fifth Year Program

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 foundations of education and the nature of 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
	minimum 63

The following are requirements for completion of the Rank I elementary program for students admitted after August 15, 1988:

1. Satisfy all program requirements;
2. File an approved checksheet with the Graduate Office;
3. Achieve a 3.00 grade point average on all coursework in the Rank I program;
4. Successfully complete a written exit exam covering education courses taken in the Rank I program.

Rank I Program for Teachers of Exceptional Children or Special Education Including the Master's Degree

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

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundations 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 support courses	23-40
V. Electives	0-9
	minimum 60

The following are requirements for completion of the Rank I special education program for students admitted after August 15, 1988:

1. Satisfy all program requirements;
2. File an approved checksheet with the Graduate Office;
3. Achieve a 3.00 grade point average on all courses completed as part of the Rank I;
4. Successfully complete a written comprehensive exam with a score of 80% or better.

Department of Leadership and Secondary Education

(606) 783-2502

503 Ginger Hall

Graduate Faculty—R. Daniel, M. Daulton, T. Diamantes, D. Fasko, S. Hudson, D. Owen, H. Rose, W. Staley, W. Weikel (chair), M. Williams, S. Young

Degrees: Master of Arts in Education (Guidance Counseling, Secondary Education); Master of Arts in Adult and Higher Education; Specialist in Education; Joint Doctoral (Education)

Non-degree Programs: Fifth Year Program (Secondary Teacher); Rank I Program (Secondary Education, Guidance and Counseling, Instructional Leadership)

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 or she may, through the different curricula leading to this degree, qualify for the corresponding master's degree and/or the provisional certificate for the guidance counselor. **Standard certificates will be discontinued after September 1, 1997.**

Following admission, the student should meet with the assigned advisor to plan a program of study. All elective courses must be approved by the advisor. After the student-advisor conference, a written program of study will be filed and approved by the appropriate department chair and the dean of graduate and extended campus programs. **No student will be admitted to candidacy status until a signed program of study has been approved.** Electives taken without the approval of the assigned advisor or before a program of study has been approved may not be counted in the student's program. The graduate dean, in consultation with graduate office staff, will approve or disapprove the recommended actions of the advisors.

All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.

Students completing a program for the Masters of Arts in Education and meeting certificate requirements in Kentucky are generally 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 the program of study for the degree.

Requirements for Admission

1. General admission to graduate study.
2. A minimum composite Aptitude Graduate Record Examination score of 1,000 is required for the Master of Arts in Education-Secondary Emphasis.
3. A minimum composite Aptitude Graduate Record Examination score of 1,050 is required for the Master of Arts in Education-Guidance and Counseling.
4. A minimum of 9 semester hours of undergraduate credit in professional education. Requirements for the Provisional Teacher Certificate or a certificate of eligibility must be completed before the student can be admitted to the Master of Arts in Education program.

Standard Certification

The Kentucky Department of Education will no longer issue standard certification after September 1, 1997. Students admitted to a graduate program after June 1, 1994, are not eligible for a standard certificate. Students admitted to an M.A. program prior to June 1, 1994, who wish to apply for standard certification must complete the master's degree program prior to September 1, 1997.

Admission to Candidacy

1. See University requirements.
2. Completion of at least 9 but not more than 15 semester hours of graduate work. This shall include:

Secondary Education

- (a) EDF 600 and
- (b) EDF 610 or EDSE 633 or EDSE 634

Guidance Program

- (a) EDF 600
- (b) one course in guidance

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.
3. All graduate students pursuing programs of study in the Department of

Leadership and Secondary Education must maintain a 3.0 graduate g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.

4. Comprehensive exit examination. 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.
5. Completion of one of the following programs:

Secondary Teachers

	Sem. Hrs.
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3
EDSE 633—Effective Classroom Instruction	3
EDSE 634—Secondary School Curriculum	3
EDGC 661—Measurement Principles and Techniques	3
Restricted elective in education	3
From specialized area of preparation (major, minor, or closely related area)	12
Elective	3
	TOTAL 33

All electives must be approved by the student's advisor.

Competencies required in the program

1. Evaluate teaching strategies and educational programs through understanding of research techniques, nature of the learner, and curriculum development (EDF 600, EDSE 633 and 634).
2. Interpret research and analyze current practices in secondary education to improve teaching (EDF 600).
3. Understand individual and cultural differences of learners and modify instruction for maximum learning (EDF 610).
4. Improve classroom teaching skills through applying current research findings in the areas of effective classroom instruction (EDSE 633).
5. Understand and apply developmental research and theories to improve learning and teaching (EDF 610).

Assessments

Exit Examinations: The student may take the exit exam a maximum of two times. Should the student fail the exam the first time, the student must contact his/her advisor for consultation at which time the advisor may require remediation before the next attempt. The exam may be taken only once per semester and once per Summer I or Summer II. A second failure will result in the student being permanently dropped from the program. The student may apply to the Fifth-Year Program. If a student is enrolled in the Master of Arts in Secondary Education program with a teaching specialization in either Biology or English, an additional exit exam is required. That student should contact his/her

specialized area advisor in Biology or English to make arrangements for the specialization exam.

Counselor Education

The graduate programs in counseling prepare people for positions as elementary school counselors, secondary school counselors, adolescent and adult counselors in non-school settings, and student personnel workers in higher education.

To be admitted to the elementary and secondary counseling program, one must have an undergraduate teaching certificate in the area in which certification is sought. Certification as a guidance counselor requires a year of teaching at the appropriate level, which may be completed after the course work.

Successful completion of the requirements leads to a Provisional Counseling Certificate.

Vocational school counselors in Kentucky are required to have a secondary counseling certificate. Students planning to work in vocational education should have an undergraduate background in the area or plan to take additional courses in the graduate program in vocational education.

One planning a career as a counselor in a community setting (non-school) or in college student personnel work should enter the degree program for the Master of Arts in Adult and Higher Education with an emphasis in counseling or the Ed.S. in the counseling program. None of these programs are designed to qualify persons for certification as public school counselors.

Program of Study Leading to the Provisional Counselor and Continuing Teaching Certificate in Elementary or Secondary Schools*

Elementary Guidance Counselor

<i>Counseling Core</i>	24
EDGC 656—Introduction to Counseling	3
EDGC 665—Philosophy and Practice of School Counseling	3
*EDGC 666—Theories of Counseling	3
*EDGC 667—Group Counseling	3
EDGC 619A—Career Counseling (Elem.)	3
OR	
EDGC 619B—Career Counseling (Sec.)	3
EDGC 620—Psycho-Social Factors in Counseling	3
EDGC 669A—Practicum in Guidance and Counseling (Elem.)	6
OR	
EDGC 669B—Practicum in Guidance and Counseling (Sec.)	6
<i>Professional Education Core</i>	12
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3
EDEL 630—Curriculum Construction	3
EDGC 661—Measurement Principles and Techniques	3
Total Program Requirements	36

*Students enrolled in these classes should expect substantial differences in class requirements and assignments depending upon the level (elementary/secondary school) of certification sought.

Students who possess elementary teacher certification (1-8, K-4, 5-8) will qualify for provisional elementary counseling certification upon the completion of the program above.

Students who possess secondary teacher certification (5-8, 7-12, 9-12) will qualify for provisional secondary counseling certification upon the completion of the program above.

Academic Competencies

1. Knowledge of the major contemporary theories which form the foundation for the current practice of professional counseling (Target courses: EDGC 619, 620, 656 and 666).
2. Knowledge of basic research technique and methodology sufficient to function as informed consumers of professional literature and to conduct applied and action research projects (Target course EDF 600).
3. Knowledge of the organization and administration of school guidance services consistent with current professional standards and Commonwealth of Kentucky statutes and regulations (Target courses: EDGC 620, 665, and 669).
4. Knowledge of fundamental psycho-educational assessment theory and practice (Target course EDGC 661).
5. Knowledge of human development, learning, and behavior required to function as entry level professional counselors (Target courses EDF 610, EDGC 620, 656, and 666).

Clinical Competencies

1. Demonstrate the ability to make differential diagnostic decisions utilizing various theoretical formulations, interview techniques and appropriate psycho-educational instruments (Target courses EDGC 619, 661, 666, 667, and 669).
2. Demonstrate the ability to select and apply a variety of interventions in the conduct of professional counseling with a variety of clients and client problems (Target courses EDGC 619, 620, 666, 667, and 669).
3. Demonstrate the ability to select, administer, score and interpret a variety of psycho-educational instruments appropriate for entry level professional counselors (Target course EDGC 661).
4. Demonstrate the ability to design and execute applied and action research projects for study in the field of counseling (Target courses EDF 600, EDGC 661).
5. Demonstrate appropriate, ethical, and professional interpersonal skills for both individual and group counseling as well as for consultation settings (Target courses EDGC 620, 656, 666, 667, and 669).

Assessment Procedures

Final Exit Examination—Students in their final semester of study in the program are required to successfully complete a comprehensive objective final exit exam. Students who fail to achieve the minimum passing score may request an oral exit examination before the counseling faculty. Failure to perform adequately on an oral generally will result in the student taking additional coursework and a subsequent exit exam in an attempt to qualify for the degree.

Extensions to Existing Certificates

Under provisions adopted by the Kentucky State Department of Education, individuals who hold an elementary guidance certificate may receive an endorsement for serving as a secondary school guidance counselor (5-12) upon the completion of an approved program which includes preparation in:

- a. Human behavior, development, and learning of secondary pupils,
- b. Instructional design and curricula for secondary pupils,
- c. Career development and vocational planning for secondary pupils, and
- d. A practicum experience at the high school level.

Similarly, a certificate for secondary school guidance may be endorsed for elementary school guidance upon completion of an approved program of study which includes preparation in:

- a. Human behavior, development, and learning of elementary pupils,
- b. Instructional design and curricula for elementary pupils,
- c. Career development and vocational planning for elementary pupils, and
- d. A practicum experience in the elementary grades.

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 Higher Education degree program with a specialty in counseling. Persons interested in counseling students in higher education should also consider the adult and higher education degree program with a specialized area in counseling. **This program does not qualify the candidate for certification as a guidance counselor in the public schools.**

Master of Arts in Adult and Higher Education

The adult and higher education graduate program is designed to develop the capacity of individuals to plan, organize, and carry through a variety of education and service programs to meet adult learners' needs in post-secondary and adult continuing education institutions. The program is flexible insofar as students may plan their programs for preparation in teaching, administration, student personnel, developmental studies, or counseling.

Requirements for Admission

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.
3. A minimum composite Aptitude Graduate Record Examination score of 1,050 is required.

Admission to Candidacy

1. See university requirements.
2. Completion of 9 to 15 hours of graduate work, including EDF 600, an approved course in adult and higher education, and one course from the student's area of specialization.

Requirements for the Degree

1. Satisfy the general degree requirements.
2. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.
3. All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate g.p.a.

Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.

4. Completion of the following program:

	Sem. Hrs.
EDF 600—Research Methods in Education	3
<i>Adult and higher education selected from the following (minimum of)</i>	<i>12</i>
EDAH 640—Principles of Adult and Higher Education	3
EDAH 651—Human Development in Adulthood	3
EDAH 653—Program/Curriculum Development and Evaluation	3
EDAH 688—Seminar in Adult Education	3
OR	
EDAH 643—Seminar in Higher Education	3
<i>Elective selected from the following (minimum of)</i>	<i>3</i>
EDAH 641—Academic and Administrative Problems in Higher Education	3
EDAH 642—Student Personnel in Higher Education	3
EDAH 650—Developmental Education for Adult Students	3
<i>Area of specialization* (to be selected by student and graduate committee)</i>	<i>12</i>

*The area of specialization that will prepare the student for his or her chosen career may be from courses in any one of several disciplines. Examples include the following: students interested in counseling should take courses in the counseling area; students pursuing teaching careers should take courses in the discipline in which they plan to teach; and students interested in administration should take additional hours from the elective area and other support areas.

NOTE: Students may write a thesis in lieu of six hours of course work. Also, with approval, EDAH 670—Directed Research, EDAH 676—Directed Study, EDAH 678—Internship, or EDAH 599—Workshop may be substituted for up to six hours of regular course work.

The program is designed to be completed in a minimum of 30 semester hours, but based on student need, additional credit hours may be required.

Competencies required in the program

1. Familiarity with the historical development of Adult & Higher Education and the sponsoring organizations, institutions and agencies (EDAH 640).
2. Awareness of Adult Education as a unique segment of the broad field of education (EDAH 640 and 688).
3. Knowledge of the unique physical, psychological and social characteristics of the adult learner and implications for the teaching of adults (EDAH 651).
4. Knowledge of the basic principles and methods of program/curriculum development and evaluation (EDAH 653).
5. Familiarity with and understanding of the experimental studies, scientific investigations and theoretical writings pertinent to adult learning (EDF 600, EDAH 651, 670, and 676).
6. Understanding of program problems and personnel issues associated with providing instruction in post-secondary institutions for the adult learner (EDAH 643, 678).
7. Familiarity with the principles of organization and administration of personnel programs and services in higher education (EDAH 641 and 642).
8. Understanding of the impact of undereducation on the society and the individual and the design of programs to address literacy problems (EDAH 650).
9. Area expertise to support each student's career.

Assessment Procedures

During the final semester of study all students complete a comprehensive oral examination administered by two faculty from Adult and Higher Education and one faculty member from the student's specialty area. Students who fail the oral examination may retake after a minimum of two weeks. The oral examination usually lasts one hour and consists of questions from the committee member related to the total program of study. If the student's performance is deemed unsatisfactory, the oral examination may be repeated no sooner than two weeks after the initial examination.

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. Adult and Higher Education
2. Curriculum and Instruction
3. Guidance and Counseling
4. Instructional Leadership

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 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 Examinations (three part aptitude test) score of 1,200*.
 - (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 or her proposed specialization.
 - (e) Recommendations from selected references.

*Admission to the guidance and counseling program requires a Graduate Record Examinations score on the Aptitude section of 1300.

Requirements for the Degree

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

Fifth Year Program in Secondary Education

The Fifth Year Program of preparation for the secondary teacher certified in grades 7-12 or 9-12 will include a 15-semester hour professional education component designed to reflect current research findings to aid teachers in increasing competency in classroom instruction; a 12-hour specialization component designed to provide further depth of preparation in the student's certified area of concentration, major, minor, or in a closely related field; and a nine-hour elective component designed to individualize the program to the particular interests of the student. Students may elect the research methodology option and qualify for standard certification. **Standard certificates will be discontinued after September 1, 1997.**

Additional secondary education fifth year program admission requirements are:

1. A baccalaureate degree from an accredited college or university.
2. A valid secondary teaching certificate.
3. An undergraduate GPA of 2.5 or 9 hours of graduate course work with a 3.0 GPA.
4. A minimum total score of 900 on the Aptitude section of the GRE.
5. No course work taken to qualify for initial certification shall apply toward the Fifth Year Program.

The requirements for the Fifth Year Program in Secondary Education are listed below. The 36 hours of graduate level work includes at least 12 graduate hours in the major.

	Sem. Hrs.
EDF 610—Advanced Human Growth and Development	3
EDSE 633—Effective Classroom Instruction	3
EDSE 634—Secondary School Curriculum	3
EDGC 661—Measurement Principles and Techniques	3
EDF 600 or EDSP 601 or EDUC 576 or EDUC 582 or EDIL 628	3
Any education course 500 or above	3
Teaching area—major, minor, or area of concentration	12
Electives	6
Total Hours	36

Other program requirements are:

1. All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses

will be immediately dropped from his/her respective program.

2. Students entering the Fifth Year Program for secondary teachers must successfully complete a written exit examination. Students who fail to successfully pass will be required to take additional courses before they can retake the exam.
3. EDF 600 must be taken if students plan to qualify for standard certification.
4. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Rank I Program (Non-Degree)

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

A Rank I Program for teachers is planned for a minimum of 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.

All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.

Requirements for Admission

1. Must hold a master's degree from an accredited college or university or have completed a Fifth Year Program. For Instructional Leadership programs, the candidate must have been awarded a Master's degree and must have the appropriate teaching certification.
2. Must hold a valid teaching certificate.
3. Must meet additional requirements of specific programs.

A. Instructional Leadership:

In addition to requirements, the following apply to applicants for instructional leadership programs:

1. The candidate must have earned a grade point average of 3.2 or above (4.0 scale) on all graduate work attempted.
2. The candidate must have earned a cumulative score of 1200 or above on the three (3) aptitude sections of the Graduate Record Examinations (verbal, quantitative, analytical) with a minimum score of 320 in each section.
3. The candidate must present three positive recommendations from colleagues, superiors, or professors who are familiar with the

- candidate's potential for a leadership position in the schools.
4. Applicants must be recommended for admission to the instructional leadership programs by the screening 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, College of Education and Behavioral Sciences.
 5. The candidate must have successfully completed three (3) years of full-time teaching experience. A letter of validation must be received from the superintendent of the school district(s).
 6. For principal certification programs, the candidate must have taken the National Teachers Exam (NTE) Core Battery Components obtaining the minimum state requirements. If the student has not taken the NTE Core Battery Components obtaining the minimum state requirements, admission will be tentative upon the student satisfactorily taking the NTE and obtaining the required scores before completing twelve (12) semester hours of the program. NTE core Battery Components:

General Knowledge	643
Communication Skills	646

Beginning January 1, 1989, scores on NTE tests completed four or more years prior to the date of application for certification are not acceptable [704 KAR 20:305, Section 2 (2)]. **If the candidate's test scores are more than four years old at the time of application for certification the candidate will be required to retake the NTE tests.**

As a requirement for the Early Elementary Principal Program, students admitted to the Professional Certificate for Instructional Leadership—Early Elementary School Principal must have been issued a teaching certificate valid for regular classroom teaching in grades K-4. Certificates issued or endorsed for art, music, physical education, or speech and communication disorders shall not satisfy this prerequisite.

Middle School Principal Program: Students admitted to the Professional Certificate for Instructional Leadership—Middle School Principal must have been issued a teaching certificate valid for regular classroom teaching in grades 5-8. Certificates issued for speech and communication disorders shall not satisfy this prerequisite.

Secondary School Principal Program: Students admitted to the Professional Certificate for Instructional Leadership—Secondary School Principal must have been issued a teaching certificate valid for regular classroom teaching in grades 9-12. Certificates issued for speech and communication disorders shall not satisfy this prerequisite.

Supervisor of Instruction Program: Students admitted to the Professional Certificate for Instructional Leadership—Supervisor of Instruction must have completed the master's degree and must have

been issued any one of the following teaching certificates: Elementary Certificate Grades 1-8; Certificate for Teaching in the Early Elementary Grades K-4; Certificate for Teaching in the Middle Grades 5-8; High School Certificate Grades 7-12; Certificate for Teaching in the Secondary Grades 9-12; or the Certificate for Teachers of Exceptional Children (except those having speech and communication disorders as the specialty area). **In lieu of a standard teaching certificate, equivalent graduate courses (determined by the EDIL admissions committee) may be required.**

School Superintendent Program: Students admitted to the Professional Certificate for Instructional Leadership—School Superintendent must meet the admissions, retention, and exit criteria plus the following requirements:

The candidate must have earned a grade point average of 3.3 or above (4.0 scale) on all graduate work attempted.

The candidate must have completed an additional two (2) years of experience in a position of early elementary school principal, middle school principal, secondary school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or coordinator, administrator, supervisor of district-wide services.

The candidate must have completed both Level I and Level II preparation and certification for any one of the positions—early elementary principal, middle school principal, secondary school principal, or supervisor of instruction.

The candidate must have been issued a teaching certificate valid for regular classroom teaching in grades K-4, 5-8, or 9-12.

B. Guidance and Counseling:

In addition to the above requirements, the following apply to applicants for the guidance counseling program. Applicants must meet two of the following three:

1. GRE score of 1200 on the Aptitude section;
2. GPA of 3.5 on the master's program;
3. Provisional certification in counseling.

C. Secondary Education:

In addition to the above requirements, the following apply to applicants for the secondary program:

1. Student must have a 3.0 GPA on all graduate course work;
2. Must have a minimum score of 900 on the three parts of the Aptitude section of the GRE.

Requirements for the Rank I and/or Certification Programs

1. The program must be planned with the student's advisor at the beginning of the program.
2. A minimum of 60 graduate hours including the master's degree or the Fifth Year plus 30 hours is required for Rank I.
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. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit earned by correspondence shall not apply toward the Rank I program.
7. The student must meet university exit assessment criteria.
8. Must meet additional requirements of specific program:
 1. All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.
 2. Satisfactorily complete all course work and classes as required and have a minimum of 3.0 grade point average (based on a 4.0 G.P.A.).

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

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
II. Studies dealing with the foundations of education	12-15
III. Studies dealing with the programs of the school	12
IV. Outside professional education (from student's major or minor or closely related area)	24
V. Electives (approved by advisor)	3-9
	minimum 60

(The program must be planned with the student's advisor on check sheets available for the program.) Students entering the Rank I program for Secondary Teachers after August 1, 1988, must complete successfully an exit project and oral examination.

Rank I Program for Secondary Teachers Including the Master's Degree Option—Vocational 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 foundations of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Specialized areas and supporting courses	30-36
V. Approved electives	0-8
	minimum 60

(The program must be planned with the student's advisor on check sheets available in the Agriculture, Business, Human Sciences, Industrial Education, and Education Departments.)

Rank I Program for Secondary Teachers Extended from Fifth Year Program

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	6
II. Studies dealing with the foundations of education	12-15
III. Studies dealing with programs of the school	12
IV. Outside professional education (from the student's major or minor or closely related field)	24
V. Electives approved by advisor	5-11
	minimum 62

(The program must be planned with the student's advisor on check sheets available for the program.) Students entering the Rank I program for Secondary Teachers after August 1, 1988, must complete successfully an exit project and oral examination.

Rank I Program for Guidance Counselors (60 graduate hours, including the master's degree)

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

	Sem. Hrs.
I. Guidance and counseling	39
II. Professional education	3-6
III. Testing	6
IV. Nature and Psychology of the Individual	6-9
V. Studies dealing with research	6
VI. Supervision and Administration	0-3
VII. Approved electives	0-6
	minimum 60

(The program must be planned with the student's advisor on check sheets available for the program.) Students entering the Rank I program for guidance counselors after August 1, 1988, must successfully complete an oral exit examination.

Certification Programs for Instructional Leadership

The educational administration graduate programs prepare people for instructional leadership positions such as early elementary principals, middle school principals, secondary principals, supervisors of instruction, school superintendents, and administrators of pupil personnel services. Students who complete the Level I and Level II requirements for early elementary principal, middle school principal, secondary principal, or supervisor of instruction may qualify for Rank I status. Admission to these programs requires a master's degree and appropriate teaching certification.

All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.

(NOTE: Many Instructional Leadership courses are restricted and require program admission.)

Certification Program for Early Elementary School Principal, Grades K-4

This program is a thirty-one (31) semester hour, two level program. Level I consists of nineteen (19) semester hours and Level II consists of twelve (12) semester hours. Initial certification is issued for a duration period of one (1) year upon successful completion of Level I preparation and the tests prescribed under KRS 161.027, and upon obtaining employment for an internship as a principal or assistant principal. The certificate is renewed subsequently for five (5) year periods. The first renewal requires the completion of the twelve (12) semester hour graduate Level II program. Program courses are listed below in the recommended Level I and Level II sequence.

(NOTE: Two courses, EDEL 632, Elementary School Curriculum, and EDGC 661, Measurement Principles and Techniques, or the equivalent for each, should be taken prior to program admission. If not previously completed, the six (6) hours must be taken prior to completing Level I.)

Level I

	(Sem. Hrs.)
EDIL 620—Introduction to Educational Administration	3
EDIL 621—Research for Instructional Leadership	3
EDIL 622—Instructional Supervision	3
EDIL 623—Computer Applications for Administrators	3
EDIL 632A—Instructional Leader of the School with Field Experience/Early Elementary	4
Elective—To be chosen from the approved list of educational administration electives	3
TOTAL	19

Level II

	Sem. Hrs.
EDIL 628—Public School Law for Instructional Leaders	3
EDIL 629—Personnel Administration	3
EDIL 630—School-Community Relations	3
EDIL 633—School Finance and Business Administration	3
TOTAL	12

Certification Program to Extend Middle Grade School Principal to Early Elementary Principal

A certificate based upon Level II preparation as a middle grade school principal may be extended to early elementary school principal, grades K-4, upon completion of the courses listed below that total ten (10) semester hours.

	Sem. Hrs.
EDEL 627—Reading in the Elementary School	3
EDEL 632—Elementary School Curriculum	3
EDIL 620—Introduction to Educational Administration	3
EDIL 625A—Practicum in School Administration/Early Elementary	1
TOTAL	10

(Any of these courses previously taken must be replaced by selecting additional courses from the list of educational administration approved electives and agreed to by the advisor.)

Certification Program for Middle Grade School Principal, Grades 5-8

This program is a thirty-one (31) semester hour, two level program. Level I consists of nineteen (19) semester hours and Level II consists of twelve (12) semester hours. Initial certification is issued for a duration period of one (1) year upon successful completion of Level I preparation and the tests prescribed under KRS 161.027, and upon obtaining employment for an internship as a principal or assistant principal. The certificate is renewed subsequently for five (5) year periods. The first renewal requires the completion of the twelve (12) semester hour graduate Level II program. Program courses are listed below in the recommended Level I and Level II sequence.

(NOTE: Two courses, EDMG 636, Middle School Curriculum, and EDGC 661, Measurement Principles and Techniques, or the equivalent of each, should be taken prior to program admission. If not previously completed, the six (6) hours must be taken prior to completing Level I.)

Level I

	Sem. Hrs.
EDIL 620—Introduction to Educational Administration	3
EDIL 621—Research for Instructional Leadership	3
EDIL 622—Instructional Supervision	3
EDIL 623—Computer Applications for Administrators	3
EDIL 632B—Instructional Leader of the School with Field Experience/Middle School	4
Elective—To be chosen from the approved list of educational administration electives	3
TOTAL	19

Level II

	Sem. Hrs.
EDIL 628—Public School Law for Instructional Leaders	3
EDIL 629—Personnel Administration	3
EDIL 630—School-Community Relations	3
EDIL 633—School Finance and Business Administration	3
TOTAL	12

Certification Program to Extend Early Elementary Principal or Secondary School Principal to Middle Grade School Principal

A certificate based upon Level II preparation as an early elementary school or as a secondary school principal may be extended to middle grade school principal, grades 5-8, upon completion of the courses listed below that total seven (7) semester hours.

(NOTE: EDF 610, Advanced Human Growth and Development, or its equivalent, should be taken prior to program admission. If not previously completed, this three (3) hour course must be taken in addition to the seven (7) hour sequence identified below.)

	Sem. Hrs.
EDMG 636—Middle School Curriculum	3
EDIL 620—Introduction to Educational Administration	3
EDIL 625B—Practicum in School Administration/Middle School	1
TOTAL	7

Any of these courses previously taken must be replaced by selecting additional courses from the list of educational administration approved electives and agreed to by the advisor.

Certification Program for Secondary School Principal, Grades 9-12

This program is a thirty-one (31) semester hour, two level program. Level I consists of nineteen (19) semester hours and Level II consists of twelve (12) semester hours. Initial certification is issued for a duration period of one (1) year upon successful completion of Level I preparation and the tests prescribed under KRS 161.027, and upon obtaining employment for an internship as a principal or assistant principal. The certificate is renewed subsequently for five (5) year periods. The first renewal requires the completion of the twelve (12) semester hour graduate Level II program. Program courses are listed below in the recommended Level I and Level II sequence.

NOTE: Two courses, EDSE 634, Secondary School Curriculum, and EDGC 661, Measurement Principles and Techniques, or the equivalent of each, should be taken prior to program admission. If not previously completed, the six (6) hours must be taken prior to completing Level I.

Level I	Sem. Hrs.
EDIL 620—Introduction to Educational Administration	3
EDIL 621—Research for Instructional Leadership	3
EDIL 622—Instructional Supervision	3
EDIL 623—Computer Applications for Administrators	3
EDIL 632C—Instructional Leader of the School with Field Experience/Secondary School	4
Elective—To be chosen from the approved list of educational administration electives	3
TOTAL	19

Level II	Sem. Hrs.
EDIL 628—Public School Law for Instructional Leaders	3
EDIL 629—Personnel Administration	3
EDIL 630—School-Community Relations	3
EDIL 633—School Finance and Business Administration	3
TOTAL	12

Certification Program to Extend Middle Grade School Principal to Secondary School Principal

A certificate based upon Level II preparation as a middle grade school principal, grades 5-8, may be extended to secondary school principal, grades 9-12, upon completion of the courses listed below that total seven (7) semester hours.

	Sem. Hrs.
EDSE 634—Secondary School Curriculum	3
EDIL 620—Introduction to Educational Administration	3
EDIL 625C—Practicum in School Administration/Secondary School	1
TOTAL	7

Any of these courses previously taken must be replaced by selecting additional courses from the list of educational administration approved electives and agreed to by the advisor.

Certification Program for Supervisor of Instruction, Grades K-12

This program is a thirty-seven (37) semester hour, two level program. Level I consists of twenty-five (25) semester hours and Level II consists of twelve (12) semester hours. Initial certification is issued for a five (5) year period. The certificate is renewed subsequently for five (5) year periods. The first renewal requires the completion of the twelve (12) semester hour graduate Level II program. Program courses are listed below in the recommended Level I and Level II sequence.

Level I

	Sem. Hrs.
EDIL 620—Introduction to Educational Administration	3
EDEL 632—Elementary School Curriculum	3
EDSE 634—Secondary School Curriculum	3
EDSP 601—Survey of Exceptional Children	3
EDGC 661—Measurement Principles and Techniques	3
EDIL 621—Research for Instructional Leadership	3
EDIL 622—Instructional Supervision	3
EDIL 631A—Practicum in District Administration/Supervisor	1
One of the following	3
EDEL 627—Reading in the Elementary School	
or	
EDUC 576—Reading in the Secondary School	
or	
EDUC 629—Reading Programs: The Role of the Administrator	
TOTAL	25

Level II

	Sem. Hrs.
EDIL 628—Public School Law for Instructional Leaders	3
EDIL 629—Personnel Administration	3
EDIL 630—School-Community Relations	3
EDIL 643—School Housing	3
TOTAL	12

Certification Program for School Superintendent

Candidates for school superintendent certification must have completed both Level I and Level II preparation programs and hold certification for at least one of these positions: early elementary school principal, middle grade school principal, secondary school principal, or supervisor of instruction.

In addition, the ten (10) semester hours listed below must be completed.

	Sem. Hrs.
EDIL 633—School Finance and Business Administration	3
EDIL 641—The School Superintendent	3
EDIL 643—School Housing	3
EDIL 631B—Practicum in District Administration/Superintendent	1
TOTAL	10

Any of these courses previously taken must be replaced by selecting additional courses from the list of educational administration approved electives and agreed to by the advisor in order to meet the state requirement for a minimum of 36 semester hours above the master's degree.

Certification Program for Administrator of Pupil Personnel Services

This program is a twenty-one (21) semester hour program. Each of the following courses must be included in either the master's or postmaster's work. Additional courses may be necessary where prerequisites to these courses have not been completed.

	Sem. Hrs.
EDIL 620—Introduction to Educational Administration	3
EDIL 628—Public School Law for Instructional Leaders	3
EDIL 630—School-Community Relations	3
EDIL 698—Seminar for Administrators of Pupil Personnel Services	3
EDGC 661—Measurement Principles and Techniques	3
EDGC 656—Introduction to Counseling	3
EDSP 601—Survey of Exceptional Children	3
TOTAL	21

Electives

The following courses are recommended for the instructional leadership programs. Students are encouraged to take these courses to enhance individual programs. An elective course is required in the principal certification programs.

	Sem. Hrs.
EDIL 626—Special Services Administration	3
EDIL 645—Seminar for Effective Administration	3
EDIL 646—Advanced Seminar for Curriculum/Program Development	3
EDIL 685—Research Problems of the Instructional Leader	3
EDIL 698—Seminar for Administrators of Pupil Personnel Services	3
SOC 620—Educational Sociology	3
EDGC 656—Introduction to Counseling	3

Department of Health, Physical Education, and Recreation

506) 783-2180

01 Laughlin Health Building

Graduate Faculty—M. Brown, R. Chaney, L. Fitzgerald, R. Grueninger, M. Magner, M. Sabie,
J. Sweeney

Degree: Master of Arts in Health, Physical Education, and Recreation

The Master of Arts in HPER allows specialization in one of three areas: Health/Physical Education, Exercise Science, Recreation. Each area of specialization requires the completion of a core of courses in theory and research.

The program is designed to provide students with opportunities to develop and demonstrate the expertise and research skills which are necessary to enable them to make independent professional contributions in their chosen area of specialization.

Requirements for Admission

1. General admission to graduate study.
2. Completion of a major or minor in Health, or Physical Education, or Recreation or successful completion of selected undergraduate prerequisites.
3. A minimum score of 1,000 on the Graduate Record Exam (3 parts).

Admission to Candidacy

1. Meet University requirements, including the filing of an application for admission to candidacy during the term in which 9-15 hours have been completed with a minimum g.p.a. of 3.0.
2. Complete EDF 600, HPER 601, and at least one of the following: HPER 602, PHED 603, REC 604.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Complete all professional core courses.
3. Fulfill stated requirements for the selected area of specialization.
4. Pass a written comprehensive examination over the professional core curriculum.
5. Pass an oral examination over the area of specialization.
6. Have an exit g.p.a. of 3.0 or above.

Program Requirements**Professional Core Curriculum:****Sem. Hrs.**

EDF 600—Research Methods in Education	3
HPER 601—Interpretation of Data	3
HPER 602—Wellness Promotion	3
PHED 603—Philosophical Foundations: Frameworks for Action	3
REC 604—Leisure and Recreation	3
TOTAL	15

Areas of Specialization**Health/Physical Education Area**

Students must select 15 hours from the following.

Health and/or Physical Education (9-12 hours):

Sem. Hrs.

HLTH 508—General School Safety	3
HLTH 518—Use and Abuse of Drugs	3
HLTH 603—Administration of School Health	3
HLTH 613—Administration of Public Health	3
HLTH 614—Principles of Epidemiology	3
HLTH 650—Graduate Seminar	3
PHED 601—Tests and Measurements in Health, Physical Education and Recreation	3
PHED 604—History and Principles of Physical Education	3
PHED 605—Planning Facilities for Physical Education	2
PHED 608—Analysis of Motor Skills	3
PHED 612—Curriculum Construction in Physical Education	3

Research Electives (3-6 hours):

HLTH 670—Directed Research	1-3
HLTH 699—Thesis	6
PHED 610—Readings in Health/Physical Education or Recreation	2
PHED 670—Directed Research	1-3
PHED 699—Thesis	6
TOTAL	15

Exercise Science Area

Undergraduate prerequisites: Completion of the following courses or the equivalent: BIO 231, BIO 232, PHED 325, PHED 402, and PHED 432.

Required Courses:

Sem. Hrs.

PHED 550—Planning and Managing Exercise Programs	3
PHED 551—Exercise Testing and Prescription	3
PHED 552—Exercise Program Practicum	6
PHED 606—Physiological Effects of Motor Activity	3
TOTAL	15

Recreation Area

Students must select 9-11 hrs. from the following:

Sem. Hrs.

REC 526—Fiscal Management in Parks and Recreation	3
REC 576—Special Problems	1-3
REC 620—Graduate Seminar	1
REC 624—Evaluation Techniques in Parks and Recreation	2
REC 625—Community School Recreation	3
OR	
REC 630—Programs in Recreation	2

Students must select 4-6 hours from the following:

	Sem. Hrs.
EC 588—Professional Development for Therapeutic Recreation	3
EC 635—Organization and Administration of Intramural Activities	2
EC 640—Recreation in the Senior Years	2
EC 670—Directed Research	1-3
EC 699—Thesis	6
TOTAL	15

Competencies

The following competencies will be obtained in the HPER core courses listed below:

EDF 600—Research Methods in Education

HPER 601—Interpretation of Data

HPER 602—Wellness Promotion

PHED 603—Philosophical Foundations: Frameworks for Action

REC 604—Leisure and Recreation

1. Demonstrate an understanding of the methodology and significance of research techniques as they relate to the various educational disciplines (EDF 600 and HPER 601).
2. Demonstrate the ability to utilize various research methods and apply the findings to the various educational disciplines (EDF 600 and HPER 601).
3. Demonstrate the ability to analyze both quantitative and qualitative data (EDF 600 and HPER 601).
4. Demonstrate the ability to design and conduct applied research in the disciplines of health, physical education and recreation (EDF 600 and HPER 601).
5. Demonstrate an understanding of the dimensions of wellness and its impact on lifestyle and quality of life (HPER 602 and REC 604).
6. Demonstrate an understanding of the personal commitment associated with wellness promotion and disease prevention (PHED 602).
7. Demonstrate an understanding of the philosophical framework and current practices associated with the disciplines of health, physical education (PHED 603).
8. Develop a personal philosophy regarding the value of health, physical education, recreation, sport and sportsmanship (PHED 603).
9. Demonstrate an understanding of leisure, recreation and the agencies responsible for providing such activities and resources (REC 604).
10. Demonstrate an understanding of the significance of leisure in modern society (REC 604).

Assessments

Assessments include the successful completion of written papers, oral presentations, quizzes, examinations, a written comprehensive examination, and an oral comprehensive examination.

Requirements regarding completing the Written Comprehensive Examination for the Master's Degree

1. All candidates must successfully complete four of the five sections (research, data analysis, wellness, philosophy, leisure) of the written comprehensive examination over the Professional Core Curriculum.
2. A candidate who fails to successfully complete more than one section of the written examination will be, following notification by the Department Chair who will refer the candidate to the respective advisor, required to pass a written retake examination over the sections failed.
3. The written retake examination, which may be scheduled no earlier than fifteen days following notification, may not be taken until the candidate has received from the respective advisor, at least two weeks before the scheduled written retake examination, a prepared list of sample questions over the sections failed.
4. The written retake examination will be evaluated by a committee of graduate faculty appointed by the Department Chair.
5. A candidate who fails to successfully complete the written retake examination will be, following notification by the Department Chair who will refer the candidate to the respective advisor, required to pass a second written retake examination.
6. The second written retake examination, which may be scheduled no earlier than one term following the first written retake examination, may not be taken until the candidate has audited the core course(s) specific to the deficiencies.
7. The second written retake examination will be evaluated following the same procedure as was utilized for the first written retake examination.
8. The candidate who fails to successfully complete the second written retake examination will be, following notification by the Department Chair who will refer the candidate to the respective advisor, dropped from the Master's Degree program.

Department of Psychology

(606) 783-2981

601 Ginger Hall

Graduate Faculty—L. Clough, J. Gotsick, B. Mattingly, C. Morgan, D. Olson, F. Osborne, A. Simon, G. Tapp (chair)

Degree: Master of Arts in Psychology (Clinical, Counseling, General)

Master of Arts in Psychology

Students in the Master of Arts in psychology degree program may elect an emphasis in clinical, counseling, or general 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 an individual having a master's degree in clinical psychology 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 follows the practitioner model in agreement with the American Psychological Association's position on M.A. level psychology training. The primary emphasis is on applied clinical skills plus knowledge of the general field of psychology. Good clinical practice is based on, at least, intelligent consumption of psychological theory (in areas not limited only to clinical psychology) and psychological research. Consequently, competencies in critical analysis of theories, experimental design, and quantitative data analysis will also be expected.

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 should be received by June 15. Admission for the spring semester should be received by December 1.

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 preferred.
4. Graduate Record Examinations Verbal, Quantitative, and Analytical scores of 1,500 preferred, minimum of 1,200 required.
5. Adequate interpersonal skills, as determined by a personal interview or conference telephone call by the clinical psychology faculty.
6. Excellent letters of recommendation (two of the three letters should be from the major department faculty).

Applicants 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 have Verbal, Quantitative, and Analytical scores from the GRE between 1,200 and 1,500 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 657, 658, 661, 662, 672, 673, 674, 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.
5. Completion of the following program:

	Sem. Hrs.
<i>Core requirements</i>	18
Biopsychology	3
PSY 621—Advanced Physiological Psychology	
Cognitive—Affective Psychology	3
PSY 634—Learning Theory	
Individual Differences	3
PSY 576—Seminar in Developmental Research	
PSY 633—Personality Theories	
Research Design	3
PSY 582—Experimental Psychology II	
Social Psychology	3
PSY 554—Social Psychology	
Statistics	3
PSY 611—Computer Packages for the Life Sciences (3 hours)	
OR	
MATH 553—Statistics	
<i>Area requirements</i>	37
PSY 601—Legal and Ethical Issues in Psychology	
PSY 657—Intellectual Assessment	
PSY 658—Assessment of Children	
PSY 661—Psychopathology	
PSY 662—Assessment of Adults	
PSY 663—Marital and Family Therapy	
OR	
PSY 664—Clinical Hypnosis	
PSY 672—Practicum (6 hours)	
PSY 673—Psychotherapy I	
PSY 674—Psychotherapy II	
PSY 678—Internship (9 hours)	
<i>Electives</i>	5
	TOTAL 60

Competencies for Clinical Psychology

Understand principles of research design and statistics in order to function as either an "intelligent consumer" of the research literature in the field or conduct basic and/or applied research within the discipline.

Know the basic theories and principles in the biological, cognitive-affective, social, and experimental areas of psychology.

Develop a basic knowledge and understanding of individual differences in behavior including coverage of normal developmental processes including intellectual and personality development.

Understand the ethical and legal issues that are basic to the field and the practice of Clinical Psychology.

Demonstrate a basic knowledge and skills in the conduct of diagnostic interviewing to include knowledge of the DSM-IV diagnostic system.

Know basic concepts and applications of psychometrics, including skills in the administration, scoring, interpretation, and presentation of results of psychological evaluations (this includes coverage of the most widely used psychological test instruments available including the WAIS-R, MMPI-II, Rorschach, and WISC-III).

Demonstrate an understanding of the major theoretical systems in psychotherapy as well as more advanced knowledge of the practice of psychotherapy.

Demonstrate skills in selected, specialized methods of psychotherapy including clinical hypnosis, marital and family therapy, and group psychotherapy.

Demonstrate in a range of clinical/counseling supervised field experiences at least entry level clinical skills in diagnosis, evaluation, and therapeutic intervention.

Assessment Methods for Clinical Psychology

Class grades—a grade of "B" or above is required in 10 of the courses in the clinical programs. A course must be repeated if a grade lower than "B" is obtained. If four or more grades below "B" in clinical and/or non-clinical courses are obtained, the student is dropped from the program.

Written candidacy examinations—four written candidacy examinations, approximately two hours duration for each examination, are required of all clinical students. Clinical students must take two common candidacy examinations (Psychological Testing and Psychotherapy & Psychopathology) and two others in elective areas, subject to the restriction that no more than three examinations be taken from either Group I or Group II examinations. The two common, required examinations are given during the registration period for the fall semester. If failed, a retake is possible during the registration period for the spring semester. A retake may occur only once. The other two, elective candidacy examinations may be taken at various times during the academic year as determined by the course(s) instructor for that area. If failed, a retake is scheduled in the same manner. A retake may occur only once.

3. Final oral examination—a final oral examination is required with a three person committee, typically consisting of two clinical faculty members and one general-experimental faculty member. The examination consists of questions, usually over a two hour time period, asked of the student by the committee members, covering material from the student's academic coursework and application of their clinical knowledge to hypothetical situations. If the student's performance is deemed unsatisfactory, the oral examination may be repeated one semester following the original examination date. This re-examination may occur only once. The original examination is typically scheduled at the end of the student's last semester within the program.

Counseling Psychology

Students who are interested in providing counseling and psychotherapy services to children and adults in all nonpublic school settings may elect a counseling psychology program emphasis within the department's 60-hour master's program. The program is identical to the master's program in clinical psychology except that other courses are taken in lieu of the clinical program's courses in psychometrics. The program is designed to lead to entry into the certification examination process by the various State Boards of Psychology (including Kentucky) which provides for certification for private practice in psychology at the master's level of preparation.

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 preferred.
4. Graduate Record Examinations Verbal, Quantitative, and Analytical scores of 1,500 preferred, minimum of 1,200 required.
5. Adequate interpersonal skills, as determined by a personal interview or telephone call with a clinical/counseling psychology faculty member.
6. Excellent letters of recommendation (two of the three letters should be from the major department faculty).

Applicants should note that enrollment in the counseling 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 have Verbal, Quantitative, and Analytical score from the GRE between 1,200 and 1,500 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 PSY 661, 672, 673, 674, and 678 with a grade of "B" or better in each course. In order to continue in the program, students must repeat any of these 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.
5. Completion of the following program:
 - A. Core Requirements—All students must select at least three semester hours from each of the following categories: (18 hours)
 1. Biopsychology:
PSY 583 Sensory Psychology, 3 hours, or
PSY 621 Adv. Physiological Psychology, 3 hours;
 2. Cognitive-Affective Psychology:
PSY 634 Learning Theory, 3 hours;
 3. Individual Differences:
PSY 576 Seminar in Developmental Research, 3 hours or PSY 633 Personality Theories, 3 hours;
 4. Research Design:
PSY 582 Experimental Psychology II, 3 hours;
 5. Social Psychology:
PSY 554 Social Psychology, 3 hours
 6. Statistics:
PSY 611 Computer Packages for the Life Sciences, 3 hours or MATH 553 Statistics, 3 hours.
 - B. Area Requirements: 36 hours.
 - EDGC 619—Career Counseling, 3 hours
 - EDGC 662—Individual Inventory Techniques, 3 hours
 - PSY 661—Psychopathology, 3 hours
 - EDGC 667—Group Procedures, 3 hours
 - PSY 673—Psychotherapy I, 3 hours
 - PSY 674—Psychotherapy II, 3 hours
 - PSY 672—Practicum, 6 hours
 - PSY 678—Internship, 12 hours
 - C. Electives: 6 hours

Competencies for Counseling Psychology

Understand principles of research design and statistics in order to function as either an "intelligent consumer" of the research literature in the field or conduct basic and/or applied research within the discipline.

Know the basic theories and principles in the biological, cognitive-affective, social, and experimental areas of psychology.

Develop a basic knowledge and understanding of individual differences in behavior including coverage of normal developmental processes including intellectual and personality development.

Understand the ethical and legal issues that are basic to the field and the practice of Counseling Psychology.

Demonstrate a basic knowledge and skills in the conduct of diagnostic interviewing to include knowledge of the DSM-IV diagnostic system.

Know basic concepts and applications of career counseling and vocational assessment.

Understand basic psychometric concepts related to the use of clinical assessment instruments (this includes coverage of the most widely used psychological test instruments available including the WAIS-R, MMPI-II, Rorschach, and WISC-III).

Demonstrate an understanding of the major theoretical systems in psychotherapy as well as more advanced knowledge of the practice of psychotherapy.

Demonstrate skills in selected, specialized methods of psychotherapy including clinical hypnosis, marital and family therapy, and group psychotherapy.

Demonstrate in a range of clinical/counseling supervised field experiences at least entry level clinical skills in diagnosis, evaluation, and therapeutic intervention.

Assessment Methods for Counseling Psychology

1. Class grades—a grade of “B” or above is required in 10 of the courses in the clinical programs. A course must be repeated if a grade lower than “B” is obtained. If four or more grades below “B” in counseling and/or non-counseling courses are obtained, the student is dropped from the program.
2. Written candidacy examinations—four written candidacy examinations, approximately two hours duration for each examination, are required of all counseling students. Counseling students must take two common candidacy examinations (Psychological Testing and Psychotherapy & Psychopathology) and two others in elective areas, subject to the restriction that no more than three examinations be taken from either Group I or Group II examinations. The two common, required examinations are given during the registration period for the fall semester. If failed, a retake is possible during the registration period for the spring semester. A retake may occur only once. The other two, elective candidacy examinations may be taken at various times during the academic year as determined by the course(s) instructor for that area. If failed, a retake is scheduled in the same manner. A retake may occur only once.
3. Final oral examination—a final oral examination is required with a three person committee, typically consisting of two clinical faculty members and one general-experimental faculty member. The examination consists of questions, usually over a two hour time period, asked of the student by the committee members, covering material from the student’s academic coursework and application of their counseling knowledge to hypothetical situations. If the student’s performance is deemed unsatisfactory, the oral examination may be repeated one semester following the original examination date. This re-

examination may occur only once. The original examination is typically scheduled at the end of the student's last semester within the program.

General Psychology

The department offers a 30 hour master's degree program in general psychology consisting of 15 to 18 hours of core courses and 12 to 15 hours in a specialization area either in psychology or in psychology and a related discipline. A thesis (6 semester hours) or an applied project (3 semester hours) is required. The program is designed to prepare individuals for doctoral study in psychology or for employment in a variety of settings, depending upon the specialization taken. Specializations are offered in experimental or physiological psychology. Individuals may also elect a preclinical or precounseling specialization which may be taken part-time—the remainder of the regular clinical or counseling program, if proper admission is achieved, can then be completed in one year of full-time study.

Requirements for Admission

- General admission to graduate study.
- Completion of 18 semester hours of psychology, including a course in statistics and a course in experimental psychology.
- G.P.A. of 3.0 or above preferred.
- Preferred GRE V+Q+A of 1,500 or above, minimum of 1,200 required.

Students who lack prerequisite courses may be conditionally admitted. Students who do not have satisfactory undergraduate g.p.a. or GRE scores 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 psychology but do not meet the g.p.a. or GRE requirement should contact the department regarding procedures for documenting their ability to succeed in the graduate program.

Requirements for the Degree

- Satisfy general degree requirements.
- Successful completion of candidacy examinations.
- Successful completion of final oral examination.
- Completion of the following program:

Core requirements 15-18 hours

PSY 633—Personality Theory or PSY 634—Learning Theories or

PSY 661—Psychopathology

PSY 582—Experimental Psychology or PSY 584—Perception

PSY 611 Computer Packages for the Life Sciences

PSY 554—Seminar in Social Psychology

PSY 690—Applied Project or PSY 699—Thesis

Area requirements 12-15 hours

Area requirements for the various areas are determined by the student with the approval of the advisor and department chair.

Competencies for General-Experimental Psychology

Understand principles of research design and statistics in order to function as either an “intelligent consumer” of the research literature in the field or conduct basic and/or applied research within the discipline.

Know the basic theories and principles in the biological, cognitive-affective, social, and experimental areas of psychology.

Develop advanced knowledge and skills in a specialized area of scientific psychology.

Develop a basic knowledge and understanding of individual differences in behavior.

Acquire specialized knowledge in area(s) of interest through the choice of electives in psychology and related fields.

Assessment Method for General-Experimental Psychology

1. Written candidacy examinations—four written candidacy examinations, approximately two hours duration for each examination, are required of all general-experimental students. Students may elect up to three subject fields from one of the two groupings of subject fields. These examinations are given at various times during the academic year as determined by the faculty member(s) responsible for a particular examination. If failed, a retake typically during the next semester is possible. A retake may occur only once.
2. Final oral examination—a final oral examination, typically scheduled at the end of the student’s last semester in the program, is required with a three person committee, typically consisting of two general-experimental faculty members and one clinical faculty member. The examination, usually over a two hour time period, consists of a defense by the student of his/her thesis or applied projects and questions from the committee members related to the student’s total program of study. If the student’s performance is deemed unsatisfactory, the oral examination may be repeated, usually during the semester following the original examination date. This re-examination may occur only once.

Admission to Candidacy

Candidacy examinations are required for all programs. In addition to the university requirements for admission, students shall take written comprehensive examinations in four of the following categories:

Group I

1. Learning
2. Physiological Psychology
3. Research Design and Statistics
4. Social Psychology

Group II

- . Personality
- . Human Development
- . Psychological Testing
- . Psychotherapy and Psychopathology

No more than three 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 chair 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 four requirements:

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

Department of Sociology, Social Work, and Criminology

(506) 783-2656

47 Rader Hall

Graduate Faculty—R. Bylund, C. Hardesty, E. Reeves, D. Rudy (chair), J. Seelig, J. Stafford, J. Tallichet, G. Wang, A. Wheeler

Degree: Master of Arts in Sociology (General, Criminology, Gerontology)

The Master of Arts in Sociology allows options in three areas: (1) general sociology, (2) criminology, and (3) gerontology. All options require basic courses in theory and research methods. The criminology and gerontology options also require a practicum in a professional setting.

In addition to these options the department participates in a cooperative Master of Social Work degree with the University of Kentucky. All of the program courses are offered on the Morehead State University campus. The program, fully accredited by the Council on Social Work Education, results in a Master of Social Work degree from the University of Kentucky.

Requirements for Admission

- . General admission to graduate study.
- . Completion of 18 semester hours of undergraduate work in sociology or related field.

3. A minimum standing of 3.0 on all sociology courses above the freshman level.
4. A minimum Graduate Record Examination score (Verbal, Quantitative, and Analytical) of 1,000.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy 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, criminology, or gerontology.

Academic Standing

All students pursuing the M.A. in Sociology must maintain a 3.0 g.p.a. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a g.p.a. of 3.0 after one semester of probation will be dropped from the program. Any student who receives a grade of "C" in more than two sociology courses taken for graduate credit will be immediately dropped from the program.

General Sociology Option

Students electing this option must complete one of the following plans:

Plan A (30 hours)

- 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.

Plan B (36 hours)

- a. Completion of a minimum of 36 semester hours of approved course work in sociology. At least 18 hours of sociology credit must be earned in courses at the 600 level (3 hours of independent study or independent research may be taken as part of the 18, 600 level hours).
- b. A written comprehensive examination.

Criminology Option (36 hours)

- a. Students electing this option must complete a minimum of 18 semester hours in criminology and 18 hours in sociology. Nine semester hours of the criminology requirement will be earned in a practicum in a professional criminology situation. At least 18 semester hours exclusive of the practicum must be earned in courses at the 600 level (3 semester hours of independent

study or independent research may be taken to meet 600 level course requirements).

- 1. A written comprehensive examination.

Gerontology Option (36 hours)

- 1. Students electing this option must complete a minimum of 36 semester hours in sociology. Nine of these hours must be a professional practicum in social agencies or independent research. Eighteen semester hours exclusive of the practicum must be earned in courses at the 600 level (3 semester hours of independent study or independent research may be taken to meet 600 level course requirements.)
- 2. Completion of a minimum of 9 semester hours in gerontology or gerontology-related courses.
- 3. A written comprehensive examination.

Competencies Required in the Program

- 1. Students will be familiar with general theoretical and methodological strategies in sociology.
- 2. Students will be able to apply sociological analysis to a wide range of phenomena.
- 3. Students will learn the techniques of theory construction, data analysis, computer techniques, and professional report writing.
- 4. Students will develop competencies in substantive areas of sociology.
- 5. Students choosing the criminology or gerontology options will develop substantive knowledge in that area and also learn practical skills through intensive practicum experiences.

Assessment Procedures

- 1. Competencies in theory, methods, analytical thinking, and professional report writing are assessed in each course in the curriculum.
- 2. Comprehensive examinations are administered each semester in theory, methods, and other substantive areas. Faculty committees evaluate examinations and provide feedback to students. In addition faculty assess student strengths and weaknesses for the purpose of course and curricular revision and change. Students not demonstrating acceptable performance in the exams are provided a maximum of two additional attempts.
- 3. Students choosing the thesis option are systematically assessed by their committee within the context of their written work and the oral defense of their research.
- 4. Program assessment also takes place through alumni surveys in conjunction with program reviews.





Caudill College of Humanities

**Departments: Art; Communications; English,
Foreign Languages, and Philosophy; Geography,
Government, and History; Music**

Department of Art

606) 783-2766

11 Claypool-Young Art Building

Graduate Faculty—D. Bartlett, B. Booth, D. Ferrell, R. Franzini, R. Howard,

T. Sternal (chair), S. Tirone

Degree: Master of Arts in Art

(Art Education, Studio 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. Minimum GRE score of 1,000 for Verbal, Quantitative, and Analytical.
5. Submission of an acceptable portfolio.

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 12 hours credit in the Department of Education.
3. Those candidates who elect a studio option for the degree must take a minimum of 24 hours in studio art.
4. All candidates for the degree must complete six hours in art history and six hours of drawing at the graduate level.
5. Those candidates electing the art education option must complete an approved thesis.
5. All students must apply for candidacy and take a preliminary oral exam.
7. Candidates electing the emphasis in studio art must have an individual exhibit of work completed at the graduate level in studio art.
3. All candidates will defend their theses or exhibits by means of an oral examination before an appointed committee.

Competencies

Students must demonstrate their breadth of knowledge and their ability to discuss their art work. Students will be told of any deficiencies and how to address their future studies.

Students must demonstrate their knowledge of art history and studio technology and be able to professionally defend either their art work and/or their thesis.

Assessments

Preliminary oral before three or more members of the art faculty (taken halfway through program of study).

Candidates electing the emphasis in studio art must have a solo exhibition of art work completed at the graduate level. The art faculty and students will make a critical appraisal of the art work.

Candidates electing the emphasis in art education must write a thesis under the guidance of an appointed faculty member.

All candidates will have an oral examination before an appointed committee of five art faculty members.

Department of Communications

(606) 783-2134

107 Breckinridge Hall

Graduate Coordinator— Serjit Kaisor, 207 Breckinridge Hall, (606) 783-2694

Graduate Faculty— L. Albert, M. Biel, N. Earl, S. Gish, S. Kasior, W. Layne, T. Lockhart, J. Modaff, J. Wilson

Degree: Master of Arts in Communications (Advertising/Public Relations, Electronic Media, Journalism, Speech, Theatre)

The Master of Arts in Communications provides for an emphasis in the fields of advertising/public relations, electronic media, journalism, speech, and theatre, or a dual emphasis in any two of these fields.

Requirements for Admission

1. Entrance Requirements:
 - a. $\text{GRE} \times \text{undergraduate GPA} = 3,300$ or above (a minimum of 1,100 GRE required).
 - b. Students must have an undergraduate degree in a closely related field, or compensatory courses equivalent of a "minor."
2. GRE and TOEFL must be completed **prior** to admission to the program.
3. All students will submit with application for admission to the Communications program, a two page written "Statement of Personal and Professional Goals," and a 10 to 15 page example of undergraduate writing (term paper, e.g.) to be reviewed by the department subcommittee on admissions. This will allow

subjective indication of will, commitment, and writing ability.

- Students changing their emphasis must go through another review by the admissions committee in the Communications Department.
- Application material must be received no later than three weeks prior to the beginning of the semester in which admission is desired.**

Exit Assessment

- The exit examination will be a written, comprehensive examination, administered in week 12 of each term to all eligible students in the departmental program.
- An oral exit exam will be confined to an oral defense of either the completed thesis or project. Theses and projects are due in final draft form during week 12 of the term the student plans to graduate. The oral defense shall take place either in the final week of classes, or during finals week of the same term.

Admission to Candidacy

See University requirements.

Requirements for the Degree

- Satisfy general degree requirements.
- If the option selected requires a thesis, it may take the form of either a creative or a research thesis. A creative thesis may be an original work such as a script, production, or design project related to the area of interest.
- No more than 10 graduate hours in any combination of the following courses may count toward degree completion. Each of these is available in the academic areas of advertising/public relations, electronic media, journalism, speech, and theatre: COMM 539, Cooperative Study; COMM 647, Internship; COMM 670, Directed Research; and COMM 676, Directed Study.
- Emphasis on either one or a combination of two of the following areas of academic specialization: advertising/public relations, electronic media, journalism, speech, or theatre.

PLAN A

Single Emphasis with Thesis

	Sem. Hrs.
COMM 600—Qualitative Research Methods in Communications	3
COMM 605—Communication Theory	3
COMM 610—Bibliographic Research and Writing	3
COMM 615—Quantitative Research Methods in Communications	3
COMM 620—Seminar in Communication	3
Area of Specialization	12
Thesis	6
TOTAL	33

PLAN B**Single Emphasis without Thesis**

	Sem. Hrs.
COMM 600—Qualitative Research Methods in Communications	3
COMM 605—Communication Theory	3
COMM 610—Bibliographic Research and Writing	3
COMM 615—Quantitative Research Methods in Communications	3
COMM 620—Seminar in Communication	3
Area of Specialization	15
Electives	3
TOTAL	33

PLAN C**Dual Emphasis without Thesis**

	Sem. Hrs.
COMM 600—Qualitative Research Methods in Communications	3
COMM 605—Communication Theory	3
COMM 610—Bibliographic Research and Writing	3
COMM 615—Quantitative Research Methods in Communications	3
COMM 620—Seminar in Communication	3
First area of specialization	12
Second area of specialization	9
TOTAL	36

Student Competencies

Students must demonstrate competency in the following areas:

1. Qualitative research methods
2. Quantitative research methods
3. Communication theory
4. Bibliographic research
5. Seminar topics

Students must also demonstrate competency in one or two of the following areas:

6. Advertising/public relations
7. Electronic media
8. Journalism
9. Speech
10. Theatre

Students must also demonstrate:

11. Their ability to integrate, synthesize, and apply the knowledge gained in their master's program.

Means of Assessing Competencies

All students must receive a grade of "A" or "B" in the following courses: COMM 600, 605, 610, 615, and 620. No credit is allowed for a grade below "C".

Students must take a written, comprehensive exit examination. The student's graduate committee (either three or four graduate faculty members chosen by the student subject to approval of the Graduate Coordinator of Communications) determines whether or not the graduate student has passed.

Department of English, Foreign Languages, and Philosophy

(606) 783-2185

103 Combs Building

Graduate Faculty—R. Battaglia, V. Cano, M. Glasser, F. Helphinstine, T. Irons, G. Luckey, J. Mace, M. Minor (Chair), R. Morrison, S. Morrison, L. Neeper, G. Rogers, J. Rogers, R. Royar

Degree: Master of Arts in English

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in English.
3. A minimum average of 3.0 on all undergraduate English courses above the freshman level, to have included 12 credits of upper division English and American literature courses.
4. 1200 combined score on GRE; general exam.
It is expected that the student will take the GRE subject exam in English.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Maintain a 3.0 average in all English courses; a maximum of two Cs will be accepted for credit toward the degree.
3. ENG 603: Bibliography.
4. A reading knowledge of a foreign language normally demonstrated by (1) satisfactory score on the ETS foreign language test; (2) satisfactory completion of a foreign language reading course designed for graduate students; or (3) completion of 2 years in a foreign language at the undergraduate level with an average of C or higher.
5. Satisfactory performance on the M.A. in English examination. (No student may take the exam more than twice.)
6. A minimum of 33 graduate hours, with at least 27 hours in English and no more than 6 hours in one other field. The 27 graduate hours in English are to include the following minimum requirements: 3 hours in writing; 3 hours in linguistics; and 12 hours in literature, with at least 3 hours in British and 3 hours in American literature.
7. Thesis option: in place of two elective graduate courses, students may complete a thesis (6 hours) and an oral defense.

Competencies and Assessments for Students in English

1. Command of advanced research methods and library materials essential to graduate study in English. Assessments:
 - a. English 603: Bibliography (required course)
 - b. Essays, other written assignments
 - c. Oral reports
 - d. Annotated bibliographies
 - e. Library exercises
 - f. Exams
 - g. M.A. in English exam
 - h. M.A. thesis (optional)
2. Demonstrated ability to read at a sophisticated level and utilize higher level analytical skills appropriate to graduate study in English. Assessments:
 - a. Essays, other written assignments
 - b. Oral reports
 - c. Annotated bibliographies
 - d. Library exercises
 - e. Exams
 - f. M.A. in English exam
 - g. M.A. thesis (optional)
3. Demonstrated ability to produce written discourse significantly beyond the level expected of undergraduate English majors. Assessments:
 - a. Essays, other assignments
 - b. Annotated bibliographies
 - c. Exams
 - d. M.A. in English exam
 - e. M.A. thesis (optional)
4. Demonstrated ability to produce spoken discourse significantly beyond the level expected of undergraduate English majors. Assessments:
 - a. Oral reports
 - b. Class discussion
 - c. Oral defense of M.A. thesis (thesis optional)
5. Working knowledge of major periods in American and British literature, as well as major authors and works in those periods. Assessments:
 - a. Essays, other written assignments
 - b. Oral reports
 - c. Library exercises
 - d. Exams
 - e. M.A. in English exam
 - f. M.A. thesis (optional)
6. Command of advanced literary terminology and basic approaches to literary texts. Assessments:
 - a. Essays, other written assignments
 - b. Oral reports

- c. Annotated bibliographies
- d. Library exercises
- e. Exams
- f. M.A. in English exam
- g. M.A. thesis (optional)
- 7. Working knowledge of linguistic approaches to the study of language.
Assessments:
 - a. Essays, other written assignments
 - b. Oral reports
 - c. Library exercises
 - d. Exams
 - e. M.A. in English exam
 - f. M.A. thesis (optional)

Exit Examination Information—The M.A. in English Exam is a three-hour essay exam offered twice yearly, once in April and once in July. No student may take the examination more than twice.

Department of Geography, Government, and History

(606) 783-2655
350 Rader Hall

Graduate Faculty— L. Back, D. Flatt, R. Gould, W. Green, B. Jackson

Degree: See below

The Master of Arts in History degree program is suspended. However, students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the Description of Courses section.

Department of Music

(606) 783-2473
106 Baird Music Hall

Graduate Faculty— J. Beane, C. Gallaher (chair), A. Glendening, R. Miles, R. Pritchard, J. Schuler, P. Taylor

Degree: Master of Music
(Music Education, Music Performance)

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.
4. Completion of entrance examination in music history/literature and music theory (aural).
5. Minimum GRE Score of 1,200 for Verbal, Quantitative, and Analytical sections is required for unconditional admission to the program.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. A final written examination in music history and literature is required in addition to a comprehensive oral examination administered by the candidate's advisory committee.
3. Complete 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
TOTAL	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of 8 semester hours in the major performing area may be taken. A maximum of 6 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	2	3
Graduate recital*	0	2	0
Thesis	6	0	0
Electives in music history and literature	6	6	6
**Electives	5	5	8
Total Sem Hrs.	30	30	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of semester hours in the major performing area may be taken. A maximum of 6 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 2 hours in applied music is required, along with at least 4 hours of course work in composition or conducting.

**Graduate credit in ensembles does not apply toward degree requirements.

Competencies

- as a performer
- as a researcher
- as a music historian/theorist
- as a music educator

Assessments

- Graduate jury and public recital
- Final written exam over area of specialization
- Final comprehensive written exam
- Final research project in music education

Should the assessment prove to be unsatisfactory, the student will be counseled by the principal graduate advisor and committee and will be allowed to repeat those areas which were deemed to be deficient.

Certification

A Master of Music degree program qualifies Kentucky teachers for Rank II of the salary schedule and may also be used to renew the provisional teaching certificate. Students planning to pursue a Rank I program in instructional leadership must meet the Kentucky requirements for the appropriate teaching certificate or must take equivalent graduate courses. This will result in credit hours beyond the stated degree requirements. A student who expects to be certified in another state should contact the certification authority in that state to determine specific requirements. In order to qualify for renewal of the provisional teaching certificate and/or Rank II status a minimum of 12 hours of credit must be earned in courses selected from the following two areas:

	Sem. Hrs.
i. Music education	
578 Teaching of Percussion	2
579 Marching Band Techniques	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
j. Education	
600 Research Methods in Education	3
610 Advanced Human Growth and Development	3

634 Secondary School Curriculum	3
EDSE 633 Effective Classroom Instruction	3
EDIL 628 Public School Law for Instructional Leaders	
OR	
EDGC 661 Measurement Principles and Techniques	3

Music Fees

One half-hour private lesson per week per semester	\$45.00
Each additional half-hour private lesson per week, per semester	45.00
Recital fee	75.00

Private Applied Music

A graduate student usually takes private instruction only in a major instrument or voice. Under certain conditions, with the approval of the 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 graduate proficiency can be demonstrated.









College of Science and Technology

Departments: Agricultural Sciences; Biological and Environmental Sciences; Human Sciences; Industrial Education and Technology; Mathematical Sciences; Physical Sciences

Department of Agricultural Sciences

(606) 783-2662

330 Reed Hall

Graduate Faculty—B. Rogers, J. Willard

Degree: Master of Science in Vocational Education

Non-Degree Program: Rank I Program in Vocational Education

Department of Human Sciences

(606) 783-2966

100 Lloyd Cassity Building

Graduate Faculty—M. Sampley (chair)

Degree: Master of Science in Vocational Education

Non-Degree Program: Rank I Program in Vocational Education

Department of Industrial Education and Technology

(606) 783-2418

210 Lloyd Cassity Building

Graduate Faculty—W. Morella, R. Tucker

Degree: Master of Science in Vocational Education

Non-Degree Program: Rank I Program in Vocational Education

Master of Science in Vocational Education

A Master's Degree in Vocational Education offers emphases in agriculture, human sciences, 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, human sciences, or industrial education.

Requirements for Admission

1. Satisfy University admission requirements.
2. Minimum standing of 3.0 in courses in 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 admission requirements.	
2. Completion of the required course work in the three areas outlined:	
A. Core area	Sem. Hrs
VOC 630—Evaluation Techniques	12
VOC 685—Principles and Philosophy of Vocational Education	3
VOC 698—Career and Vocational Guidance	3
VOC 660—Trends and Issues in Vocational Education	3
B. Technical areas	9
Students interested primarily in agriculture, industrial education, human sciences, or business education will be allowed to take all courses within these areas in the department of their choice, subject to the approval of their advisors.	
Students should not take more than nine (9) hours of either directed research or directed study.	
C. Approved electives	9
Students may take 6 hours of thesis plus 3 hours of electives.	
Students should not take more than nine (9) hours of either directed research or directed study.	
	TOTAL 30

*The interdisciplinary nature of this degree program necessitates the following operational procedure: The student's graduate committee will consist of at least three members of the graduate faculty with the major advisor acting as committee chair. The two other committee members will represent the technical and elective areas. Should the student elect to write a thesis, the chair will serve as the major thesis advisor.

Competencies

1. Knowledge of the development, objectives, philosophy, and administration of vocational education.
2. The ability to analyze and understand the correct trends and status of vocational education.
3. An understanding of the importance of work and the career planning process.
4. An understanding of guidelines for selection and use of various tests to help individuals understand career options that fit their personality and skill.

5. An awareness of the role parents, teachers, and guidance counselors play in guiding a student through the career planning process.
6. Knowledge of legislative funding in programs and projects in career and entrepreneurship education.
7. An understanding of planning and evaluating vocational education within the local school system and the ramifications for K.E.R.A.
8. The ability to aid in development of those attitudes, understandings, and abilities which will lead to proficiency in teaching vocational education.
9. The ability to understand the principles of and the knowledge and skill necessary to understand and implement technical preparation education.
10. The ability to recognize different types of data derived from an examination and to measure and evaluate individual student performance.
11. The ability to develop tests containing the four characteristics of a good evaluation instrument.

Assessment Procedures

All students are required to pass both an oral and a written comprehensive exit examination. If a student fails either exam, the student must retake the examination.

Certification Programs for Vocational School Principal and Vocational Education Supervision and Coordination (Non-Degree)

Requirements for Admission

1. Satisfy University admission requirements.
2. Bachelor's degree.
3. Five- or 10-year teaching certificate for any one of the areas of vocational education authorized in the Kentucky State Plan for Vocational Education.
4. Two years of teaching experience in vocational education.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. 15 semester hours* from the following four areas with a minimum of 3 hours from each area:
 - A. Organization and administration of vocational education
 - B. Administration and supervision of education personnel
 - C. Program planning, research, and evaluation in vocational education
 - D. Vocational guidance; industrial psychology; human relation
3. *Certificate for Vocational School Principal*
 For individuals who meet program admission requirements, who complete the approved program of preparation, and who comply with the testing

requirements as specified under KRS 161.027, a certificate of eligibility will be issued valid for four years. Upon obtaining employment as a vocational principal, an initial one (1) year certificate will be issued. Upon successful completion of an internship program, the certificate shall be extended for four (4) years.

Certificate for Vocational Education Supervision and Coordination

For individuals who meet program admission requirements, have completed at least two (2) years of teaching experience in a vocational education teaching assignment, and who have completed the approved academic program of preparation, the certificate for vocational education supervision and coordination shall be issued for a duration period of five (5) years.

**These hours may be completed as part of the program leading to the Master of Science in Vocational Education degree.*

Rank I Program (Non-Degree)

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.

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. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit earned by correspondence shall not apply toward the Rank I program.
7. Student must meet university exit assessment criteria.
8. The following 12 hours are recommended for vocational technical students to qualify for a secondary standard certificate. **Standard certificates will be discontinued after September 1, 1997.**

	Sem. Hrs.
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3
EDEL 630—Curriculum Construction	3
EDSE 633—Effective Classroom Instruction	3

Rank I Program for Secondary Teachers Including the Master's Degree Option—Vocational 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. Specialized areas and supporting courses	30-36
V. Approved electives	0-8
	Minimum total 60

(The program must be planned with the student's advisor on check sheets available in his or her department.)

Department of Biological and Environmental Sciences

(606) 783-2944
102 Lappin Hall

Graduate Faculty—G. DeMoss, G. Gearner, J. Howell, L. Meade, D. Magrane, T. Pass, B. Reeder, D. Saxon, C. Tuerk

Degree: Master of Science in Biology

Graduate students pursuing the Master of Science in Biology may elect to follow a thesis or a non-thesis route. An advisory committee of at least three faculty members, versed in the student's specific area of interest, guides the student's graduate career.

With the approval of the student's advisory committee, up to 9 semester hours of graduate work in biology or closely related fields may be transferred as part of the student's program. Transfer credits may include up to 9 hours of graduate credit from the Gulf Coast Research Laboratory in Ocean Springs, Mississippi, with which the University is affiliated.

Additional information regarding specific courses and program possibilities and a recently-revised departmental publication, "Guidelines for Graduate Students," may be obtained by writing the Chair, Department of Biological and Environmental Sciences, Morehead State University, Morehead, Kentucky 40351, or on-campus students can inquire at 102 Lappin Hall.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in biology, environmental science, or an equivalent course of study.

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.
5. Minimum GRE score of 1200 for Verbal, Quantitative, and Analytical Sections.
6. Minimum TOEFL scores for foreign students is 525.

Admission to Candidacy

See University requirements.

Requirements for the Degree (Thesis)

1. Satisfy University degree requirements.
2. Complete an approved thesis.
3. Complete a minimum of 30 semester hours of 500-600 level course work, including six hours credit for the thesis and one hour credit for graduate seminar.
4. At least 24 of the 30 hours must be completed in biological science. The remaining hours may be selected from biology or related fields (if approved by the student's advisory committee).
5. Complete at least 50 per cent (excluding thesis) of the total required semester hours taken for the degree in courses at the 600 level.
6. Take final written/oral examinations as determined by the student's advisory committee.

Requirements for the Degree (Non-Thesis)

1. Satisfy University degree requirements.
2. Complete a minimum of 32 semester hours of graduate work, at least 50 per cent of which must be earned in courses at the 600 level.
3. Complete a minimum of 24 approved semester hours in biology (of the 32 required). The remaining hours may be selected from biology or 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 advice and consent of his or her advisory committee. The following are minimum requirements:
 - A. Successful completion of at least one course from each of the six non-thesis areas of study (see "Non-Thesis Areas of Study").
 - B. Each student will be required to take one hour of graduate seminar and 3 hours of research problems (BIOL 670) to demonstrate the ability to perform independent research under laboratory or field conditions.
5. Take final written/oral examinations as determined by the student's advisory committee.

Non-Thesis Areas of Study

1) *General Biology*

- 01—Biological Concepts
- 10—Evolution
- 25—Advanced Genetics

2) *Zoology*

- 05—Invertebrate Zoology
- 20—Histology
- 30—Ichthyology
- 31—Herpetology
- 35—Mammalogy
- 40—General Parasitology
- 06—Biology of the Vertebrates
- 15—Systematic Entomology
- 40—Advanced Parasitology

3) *Cell Biology and Animal Physiology*

- 90—Biochemistry
- 93—Laboratory Techniques in Biochemistry
- 30—Endocrinology
- 32—Reproductive Physiology
- 45—Molecular Biology
- 50—Cellular Physiology

4) *Microbiology*

- 14—Plant Pathology
- 18—Pathogenic Microbiology
- 19—Virology
- 17—Mycology
- 18—Microbial Physiology

5) *Botany and Plant Physiology*

- 50—Plant Anatomy
- 55—Plant Morphology
- 08—Taxonomy of Vascular Plants
- 20—Advanced Plant Physiology

6) *Environmental Biology*

- 10—Limnology
- 35—Advanced Ecology
- 36—Wetland Ecology and Management

Competencies Required in the Program

1. All students are expected to demonstrate:
 - a. the mastery of coursework considered fundamental to the training of a biologist. Required competencies may include the accumulation of knowledge in molecular biology, botany, zoology, microbiology, physiology, ecology and evolution. A thesis-track student may elect to specialize in one of the above areas.
 - b. the mastery of supplementary courses selected to enhance the training of a biologist. Supplemental coursework, generally, includes statistics and/or computer skills.

- c. the use of equipment and instruments required for biological research.
 - d. the ability to think analytically, and have a thorough understanding of the scientific method. Students are expected to evaluate published research with respect to experimental design, strengths and weaknesses of data, and validity of research conclusions.
 - e. the ability to write a formal proposal of their intended research project. The proposal will consist of a literature survey, research objectives, materials and methods, significance, bibliography, and an itemized budget for the research.
 - f. the ability to design original experiments, collect and analyze data, and report the findings through oral and written presentations.
2. Students preparing for post-master's degree professions must develop those competencies required for admission to professional schools, or Ph.D.-level graduate programs.

Assessment of Competencies

- a. Students must pass both a written exit examination prepared by the BES departmental committee and an oral examination given by the student's graduate committee. It is expected that students attain an 80% performance level on the written exit examination, and unanimous approval by the student's graduate committee concerning performance on the final oral examination and research component. Students failing to reach the 80% performance level on the written exam may retake the exam one time after a seven day period.
- b. Students must pass with a 70% performance level of recommended courses in statistics or computer skills.
- c. Successful data collection using instruments in the student's research meets this goal.
- d. In-class evaluation of journal research occurs in all graduate courses, and interpretation of scientific articles associated with the student's thesis or non-thesis research is evaluated.
- e. All research proposals are evaluated by the major professor and the graduate coordinator.
- f. Every student is expected to perform original research and present the data in a formal seminar (BIOL 671) setting to the faculty and students of the BES department. This oral seminar is graded by the faculty in attendance and the averaged score must be 80% or above. Students failing to reach the 80% performance level must give the seminar to their committee after a seven day period.

Gulf Coast Research Laboratory

Morehead State University is affiliated with the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. This affiliation provides undergraduate and graduate students with the opportunity to take courses and conduct research in marine sciences at an established, well-equipped laboratory located on the Gulf of Mexico. The laboratory furnishes the staff for courses and research.

The marine sciences courses, taught only at Gulf Coast Research Laboratory during the summer, are suitable for elective courses in graduate major and minor programs of study in the College of Science and Technology. Applications for the courses and additional information are available from the on-campus coordinator in the Department of Biological and Environmental Sciences. Students electing to study at Gulf Coast Research Laboratory pay the Mississippi resident rate.

Department of Mathematical Sciences

506) 783-2930

06 Lappin Hall

Graduate Faculty— B. Flora, R. Hammons (chair), L. Jaisingh, R. Lindahl

Degree: None

There is no graduate degree program in mathematics. However, students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the Description of Courses section.

Department of Physical Sciences

506) 783-2914

Graduate Faculty—H. Cain, R. Fiel, R. Hunt, B. Malphrus, J. Philley

Degree: None

There is no graduate degree program in the physical sciences. However, students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the Description of Courses section.



Descriptions of Courses

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



Abbreviations (Course Prefixes)

ACCT	Accounting	HIS	History
AGR	Agricultural Sciences	HLTH	Health
ART	Art	HPER	Health, Physical Education and Recreation
BEOS	Business Education	HS	Human Sciences
BIOL	Biology	IET	Industrial Education
CIS	Computer Information Systems	LSIM	Library Science and Instructional Media
CMAP	Communications (Advertising/ Public Relations)	MATH	Mathematics
CMEM	Communications (Electronic Media)	MFT	Manufacturing Technology
CMJN	Communications (Journalism)	MKT	Marketing
COMM	Communications (General)	MNGT	Management
CRIM	Criminology	MUSC	Music Conducting
ECON	Economics	MUSE	Music Education
EDAH	Adult and Higher Education	MUSG	Class Applied Music
EDEC	Early Childhood Education	MUSH	Music History and Literature
EDEL	Elementary Education	MUSM	Music Ensembles
EDF	Education Foundations	MUSP	Private Applied Music
EDGC	Guidance and Counseling	MUST	Music Theory
EDIL	Instructional Leadership	MUSW	Music Research
EDMG	Middle Grades Education	PHED	Physical Education
EDSE	Secondary Education	PHIL	Philosophy
EDSP	Special Education	PSY	Psychology
EDUC	Professional Education	REC	Recreation
ENG	English	SCI	Science Education
FIN	Finance	SOC	Sociology
FNA	Fine Arts	SPA	Spanish
FRN	French	SPCH	Speech
GEO	Geography	SWK	Social Work
GEOS	Geoscience	THEA	Theatre
GOVT	Government and Public Affairs	VOC	Vocational Education

Accounting

ACCT 600. Survey of Accounting. (3-0-3); II. Prerequisite: *graduate standing.* Preparation of financial reports for internal and external users; the analysis and interpretation of accounting data and its use in management planning and control. This course does not satisfy the requirements of the 36 hour MBA program.

ACCT 606. Theory of Accounts. (3-0-3); on demand. 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 611. Accounting Analysis for Decision Making. (3-0-3); on demand. Prerequisite: 6 hrs. of accounting or ACCT 600. Development of accounting information or use in the processes of managerial decision making. Topics include: cost-volume-profit analysis; alternative choice analysis; EOQ analysis; linear investment evaluation.

ACCT 670. Directed Research. (1 to 3 hrs.); on demand. Prerequisites: *Graduate standing with minor equivalent in accounting.* Provides an opportunity and challenge for directed study of accounting problems. Student must present a written statement prior to registration of an approved research problem.

ACCT 684. C.P.A. Problems. (3-0-3); on demand. 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 698. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshop on various accounting subjects will be presented periodically to supplement the basic course offerings in accounting. Credit toward degree programs must be approved by the student's advisor and the department chair.

Agricultural Sciences

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. May be repeated, but not to exceed total of six hours.

AGR 515. Animal Nutrition. (2-2-3); II. Prerequisite: AGR 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); 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 585. Teaching Agricultural Mechanics. (3-0-3); I. Objectives and methods, equipment and management of the shop; organization of facilities for high school and vocational technical programs.

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); III. Each student prepares the content for a four-year program in vocational agricultural education.

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

AGR 670. Directed Research. (1 to 6 hrs.); I, II, III. Prerequisite: One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a special problem.

AGR 671. Seminar. (1-0-1); on demand.

AGR 675. Analysis of Research. (2-0-2); on demand.

AGR 676. Directed Study. (1 to 6 hrs.); I, II, III. Prerequisite: degree in agriculture. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department.

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

Art

ART 504. Drawing IV. (2-2-3); I, II. Repeatable up to 6 hours. Prerequisite: ART 404. Advanced studio in figure drawing. Further exploration of figure drawing concepts and media with emphasis on creative interpretation and expression.

ART 514. Painting Techniques IV. (2-2-3); I, II, III. Experiences leading toward individual achievements in styles and techniques.

ART 545. Ceramics IV. (2-2-3); I, II. Advanced study of contemporary ceramic form and surface resolution. Continued practical experience with kiln operation and glaze calculation.

ART 555. Advanced Art Problems. (1 to 6 hrs.); I, II, III. Prerequisite: permission of the department. A studio course involving research in an art area of the student's choice.

ART 599. Art Workshop. (3-3-3); (taught on demand during summer). Participation in art activities according to individual needs.

ART 604. Drawing (2-2-3); I, II, III. Repeatable up to 6 hours. A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605. Figure Painting. (2-2-3) 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. (2-2-3); 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 607. Commercial Illustration. (2-2-3); I, II. Advanced problems in commercial illustration involving research and a variety of projects using various techniques and media.

ART 608. Graphic Design V. (2-2-3); I, II. Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 609. Airbrush. (2-2-3); I, II. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work in airbrush techniques.

ART 610. Computer Art Problems. (2-2-3); I, II. This course will give graduate students a thorough introduction to the basic workings of the MacIntosh computer as well as its application in the visual art on the graduate level.

ART 611. Advanced Computer Art. (2-2-3); I, II. Prerequisite: ART 610. This course will give graduate students a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software.

ART 613. Painting. (2-2-3); I, II, III. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work on techniques in art.

ART 614. Painting Techniques V. (2-2-3); I, II, III. The course is designed to provide the advanced graduate student with freedom of expression and the opportunity to develop an individual style in painting.

ART 616. Water Color. (2-2-3); I, II. Prerequisite: permission of the department. For art majors and area students who wish to do graduate work on water color techniques.

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. Graduate Printmaking Studio. (2-6); I, II, III. Repeatable to a maximum of 6 credits. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 655. Advanced Ceramics. (2-2-3); 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 656. Ceramic Sculpture. (2-2-3); I, II. A contemporary sculptural approach to forming, firing, and glazing clay.

ART 657. Alternative Glazing Techniques. (2-2-3); I, II. Investigation of alternative firing and glazing techniques used to produce ceramic pieces such as salt glazing, low fire glazing, raku glazing and firing.

ART 661. Modern Art. (3-0-3); I (alternate years). The history of European and American Art painting, sculpture, and architecture from c. 1750 until c. 1900.

ART 662. Contemporary Art (3-0-3); II (alternate years). The painting, sculpture, and architecture of the twentieth century.

ART 663. Arts of the United States (3-0-3); I (alternate years). An in-depth study of the social, political, and cultural movements which affected the course of American artistic development.

ART 664. Spanish, Portuguese, and Latin American Art. (3-0-3); II (alternate years). A survey of painting, sculpture, and architecture of Spain, Portugal, and Latin America.

ART 670. Directed Research in Art. (1 to 3); I, II, III. Prerequisite: Research Methods or six hours of relevant studio experience. No more than 6 hours may be taken.

ART 672. Ancient Art. (3-0-3); I (alternative years). The history of Western painting, sculpture, and architecture from prehistoric times until the beginning of the Christian era.

ART 673. Medieval Art. (3-0-3); II. The history of European painting, sculpture, and architecture from the beginning of the Christian era until c.1300.

ART 674. Renaissance Art. (3-0-3); I (alternative years). The history of European painting, sculpture, and architecture from c.1300 until c.1525.

ART 675. Mannerist and Baroque Art. (3-0-3); II (alternative years). The history of European painting, sculpture, and architecture from c. 1525 until c.1750.

ART 676. Directed Graduate Study. (1 to 3); 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 687. 35mm Photography. (2-2-3); I, II. Prerequisite: Art 373 or permission of department. Advanced small format shooting and darkroom techniques exploring various subjects and styles.

ART 688. Photo Studio. (2-2-3); I, II. Prerequisite: ART 687 or ART 689 or permission of department. Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 689. Large Format Photography. (2-2-3); I, II. Prerequisite: Art 373 or permission of department. Large format camera operation with various subjects and styles and printing of large format negatives.

ART 692. Sculpture: Metal Casting. (2-2-3). 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. (2-2-3); 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 695. Sculpture Studio. (2-2-3); I, II. Advanced study of contemporary sculptural form and surface resolution. Continued practical experience with material fabrication techniques.

ART 699. Thesis. (6 hrs.); I, II, III. Prerequisite: permission of the department.

Business Education

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

BEOS 621. Improvement of Instruction in Business Subjects. (3-0-3); on demand. Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

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

BEOS 640. Introduction to Research. (3-0-3); on demand. Research design and applications in business education. Significant research reviewed.

BEOS 676. Directed Study. (1-3 hrs.); on demand. *Prerequisite:* BEOS 640 or equivalent. Research in business education. Designed for candidates selecting the non-thesis option of the Master of Business Education degree.

BEOS 698. Advanced Supervised Field Experience. (1-6 hrs.); on demand. 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.

BEOS 699. Thesis. (6 hrs.); on demand. Independent research and thesis writing.

Biology

BIOL 505. Invertebrate Zoology. (1-4-3); II. *Prerequisite:* BIOL 210. Major invertebrate phyla; emphasis on their evolution, taxonomy, morphology, physiology, and ecology; local representatives. Field trips required.

BIOL 510. Limnology. (2-2-3); *Prerequisite:* BIOL 210, BIOL 215, MATH 152 or higher, eight hours of college chemistry. Ecology and biota of inland waters. Some all-day field trips required.

BIOL 514. Plant Pathology. (1-4-3); on demand. *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 518. Pathogenic Microbiology. (2-2-3); I. *Prerequisite:* BIOL 217 or 317. Medically important microorganisms; bacteria and fungi emphasized. The isolation, cultivation, and identification of pathogenic microorganisms from clinical specimens are stressed. Antimicrobial susceptibility tests, serological methods, and quality control introduced.

BIOL 519. Virology. (2-2-3); on demand. *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; and research methods concerned with viruses.

BIOL 520. Histology. (2-2-3); I. *Prerequisite:* BIOL 210, CHEM 201 or 326 plus eight additional hours of biology. The study of human tissues with emphasis on anatomical, physiological, and biochemical properties/relations.

BIOL 530. Ichthyology. (1-4-3); II in even years. *Prerequisite:* BIOL 210. The anatomy, physiology, taxonomy, ecology, distribution, natural history, and evolution of fish. Emphasis on collection, identification, and classification of those fresh water fish native to eastern North America. Common marine fish of the Atlantic and Gulf coasts.

BIOL 531. Herpetology. (1-4-3); II in odd years. *Prerequisite:* BIOL 210. The anatomy, physiology, taxonomy, ecology, distribution, natural history, and evolution of amphibians and reptiles. Emphasis on collection, identification, and classification of those herptiles found in eastern North America.

BIOL 535. Mammalogy. (1-4-3); I. *Prerequisite:* BIOL 210. Mammals of eastern North America with emphasis on mammals of southeastern North America. Taxonomy, adaptation, natural history, and methods of skin preparation.

BIOL 540. General Parasitology. (2-2-3); I. *Prerequisite:* BIOL 210. Protozoan, helminth, and arthropod parasites of man and domestic animals; emphasis on etiology, epidemiology, diagnosis, control, and general life histories of parasites.

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 553. Environmental Education. (2-2-3); III. Prerequisite: *Permission of instructor.* Distribution and reserve depletion of wildlife, forest, land, water, air, and mineral resources; emphasis on population, pollution, and environment. Field trips to environmentally important areas are required. Not acceptable as credit for the MS in Biology (thesis or non-thesis). Especially designed for in-service and pre-service teachers.

BIOL 555. Plant Morphology. (2-2-3); II. Prerequisite: BIOL 215. Fossil and living non-vascular plants (except bacteria) and vascular plants; emphasis on ecology, morphology, and evolution.

BIOL 574. Experimental Courses. (1 to 4); on demand. Prerequisite: *variable.* These courses are always innovative, perhaps non-traditional, and often specialized offerings designed to enhance programs in the biological and environmental sciences. If successful, individual courses may be assigned a standard number.

BIOL 580. History of Science. (3-0-3); III. See SCI 580.

BIOL 590. Biochemistry. (4-0-4); I. Prerequisites: *Chem 327 or equivalent, or permission of instructor.* In depth survey of the major groups of biomolecules, including carbohydrates, lipids, proteins, nucleic acids, enzymes; biosynthetic pathways; energy metabolism; enzyme mechanisms; and regulation of biochemical processes.

BIOL 593. Laboratory Techniques in Biochemistry. (0-4-2); I. Prerequisite/ Corequisite: BIOL 590. Weekly laboratory sessions focusing on advanced techniques utilized in the study of biological molecules. Emphasis will be placed on methods in isolation and characterization of biological materials, density gradient ultracentrifugation, spectroscopic methods, electrophoretic techniques, chromatographic separations, radioisotopic labelling, and statistical analysis of experimental data.

BIOL 599. Selected Workshop Topics. (1 to 4); on demand. Prerequisites: *variable.* Workshops in various biological and environmental subjects will be presented periodically, based on need. Usually hands-on, experimental, and/or innovative, these workshops supplement various programs in the biological and environmental sciences or other disciplines. Individual credit towards degree programs must be approved by the student's advisor.

BIOL 601. Biological Concepts. (3-0-3); I; on demand. Prerequisite: *12 hours of biology.* Selected concepts from various biological sciences; the impact of recent experimentation and discovery on basic biological principles.

BIOL 606. Biology of the Vertebrates. (3-0-3); I, in even years. Prerequisite: *12 hours of biology.* 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, in odd years. Prerequisite: BIOL 215. Collection, preservation, and classification of vascular plants; emphasis on ecological adaptations and evolutionary trends.

BIOL 610. Evolution. (3-0-3); II. Prerequisites: *12 hours of biology.* History of evolutionary thought; classical evidences of evolution; processes of change; factors involved in speciation; the origin of higher groups.

BIOL 615. Systematic Entomology. (1-4-3); II. Prerequisites: *BIOL 334 or consent of the instructor.* Insect orders with emphasis on the classification of insects to family and beyond; taxonomic keys.

BIOL 617. Mycology. (2-4-4); on demand. Prerequisite: BIOL 317. Morphology, taxonomy, and reproductive physiology of the fungi. Isolation and identification of medically important fungi will be emphasized.

BIOL 618. Microbial Physiology. (2-4-4); on demand. Prerequisites: BIOL 317, CHEM 326 or permission of the instructor. Advanced concepts in the physiology and cytology of microorganisms.

BIOL 620. Advanced Plant Physiology. (2-2-3); on demand. 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); on demand. Prerequisite: BIOL 304. Discussion and research projects to meet the desires and needs of advanced students.

BIOL 630. Endocrinology. (2-2-3); I. Prerequisites: 12 hours of biology; CHEM 201 or 326 and BIOL 595 recommended. Functions of endocrine glands; 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. Prerequisites: 12 hours of biology; CHEM 201 or 326 and BIOL 595 recommended. Physiological processes of reproduction in animals with emphasis on man; gonadal functions, endocrine relationships, sexual differentiation, and fertility.

BIOL 635. Advanced Ecology. (3-0-3); on demand. Prerequisite: BIOL 461. Ecological and physiological bases for adaptation, niche structure, and community organization; physiological ecology; population ecology; competition; predation; niche theory; communities; biogeography.

BIOL 636. Wetland Ecology and Management. (3-0-3); I. Prerequisite: BIOL 510, or equivalent; or permission of instructor. Structure and functioning of shallow water bodies; biological, physical, chemical, and ecological aspects of the major wetland ecosystems in the United States; valuation and management of biotic and abiotic wetland resources.

BIOL 640. Advanced Parasitology. (3-0-3); on demand. Prerequisite: BIOL 540 or equivalent. Molecular and immunological aspects of parasitism will be covered; with emphasis on the current literature.

BIOL 645. Molecular Biology. (3-0-3); I. Prerequisite: BIOL 590 or equivalent. The lectures cover, in molecular terms, the structure and function of DNA. Recombinant DNA technologies will also be stressed.

BIOL 650. Cellular Physiology. (2-4-4); II. Prerequisites: 12 hours of biology, CHEM 201 or 326 and BIOL 595 recommended. Biochemistry and biophysics of cell membranes; permeability; cell communication; respiration and energetics of cellular processes; genetic regulation; molecular biology.

BIOL 670. Directed Research. (1 to 3); I, II, III. Prerequisites: undergraduate major or minor in biology or environmental science or equivalent, or permission of department chairman. Problem must be approved prior to registration; proposal or plan for investigation must be jointly (student and directed research advisor) composed before or immediately after registration. Final copies of the completed work must be filed with the directed research advisor and the department chair.

BIOL 671. Graduate Seminar. (1-0-1); I, II. Prerequisite: 18 hours of graduate biology. Report of individual research by students following completion of BIOL 699 (Thesis) or BIOL 670 (Directed Research). Required of all graduate students in biology.

BIOL 676. Directed Study. (1 to 3); **on demand.** *Prerequisites:* *Consent of instructor or department chair.* Specialized topics in the biological and environmental sciences, perhaps taken before beginning a thesis or directed research. Examinations and/or formal presentations before the faculty and students may be required.

BIOL 699. Thesis. (6 hrs.); **I, II, III.** *Prerequisite:* *permission of department chair or chairman of the student's graduate advisory committee.* Research and thesis writing. Required of all thesis option students. Student allowed to enroll only once; partial credit not allowed.

Computer Information Systems

CIS 615. Managing Information Technology. (3-0-3); **I or II.** Conceptual foundations, structures, and developments of information systems; decision support systems and knowledge-based systems; management of information systems resources.

CIS 616. Educational Computing. (3-0-3); **on demand.** The development of competencies in the use of microcomputers for instruction, management, information processing, computer assisted instruction, and practical high-level programming applications through programming assignments. Hardware and operating systems are covered. Designed primarily for students without previous data processing instruction.

CIS 670. Directed Research. (1 to 3 hrs.); **on demand.** *Prerequisite:* *Graduate standing with minor equivalent in computer information systems.* Provides an opportunity and challenge for directed study of Computer Information Systems problems. Students must present a written statement prior to registration of an approved research problem.

CIS 699. Selected Workshop Topics. (1 to 4 hrs.); **on demand.** Workshops on various computer information subjects will be presented periodically to supplement the basic course offerings in computer information systems. Credit toward degree programs must be approved by the student's advisor.

Communications (Advertising/Public Relations)

CMAF 505. Law and Ethics. (3-0-3); **II.** An examination of law as it affects print and broadcast media and advertising. Crosslisted with CMJN 505.

CMAF 510. Advanced Public Speaking. (3-0-3); **II.** **On demand.** Exposure to traditional preparation and delivery of the study, complex speeches. Crosslisted with SPCH 510.

CMAF 539. Cooperative Education. (1 to 3 hrs.); **I, II, III.** *Prerequisites:* *senior standing.* The area of concentration in communication offers cooperative study courses allowing students to alternate semesters of on-campus studies with periods of related work experience. Prior application necessary. Permission of instructor.

CMAF 567. Organizational Communication. (3-0-3); **I (even years).** Study of the functions of communication within organizations and professional environment. Students may be assessed a fee for materials distributed in class. Crosslisted with SPCH 567.

CMAF 571. Interviewing. (3-0-3); **II.** A detailed study of the various business interview types, coupled with role-playing experiences. Crosslisted with SPCH 571.

CMAF 583. Advertising Copy Writing. (3-0-3); **II.** *Prerequisites:* *senior standing.* Writing advertising headlines and copy for mass media.

CMAP 584. Psychology of Advertising. (3-0-3); I. Prerequisites: senior standing. Psychological strategy used in art, words, and graphics as persuasive advertising devices.

CMAP 591. Technical Writing I. (3-0-3). Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement. Crosslisted with ENG 391.

CMAP 592. Technical Writing II. (3-0-3); II. Prerequisite: consent of instructor. Continuation of CMAP 591. Crosslisted with ENG 592.

CMAP 597. Technical Editing. (3-0-3). Study of practice and management of editing for technical, scientific, professional, and corporate reports and writings. Crosslisted with ENG 597.

CMAP 603. Seminar. (3-0-3); on demand. Prerequisites: graduate standing and approval of instructor. Exploring problems of contemporary advertising/public relations, including directed research project and forum discussion. (May be repeated.)

CMAP 610. Computer Art Problems. (2-2-3); I, II. The course will give the graduate students a thorough introduction to the basic workings of the Macintosh computer as well as its application in the visual art on the graduate level. Crosslisted with ART 610.

CMAP 611. Advanced Computer Art. (2-2-3); I, II. Prerequisite: ART 610. This course will give the graduate student a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software. Crosslisted with ART 611.

CMAP 655. Advertising. (3-0-3); On demand. Prerequisite: CMAP 383 and CMAP 483 or MKT 304. Analysis of advertising as an indirect selling technique; emphasis on determining appeals, creating images, and developing coordinated campaigns to be developed by each student; stress on ideas and concepts rather than mechanics. Crosslisted with MKT 655.

CMAP 665. Organizational Behavior. (3-0-3); On demand. A study of human 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 demonstration in the classrooms and use of theory and techniques. Crosslisted with MNGT 665.

CMAP 687. 35mm Photography. (2-2-3); I, II. Prerequisite: CMJN 285 or ART 373 or permission of department. Advanced small format shooting and darkroom techniques exploring various subjects and styles. Crosslisted with ART 687.

CMAP 689. Large Format Photography. (2-2-3); I, II. Prerequisite: CMAP 687 or ART 373 or permission of department. Large format camera operation with various subjects and styles and printing of large format negatives. Crosslisted with ART 689.

CMAP 698. Selected Workshop Topics. (1 to 4 hours); On demand. Workshops on various management subjects will be presented periodically to supplement the basic course offerings in management. Credit toward degree programs must be approved by the student's advisor and the department chair. Crosslisted with MNGT 698.

Communications (Electronic Media)

CMEM 539. Cooperative Education. (1 to 9 hrs.); I, II, III. Prerequisites: CMEM 239 or 439 or 250 or 340. The area of concentration in communication offers cooperative study courses allowing students to alternate semesters of on-campus studies with periods of related work experience. Prior application necessary. Permission of instructor and supervisor.

CMEM 550. Problems in Contemporary Broadcasting. (3-0-3); on demand. *Prerequisites: senior standing.* Treatment of current problems within the broadcasting industry.

CMEM 558. Public Broadcasting. (3-0-3); on demand. *Prerequisites: senior standing.* Study of the development of public broadcasting from both theoretical and operational standpoints.

CMEM 560. History of Broadcasting. (3-0-3); on demand. *Prerequisites: senior standing.* Historical study of radio-television as communication service and its development in America.

CMEM 562. Broadcast Criticism. (3-0-3); on demand. *Prerequisites: senior standing.* Examination of broadcasting in sociological, aesthetic, historical, psychological, and humanistic terms.

CMEM 580. New Technology Policy and the Communication Industry. (3-0-3); on demand. *Prerequisites: senior standing.* Examines both broadcast media, cable, common carriers, the source of policy and influence which guide them and public interest issues affected by communications media policy.

CMEM 582. American Popular Cultural and Communications Technology. (3-0-3); on demand. *Prerequisites: senior standing.* Examination of the role and effects of major advances of communications technology on the course of American popular culture and society in the past, present, and future.

CMEM 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.

Communications (Journalism)

CMJN 504. School Publications. (3-0-3); III. *Prerequisites: senior standing.* Advancement of students in the production of school newspapers, yearbooks, and magazines; includes a complete review of journalism principles.

CMJN 505. Law and Ethics of the Press. (3-0-3); II. *Prerequisites: senior standing.* An examination of law as it affects print and broadcast media and advertising.

CMJN 539. Cooperative Education. (1 to 3 hrs.); I, II, III. *Prerequisites: senior standing.* The area of concentration in communication offers cooperative study courses allowing students to alternate semesters of on-campus studies with periods of related work experience. Prior application necessary. Permission of instructor.

CMJN 560. Reviews and Criticism. (3-0-3); II. *Prerequisites: senior standing.* Evaluating and writing critical reviews of drama, literature, art, music, and restaurants for the mass media.

CMJN 565. Public Opinion and News Media. (3-0-3); I. *Prerequisites: senior standing.* Cultural, social and psychological nature of public opinion and its influence on and by press, television, radio and film; nature of propaganda in advertising.

CMJN 603. Seminar. (3-0-3); on demand. *Prerequisites: graduate standing and approval of instructor.* Exploring problems of contemporary journalism, including directed research project and forum discussion. May be repeated.

Communications (General)

COMM 539. Cooperative Education. I, II, III. *Prior application and approval required.* See the general section of the catalog for a more complete description of this cooperative study course.

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

COMM 605. Communication Theory. (3-0-3); I. Explores the ongoing and pervasive impact of communication of the actions and patterns of everyday experiences. A discussion of key concepts related to the processes of communication as they influence human behavior.

COMM 610. Bibliographic Research and Writing. (3-0-3); I. An examination of professional journals, advanced studies, textbooks, book reviews, theses, and dissertations in the field of communication.

COMM 615. Quantitative Research Methods in Communications. (3-0-3); II. Direction in research methods and participation in either behavioral science research, historical, or creative research.

COMM 620. Seminar in Communication. (3-0-3); II, III. An exploration of problems in communication with special research projects in advertising/public relations, electronic media, journalism, speech and theatre.

COMM 647. Internship. (1 to 3 hrs.); I, II, III. Competency-based practical experience aimed at increasing the student proficiency in the specified position to which he or she is assigned. Prior application is necessary.

COMM 670. Directed Research. (1 to 3 hrs.); I, II, III. Design and implementation of an independent research project under faculty direction. Tailored to fit the individual needs of the graduate student. Prior arrangement necessary; a proposal must be submitted for approval of the supervising faculty.

COMM 676. Directed Study. (1 to 3 hrs.); I, II, III. Self-directed original research on a special problem not included as a regular part of the graduate curriculum. Prior arrangement necessary; a proposal must be submitted for approval of the supervising faculty.

COMM 699. Thesis. (6 hrs.); I, II, III.

Criminology

CRIM 510. Law of Corrections. (3-0-3); I. 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.

CRIM 515. Correctional Counseling. (3-0-3); II. The basic concepts and principles employed by correctional facilities in interviewing, counseling, and group therapy.

CRIM 601. Criminology Theory. (3-0-3); on demand. (See SOC 601.)

CRIM 606. Juvenile Corrections. (3-0-3); on demand. 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.

CRIM 610. Correctional Administration and Management. (3-0-3); on demand. The role of administration in correctional settings, prisoner management, institutional budgeting, staff development, and community relations.

CRIM 625. Deviance. (3-0-3); on demand. (See SOC 625.)

CRIM 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: Consent of instructor and department chair. Qualified students may arrange with faculty for individual work on some particular problem in corrections.

CRIM 690. Graduate Practicum in Criminology. (3 to 9 hrs.); I, II, III. 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 40 hours per week will be spent working at the assigned agency.

Economics

ECON 600. Survey of Economics. (3-0-3); I. A survey of economic analysis, including both the theory of the firm and national income determination. *This course does not satisfy the requirements of the 36 hour MBA program.*

ECON 645. Public Policies Toward Business. (3-0-3); on demand.
Prerequisites: ECON 202 or equivalent. The problem of business combination and monopoly; the functioning of imperfectly competitive markets; antitrust laws, their interpretation, and their economic effects; regulation and de-regulation of business; regulatory agencies and their policies.

ECON 661. Managerial Economics. (3-0-3); I, II. Prerequisite: ECON 201 and 202 or MATH 354 and MATH 162E or equivalent. Applications of economic theory to management decisions; demand analysis; cost determination; pricing; capital budgeting.

ECON 662. Business Cycles and Economic Forecasting. (3-0-3); on demand. A study of aggregate supply and demand analysis; factors determining the level of changes in output, the rate of inflation, and interest rates, theories of the business cycle, economic forecasting methods using leading indicators, statistical techniques, judgemental methodologies, and economic models.

ECON 670. Directed Research. (1-3 hrs.); I, II, III. Prerequisite: Graduate standing with minor equivalent in economics. Provides an opportunity and challenge for directed study of economic problems. Student must present a written statement prior to registration of an approved research problem.

ECON 690. Economic Education for Teachers. (3-0-3); on demand. Fundamental economic concepts and their application and integration in education.

ECON 699. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops on various economic subjects will be presented periodically to supplement the basic course offerings in economics. Credit toward degree programs must be approved by the student's advisor and the department chair.

Education (Adult And Higher)

EDAH 599. Selected Topics. (1 to 3 hrs.); on demand. Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDAH 640. Principles of Adult and Higher Education. (3-0-3); I. Overview of adult and higher education: historical development; organizations; and major issues in adult continuing and higher education.

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

EDAH 642. Student Personnel in Higher Education. (3-0-3); on demand. Principles of organization and administration of personnel programs and services in higher education.

EDAH 643. Seminar in Higher Education. (1 to 3 hrs.); on demand. Group study on issues in higher education.

EDAH 650. Developmental Education for Adult Students. (3-0-3); on demand. Sociological, psychological, and economic problems of adult students requiring development and remediation studies. Investigation of traditional and innovative approaches utilized in working with these students.

EDAH 651. Human Development in Adulthood. (3-0-3); I. Psychological and physiological changes in adulthood; designed to provide opportunities to apply knowledge of human development to problems of working with adults.

EDAH 653. Program/Curriculum Development and Evaluation. (3-0-3); II. *Prerequisite:* EDAH 640 or permission of instructor. Study of program and curriculum development with special emphasis on designing and improving programs through evaluation process.

EDAH 670. Directed Research (1 to 3 hrs.); I, II. *Prerequisite:* EDF 600 and one course from the major. Supervised research investigation of a professional problem. Student must submit proposal describing the nature and procedure of research prior to starting. Format for proposal will be supplied by the instructor upon request. Copy of final report in the project required for department's permanent file of completed projects.

EDAH 676. Directed Study. (1 to 3 hrs.); I, II. *Prerequisite:* EDF 600 and one course from the major. Guided study of a professional problem. Student must submit plan describing nature of study prior to starting. Format for plan will be supplied by the instructor upon request. Copy of final report on the study required for department's permanent file of completed projects.

EDAH 678. Internship. (1 to 6 hrs.); I, II, III. *Prerequisite:* admission to candidacy. Supervised experience in activities appropriate to areas of specialization.

EDAH 688. Seminar in Adult Education. (1 to 3 hrs.); on demand. Series of presentations by graduate students, visiting lecturers, and members of graduate faculty on problems and issues confronting adult educators.

EDAH 699. Thesis. (6 hrs); I, II, III.

EDAH 699A. Applied Project. (6 hrs.); I, II, III. *Prerequisite:* admission to specialist in Education Program and consent of student's committee chairperson.

Education (Early Childhood)

EDEC 527. The Pre-School Child. (3-1-3); I, II. (Alternate summers with 528.) Principles of growth and development from 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); I, III. (Alternate summers with 527.) Investigates 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; admission to the teacher education program. Students assigned to a pre-school classroom for observation, participation, and teaching. On-campus seminars held weekly. (Applications made through Coordinator of Professional Laboratory Experiences.)

EDEC 599. Workshop. (1 to 3 hrs.); I, II, III. Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDEC 637. Early Childhood Education. (2-1-3); I, III. Students will survey the history and philosophy of early childhood education. Programs, methodology and materials employed for and with children aged birth to six will be critically reviewed. Students will be expected to familiarize themselves with practices based upon current research and to discuss emerging early childhood issues.

EDEC 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600, completion of 15 graduate hours, advisor approval, and permission of instructor. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

EDEC 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: completion of 15 graduate hours and advisor approval. Supervised investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the study prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed projects.

EDEC 699. Thesis. (6 hrs.); I, II, III.

Education (Elementary)

EDEL 516. Educational Computing. (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 and batch-process computing using PRIME 550/750 computing systems. (Cross-listed with CIS 516.)

EDEL 599. Workshop. (1 to 3 hrs.); I, II, III. Workshop for specifically designed task orientation in elementary education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDEL 622. Social Studies in Today's Elementary Schools. (3-0-3); II, III. Investigation of current materials, methods of teaching, and developments in elementary social studies.

EDEL 623. Advanced Language Arts for the Elementary Teacher. (3-0-3); I, II, III. Emphasis on theories of language development, current research and modern approaches to teaching elementary school language arts. Students will refine skills in curriculum development and implementation, assessment and instructional techniques.

EDEL 624. Practicum in Reading. (2-5-3); III. Prerequisite: EDEL 662. Supervised practice in working with students who have reading difficulties.

EDEL 625. Foundations of Language Development. (3-0-3); III. Designed to provide an in-depth view of language development. This course will focus upon the sequence and process of that development. Course content is drawn from studies and theories in the disciplines of education, linguistics, psychology, and speech.

EDEL 626. Investigations in Reading. (3-0-3); III. Prerequisite: EDEM 330 or the equivalent. 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: EDEM 330 or the equivalent. Extensive study of recent trends in materials and methods in teaching reading in the elementary school.

EDEL 628. Materials and Methods in Reading Instruction. (3-0-3); II, III. Prerequisite: EDEM 330, EDUC 576, or equivalent. In-depth study of innovative materials produced for use in the teaching of reading. Techniques for effectively implementing these materials in the classroom are investigated.

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

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

EDEL 662. Remedial Reading. (2-2-3); III. Prerequisite: EDEM 330, EDEE 331 or EDMG 332 or equivalent courses. Materials, methods of diagnosing and treating reading difficulties. (Laboratory experiences are an integral part of this course.)

EDEL 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600, one course from the major, completion of 15 graduate hours, and advisor approval. Supervised research investigation of a professional problem. Student must submit a proposal describing nature and procedure of research prior to starting. Format for proposal will be supplied by instructor upon request. Copy of final report on the project is required for department's permanent file of completed projects.

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 role of the teacher. Oral reports and group discussion.

EDEL 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600, one course from the major, completion of 15 graduate hours, and advisor approval. Guided study of a professional problem. Student must submit a plan describing the nature of the study prior to starting. Format for the plan will be supplied by the instructor upon request. A copy of the final report on the study required for department's permanent file of completed projects.

EDEL 677. Reading in the Content Areas. (3-0-3). Prerequisite: an approved course in reading. Basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis 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 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. (6 hrs.); I, II, III.

EDEL 699A. Applied Project. (6 hrs.); I, II, III. Prerequisite: admission to the Specialist in Education Program and consent of student's committee chairperson.

Education (Foundations)

EDF 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.

EDF 610. Advanced Human Growth and Development. (3-0-3); I, II, III. *Prerequisite:* PSY 154 or 155 and EDF 211. Developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as PSY 610.)

EDF 611. Adolescent Development. (3-0-3); I, III. A concentrated examination of cognitive, physical, social, moral, and emotional development of early and late adolescence. Effective learning and teaching strategies for adolescents are emphasized.

Education (Guidance And Counseling)

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

EDGC 567. Rehabilitation of Special Groups. (3-0-3); I, III. *Prerequisite:* EDGC 566 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 educationally, socially, and culturally disadvantaged.

EDGC 599. Workshop. (1 to 3 hrs.); I, II, III. *Prerequisite:* upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDGC 619. Career Counseling. (3-0-3); II, III. Overview of career development and career decision theories. Planning and integrating career information and counseling in school programming and classroom vocational counseling in schools, and other settings.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

EDGC 620. Psycho-Social Factors in Counseling. (3-0-3); I, III. Study of recently recognized non-classroom factors impacting student's school behavior and performance, and appropriate counseling strategies designed to assist students. Topics include child abuse, divorce, co-dependency, grief/loss, and blended families.

EDGC 656. Introduction to Counseling. (3-0-3); I, II, III. History, philosophical principles, and development of guidance movement; place of specialist; guidance and the teacher; present status of guidance meeting needs of 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. Examine psycho-social problems accompanying disability and common methods of coping with disability; status and self-concept of disabled persons and attitudes toward disabled persons.

EDGC 661. Measurement Principles and Techniques. (3-0-3); I, II, 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 662. Individual Inventory Techniques. (3-0-3); II. *Prerequisite:* permission of instructor. Special training in choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

EDGC 665. Philosophy and Practice of School Counseling. (3-0-3); II, III. Organizational goals and procedures in designing a comprehensive program in information services, appraisal, and counseling; relationships of counselor with school personnel and with community members and organizations; referral procedures; legal implications for counselors.

EDGC 666. Theories of Counseling. (3-0-3); I, III. *Prerequisite:* EDGC 656. Basic philosophies, principles, and procedures in counseling; participation in lab experiences; study of pertinent research.

EDGC 667. Group Counseling. (3-0-3); II, III. *Prerequisite:* EDGC 656. Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include school, family, and community.

EDGC 669. A, B, C. Practicum in Guidance and Counseling. (6 hrs.); I, II. *Prerequisite:* EDGC 666 and permission of instructor. Weekly class instruction in techniques of counseling and supervised field experiences counseling individuals and groups.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

EDGC 670. Directed Research. (1 to 3 hrs.); I, II, III. *Prerequisite:* EDF 600 and one course from the major. Supervised research investigation of a professional problem.

Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy final report on project required for department's permanent file of completed projects.

EDGC 674. Seminar in Guidance and Counseling. (1 to 3 hrs.); 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. Directed Study. (1 to 3 hrs.); I, II, III. *Prerequisite:* EDF 600 and one course from the major. Guided study of a professional problem. Student must submit a plan describing the nature of the study prior to starting. Format for the plan will be supplied by the instructor upon request. Copy of final report on the study required for department's permanent file of completed projects.

EDGC 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to the area of specialization.

EDGC 679. A, B, C. Advanced Practicum. (6 hrs.); I, II. *Prerequisite:* one year's experience as a qualified counselor; permission of instructor. Supervised advanced clinical practice for students pursuing post-master's training in counseling.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

EDGC 680. Family Counseling. (3-0-3); II, III. The course will focus on the study of the dynamics of the family system. Family counseling will be addressed; including theory, assessment, and treatment.

EDGC 682. Counseling Issues in Sexuality (3-0-3); I, II. *Prerequisite:* admission to the Rank I program or permission of instructor. Comprehensive overview of existing beliefs and knowledge about human sexuality; the variety of its expression, common problems, and the changing sexual patterns of society. Course is directed toward professional school and agency counselors.

EDGC 683. Seminar in Advanced Theory and Practice of Counseling. (3-0-3); I, III. *Prerequisite:* EDGC 666. Comprehensive investigation of advanced theories and applications for counseling. Course is designed as an advanced graduate seminar in theoretical concepts of counseling and to provide an opportunity for the development of advanced intervention skills in cognitive, affective, behavioral and multimodal approaches to counseling.

EDGC 699. Thesis. (6 hrs.); I, II, III.

EDGC 699A. Applied Project. (6 hrs.); I, II, III. *Prerequisite:* admission to the *Specialist in Education Program* and consent of student's committee chairperson.

Education (Instructional Leadership)

EDIL 620. Introduction to Educational Administration. (3-0-3); I, II, III. A study of modern administrative theories, processes, and techniques. Emphasis will be given to the organization and administration of the elementary school, middle grade school, and secondary school.

EDIL 621. Research for Instructional Leadership. (3-0-3); I, II, III. A study of the research available on elementary education; middle school education, secondary education, effective classroom (school) instruction, and effective school administration. Emphasis will be given to the relationship of research in education to the effective instructional leader.

EDIL 622. Instructional Supervision. (3-0-3); I, III. A study of the techniques of instructional supervision including the acquisition of those skills needed to effectively monitor, evaluate, and coach instructional personnel, and to provide leadership in program evaluation. Included are studies on the techniques for developing and implementing effective inservice and staff development programs.

EDIL 623. Computer Applications for Administrators. (3-0-3); I, III. A study of the use of modern technological tools in instructional and administrative processes—evaluation of hardware and software for both instructional uses and administrative tools, review of computer programs, activities and a changing technology. Included will be actual hands-on experiences using software packages for educational administration.

EDIL 625A. Practicum in School Administration/Early Elementary. (1 hr.); I, II. *Prerequisite:* admission to certification program to extend middle grade school principal to early elementary principal. The course is a clinical field experience. The field experience is related to the instructional leader for the school course with emphasis given to the specific level/early elementary principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the elementary school level and is approved by the faculty of the educational administration programs.

EDIL 625B. Practicum in School Administration/Middle School. (1 hr.); I, II. *Prerequisite:* admission to certification program to extend early elementary or secondary principal to middle grade school principal. The course is a clinical field experience. The field experience is related to the instructional leader for the school course with emphasis given to the specific level/middle school principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the middle school level and is approved by the faculty of the educational administration programs.

EDIL 625C. Practicum in School Administration/Secondary School

Principal. (1 hr.); I, II. Prerequisite: admission to certification program to extend middle grade school principal to secondary school principal. The course is a clinical field experience. The field experience is related to the instructional leader for the school course with emphasis given to the specific level/middle school principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the middle school level and is approved by the faculty of the educational administration programs.

EDIL 626. Special Services Administration. (3-0-3); I, III. A study of the role of the instructional leader in supervising and administering special services in the public schools such as counseling programs, reading programs, special education, gifted and talented, academic teams, cocurricular activities, and athletics.

EDIL 628. Public School Law for Instructional Leaders. (3-0-3); I, III. A study of the legal aspects of education including the rights and responsibilities of students and teachers.

EDIL 629. Personnel Administration. (3-0-3); II, III. Prerequisite: admission to any certification program for instructional leadership. A study of personnel administration including the acquisition of those skills needed to monitor, evaluate, and coach instructional personnel. Content includes organizing groups, group dynamics, conducting effective meetings, and resolving conflict.

EDIL 630. School-Community Relations. (3-0-3); I, III. Influence of social and economic factors upon the school. Role of public relations in school community relations. Use of print and broadcast media.

EDIL 631A. Practicum in District Administration/ Supervisor. (1 hr.); I, II. Prerequisite: admission to certification program for supervisor of instruction and completion of 18 program hours. The course is a clinical field experience. The field experience is related to the instructional leader for the district course with emphasis given to the specific level/supervisor of instruction through a minimum of 50 clock hours at that level. The field experiences will be with a cooperating school administrator who has successfully completed a minimum of three (3) years at a supervisor's level and is approved by the faculty of the educational administration programs.

EDIL 631B. Practicum in District Administration/Superintendent. (1 hr.); I, II. Prerequisite: admission to certification program for school superintendent and completion of six program hours. The course is a clinical field experience. The field experience is related to the instructional leader for the district course with emphasis given to the specific level/supervisor of instruction through a minimum of 50 clock hours at that level. The field experiences will be with a cooperating school administrator who has successfully completed a minimum of three (3) years at a supervisor's level and is approved by the faculty of the educational administration programs.

EDIL 632A. Instructional Leader of the School with Field Experience/Early Elementary. (3-3-4); I, II. Prerequisite: admission to certification program for early elementary school principal and completion of 9 program hours. A study of the role of the principal with emphasis at all levels—early elementary school principal, middle school principal, and secondary principal. Included are materials so that students may know the essential duties and practices required of successful principals. The course includes a clinical field experience with emphasis given to the specific level/Early Elementary principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of

three (3) years as a principal at the elementary school level and approved by the faculty of the educational administration programs.

EDIL 632B. Instructional Leader of the School with Field Experience/ Middle School. (3-3-4); I, II. Prerequisite: admission to certification program for Middle Grade School Principal and completion of 9 program hours. A study of the role of the principal with emphasis at all levels—early elementary school principal, middle school principal, and secondary principal. Included are materials so that students may know the essential duties and practices required of successful principals. The course includes a clinical field experience with emphasis given to the specific level/Middle School principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the middle school level and approved by the faculty of the educational administration programs.

EDIL 632C. Instructional Leader of the School with Field Experience/ Secondary. (3-3-4); I, II. Prerequisite: admission to certification program for Secondary School Principal and completion of 9 program hours. A study of the role of the principal with emphasis at all levels—early elementary school principal, middle school principal, and secondary principal. Included are materials so that students may know the essential duties and practices required of successful principals. The course includes a clinical field experience with emphasis given to the specific level/Secondary School principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the secondary school level and approved by the faculty of the educational administration programs.

EDIL 633. School Finance and Business Administration. (3-0-3); II, III. Public school finance and taxation, allocation of resources, controlling expenditures, fiscal management, district and school budgeting process.

EDIL 641. The School Superintendent. (3-0-3); I, III. The role of the superintendent, conflicts, challenges. The course is designed for administrators dealing with the basic functions, duties, responsibilities, and the problems or current issues confronting today's practicing school superintendent. The course includes administrative routine, organizations, fiscal affairs, legislation, support services, communication, evaluation and accountability, and instructional leadership.

EDIL 643. School Housing. (3-0-3); II, III. Prerequisite: admission to any certification program for instructional leadership. A study of school facilities to include financing, design construction, management, and curriculum utilization.

EDIL 645. Seminar for Effective Administration. (3-0-3); I, II, III. Prerequisite: EDIL 621. **Corequisite:** EDIL 629. Designed for advanced graduate students in school administration. Deals with current problems and issues and stresses independent investigation for effective administration techniques. Recommended within last nine hours of the program. Field research project required.

EDIL 646. Advanced Seminar for Curriculum/Program Development. (3-0-3); I, II, III. Prerequisite: EDIL 621. **Corequisite:** EDIL 622. Designed for advanced graduate students in school administration. Deals with current issues and problems in curriculum and stresses independent investigation. The investigations will deal with supervisory functions dealing with curricular and program evaluation, analysis, and techniques for bringing about the program and curricular change and improvement within the local school system. Field research project required. Recommended within last nine hours of the program.

EDIL 685. Research Problems of the Instructional Leader. (1-3 hrs.); I, II, III. Prerequisite: EDF 600 or equivalent experience. Intensive and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

EDIL 698. Seminar for Administrator of Pupil Personnel Services. (3-0-3); I, II, III. Prerequisite: admission to program for administrator of pupil personnel services. Analysis of various methods of pupil personnel accounting and records management systems, including computer applications. Responsibilities of school and non-school personnel and agencies, influence of socio-economic factors and school attendance.

EDIL 699A. Applied Project. (6 hrs.); I, II, III.

Education (Middle Grades)

EDMG 636. Middle School Curriculum. (3-0-3); I, III. This course will identify the historical development of curriculum in the middle grades and the relationship of the curriculum to student development. Current curricular issues, organizational patterns and research related to middle grades will be reviewed.

Education (Secondary)

EDSE 516. Educational Data Processing. (3-0-3); II. Basic concepts pertaining to micro-record equipment and computers. Applications in education, research, and administration. Designed primarily for students without previous data processing instruction and batch-process computing using PRIME 550/750 computing systems.

EDSE 599. Selected Topics. (1 to 3 hrs.); I, II, III. Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. **Maximum of six semester hours may be earned under this course number.**

EDSE 633. Effective Classroom Instruction. (3-0-3). I, II, III. Designed to extend student's knowledge of and ability to implement research-based recommended teacher behaviors; foundation of research findings utilized to create facilitating classroom climate and to select appropriate teaching strategies.

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

EDSE 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600, permission of instructor, completion of 15 graduate hours, and advisor approval. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

EDSE 671. Seminar—Problems of the Teacher. (3-0-3); I, II, III. Individual research problems and thesis; review current educational research; significant problems in education especially related to role of teacher. Oral reports and group discussion.

EDSE 676. Directed Study. (1 to 3 hrs.); I, II, III. *Prerequisite: completion of 15 graduate hours and advisor approval.* Supervised investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the study prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed projects.

EDSE 683. The American Secondary School. (3-0-3); I, II, III. Traces development of 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. (6 hrs.); I, II, III.

Education (Special)

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

EDSP 547. The Trainable Mentally Handicapped. (3-0-3); II. *Prerequisite: EDSP 230 and 360.* Etiology and symptomatology of trainable mentally handicapped children. Assessment procedures appropriate for use with children severely to profoundly mentally handicapped.

EDSP 551. Curriculum for Pre-School Exceptional Children. (2-2-3); I, II, III. *Prerequisite: EDSP 230 and 360.* Designed to prepare teachers to work with pre-school children having handicapping conditions. Curriculum procedures involving perceptual-motor activities, prosthetic devices, and system approaches in special education featured.

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

EDSP 553. Language Arts for Exceptional Students. (2-2-3); I, III. *Prerequisites: EDSP 230, 350, 360, and 537 or consent of instructor.* Designed to prepare teachers of exceptional children in curriculum development and specialized procedures for teaching language arts, including reading, spelling, handwriting, language, and written composition.

EDSP 555. Prescriptive Teaching for Children with Learning and Behavior Problems. (2-2-3); I, III. *Prerequisites: EDSP 230, 350, 360, 537, and 553 or 557, or consent of instructor.* Transfer of educational assessment data into behavioral objectives, instructional planning for implementing such objectives, behavior management techniques, methods and materials for instruction, and formation and terminal evaluation techniques for individuals with learning and behavior problems.

EDSP 556. Teaching the Trainable Mentally Handicapped. (2-2-3); II. *Prerequisite: EDSP 547 and EDSP 360.* Application of methods and materials for teaching trainable mentally retarded. Construction and use of instructional aids to be used with retarded individuals.

EDSP 557. Content Areas and Career Preparation for Exceptional Students. (2-2-3); I, III. *Prerequisites: EDSP 230, 350, 360 and 537 or consent of instructor.* Designed to prepare teachers of exceptional children in curriculum development and specialized procedures for teaching mathematics, content areas, and preparing students for vocations.

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

EDSP 581. Introduction to Education Statistics. (2-2-3); II, III. Introductory study of 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. (1 to 3 hrs.); I, II, III. Workshop for specifically designated task orientation in special education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDSP 601. Survey of Exceptional Children. (3-0-3); I, II, III. 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 analysis, prevention, and correction of these problems.

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

EDSP 604. Resource Concept for the Handicapped. (3-0-3); I, II, III. **Prerequisite:** EDSP 230 or 601. Fundamental concepts regarding implementing and managing a resource room at both 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 speech and language handicapped children 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 621. Operation of Special Education Programs. (3-0-3); I. The course addresses federal and state regulations, case laws, fiscal management and record keeping.

EDSP 622. Institutional Leadership in Special Education. (3-0-3); II. This course addresses the following areas in instructional leadership: program development and planning, curriculum development, instruction and management.

EDSP 623. Special Education Program Coordination. (3-0-3). This course addresses the following areas: communication with regular educators, staff supervision, professional development, community/public relations and working with parents.

EDSP 624. Practicum (6-0-6); I, II. Supervised practicum experience.

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 use of materials, methods, and curricula sequences for special class children. Emphasis 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.* Relation between special class teacher and students within matrices of larger school community. Techniques of parental counseling and introduction of students into work and social aspects of larger community.

EDSP 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: *EDF 600 or equivalent, completion of 15 graduate hours, advisor approval, and permission of instructor.* Independent research study of a professional problem in special education. Proposal describing methodology and purpose of the study required prior to enrollment in the course. Copy of final study required for department's permanent file of completed research projects.

EDSP 675. Practicum in Special Education. (3 to 6 hrs.); 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 coordinator of professional laboratory experiences.)

EDSP 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: *permission of instructor, completion of 15 graduate hours, and advisor approval.* Directed study, not requiring a research design, of a professional problem in special education. Proposal describing purpose of the study required prior to enrollment in the course. Copy of final report on project required for department's permanent file of completed projects.

EDSP 699. Thesis. (6 hrs.); I, II, III.

Education (Professional)

EDUC 550. Supervised Practice in Teacher Education I. (6 hrs.); I.
Prerequisites: *Can only be taken for graduate credit; Valid Kentucky Department of Education Emergency Teaching Certificate; EDF 207 or EDEL 680, and EDF 211; or their equivalents; and permission of the Dean of the College of Education and Behavioral Sciences.* Teaching experiences supervised by qualified school system leadership personnel and University faculty while functioning with an emergency certificate. Participation in faculty meetings, on program committees and in co-curricular activities is required. Other activities include seminars, workshops, conferences and selected distance learning/compressed video sessions.

EDUC 551. Supervised Practice in Teacher Education II. (6 hrs.); II.
Prerequisites: *Can only be taken for graduate credit; Valid Kentucky Department of Education Emergency Teaching Certificate; EDF 207 or EDEL 680, and EDF 211; or their equivalents; and permission of the Dean of the College of Education and Behavioral Sciences.* Teaching experiences supervised by qualified school system leadership personnel and University faculty while functioning with an emergency certificate. Participation in faculty meetings, on program committees, and in co-curricular activities is required. Other activities include seminars, workshops, conferences, and selected distance learning/compressed video sessions.

EDUC 576. Reading in the Secondary School. (2-2-3); II, III. (Alternate summers with EDEL 677.) Emphasis on reading instruction in middle grades and high school. Materials included for instruction and studies of administrative problems involved. (Laboratory experiences are an integral part of this course.)

EDUC 582. Discipline and Classroom Management. (3-0-3); I, II, III. Designed to provide assistance in establishing an organized, well-managed classroom. Emphasis on available options and alternatives in dealing with disruptive students in the classroom.

EDUC 629. Reading Programs: The Role of the Administrator. (3-0-3); III. Overview of reading instruction in the public school program. Student will examine materials used for the teaching of reading and become familiar with organizational plans used in public school reading programs. Part of the course will deal with evaluation of reading programs.

EDUC 635. Teaching Critical Thinking and Decision Making. (3-0-3); I, III. The teaching and learning of critical thinking and decision making skills for the classroom teacher and administrator. Emphasis upon activities to promote defining problems and issues; accessing, organizing and drawing conclusions from information; originating creative solution alternatives; making rational and objective decisions; and using effective decision making in planning for and taking action.

EDUC 681. Individualized Learning Systems. (3-0-3); II, III. Introduction to basic individualized learning systems; how they are designed, produced, and utilized. Student shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as microcomputers and portable computers will also be covered.

EDUC 682. The At Risk Student. (3-0-3); I, II. In depth study of at risk students and factors that predict school failure. Course includes a study of educational practices that are effective in preventing school failure.

EDUC 684. Producing Audiovisual Materials. (3-0-3); II, III. Production of various types of audiovisual materials with emphasis upon still photography (slides-prints), motion picture photography, audio production, and classroom television production.

EDUC 688. Educational Gaming and Simulation. (3-0-3); I, III. Introduction to the design, production, utilization, and evaluation of educational games and simulations. Students shall produce an educational game and educational simulation of his or her own design which will be evaluated and revised by tryout with selected target groups.

EDUC 690. Supervision of Student Teachers and Field Experiences. (3-0-3); I, II, III. Planned orientation for any teacher who might work with a field experience student at the undergraduate level or who might supervise a student teacher.

English

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

ENG 501. General Semantics. (3-0-3). Presents the problems of meaning as related to referential, distributional, and rational ways of encountering experience.

ENG 503. Teaching Writing. (3-0-3). Study of composition theory, research, and practice as applicable to the teaching and evaluation of writing for public schools and college.

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

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

ENG 533. The English Novel. (3-0-3). Development of the English novel from its beginnings to the twentieth century.

ENG 534. Chaucer. (3-0-3). A careful reading and analysis of Chaucer's early poetry and the *Canterbury Tales*. Relevant aspects of medieval culture will also be examined.

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

ENG 544. American Folklore. (3-0-3). The study of such traditional oral forms as the proverb, the tale, the song, and the ballad.

ENG 545. Seventeenth-Century British Literature. (3-0-3). 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). Representative drama from the Greeks to the mid-nineteenth century.

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

ENG 561. Studies in American Literary Periods. (3-0-3). The study of the writers and genres of an American literary period.

ENG 563. American Fiction. (3-0-3). The development of American fiction from Charles Brockden Brown to Faulkner.

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

ENG 561. Directed Studies. (1to 3 sem. hrs.). *Prerequisite: consent of the instructor and the department chair.* This course is an independent study in English for the advanced undergraduate and the graduate English major. Before registering, the student must present in writing a suggested study and a justification for that study. Each request for the course will be considered on its own merits in relation to the special needs of the student.

ENG 583. Advanced Poetry Writing. (3-0-3). *Prerequisite: consent of the instructor.* Advanced instruction in poetry writing: organic and traditional structures; tone and persona; the sentence and the line; the lyric, dramatic, narrative, and meditative stances; and other concerns of poetics. An intensive writing workshop format with emphasis on poetry in the contemporary idiom. *May be taken once at the undergraduate level and once at the graduate level.*

ENG 584. Advanced Fiction Writing. (3-0-3). *Prerequisite: consent of the instructor.* Advanced instruction in fiction writing: plot, conflict, characterization, point of view, atmosphere and other concerns of contemporary fiction. An intensive writing workshop format with emphasis on contemporary fiction and the audience and market for literary fiction. *May be taken once at the undergraduate level and once at the graduate level.*

ENG 591. Technical Writing I. (3-0-3). 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). *Prerequisite: consent of the instructor.* Continuation of ENG 591.

ENG 597. Technical Editing. (3-0-3). Study of practice and management of editing for technical, scientific, professional, and corporate reports and writings.

ENG 599. Special Courses. (1 to 3 sem. hrs.) *Prerequisite: variable.* These courses are usually specialized offerings for the advanced undergraduate and the graduate student in English. The purpose of these courses is to enhance the existing program in English.

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

ENG 619. American Renaissance. (3-0-3). 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). Intensive study of Whitman, Dickinson, Frost, Stevens, Eliot, and others.

ENG 622. Major Modern American Novelists. (3-0-3). Intensive study of such major modern novelists as Dreiser, Fitzgerald, Faulkner, Hemingway, Wolfe, and Steinbeck.

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

ENG 633. Old English Literature. (3-0-3). Old English culture, epic and lyric poetry, and prose will be studied in translation. Selected passages from Old English literature will be read in the original language.

ENG 635. Topics in Shakespeare. (3-0-3). *Prerequisite: An undergraduate course in Shakespeare or consent of the instructor.* A detailed study of various aspects of Shakespeare's plays.

ENG 645. Selected British Writers 1500-1660. (3-0-3). Study of selected major writers of the English Renaissance, with an emphasis on Spenser, Shakespeare (excluding drama), Donne, and Jonson.

ENG 647. Selected British Writers—1660-1780. (3-0-3). Poetry and prose of major British writers from 1660-1780.

ENG 648. Selected British Writers—1780-1832. (3-0-3). The works of Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Selected British Writers—1832-1900. (3-0-3). The works of Tennyson, Arnold, Browning, Newman, Huxley, Ruskin, and others.

ENG 652. Modern British Literature. (3-0-3). The works of Eliot, Auden, Yeats, Joyce, Conrad, Woolf, Lawrence, Forster, and others.

ENG 666. Contemporary Literature. (3-0-3). The instructor will choose from a variety of titles and forms (fiction, drama, poetry, essay, criticism) of contemporary literature in English or in English translation. Emphasis is on thorough analysis of titles read.

ENG 676. Directed Study. (1 to 3). *Prerequisite: departmental approval.* Individual study in any area in English under the direction of the graduate English faculty. Requirements: a written proposal approved in advance of starting the work; a copy of the final report for the departmental files.

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

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

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

ENG 699. Thesis. (6 hrs.). Thesis requirement consists of a total of six semester hours to be distributed according to the particular program followed by the student.

Finance

FIN 620. Financial Markets. (3-0-3); on demand. *Prerequisite: ECON 201 and 202 or consent of the instructor.* Institutional and business factors that influence demand and supply of funds, effect on price movements, detailed analysis of money, and capital markets.

FIN 660. Financial Management. (3-0-3); on demand. *Prerequisite: FIN 360.* 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.

FIN 670. Directed Research. (1 to 3 hrs.); on demand. Prerequisite: *Graduate standing with minor equivalent in finance.* Provides an opportunity and challenge for directed study of finance problems. Student must present a written statement prior to registration of an approved research problem.

Fine Arts

FNA 588. Opera. (0-2-1); I, II. An introduction to the techniques of musical theatre 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). 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). 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.

FRN 576. Directed Studies. (1 to 3 sem. hrs.). Prerequisite: *consent of the instructor and the department chair.* This course is a directed study in French for the advanced undergraduate and the graduate student. Each request for the course will be considered on its own merits in relation to the special needs of the student. May be taken three times for credit.

FRN 599. Special Courses. (1 to 3 sem. hrs.). Prerequisite: *variable.* These courses are usually specialized offerings in French for the advanced undergraduate and the graduate student. The purpose of these courses is to enhance the existing program in French. May be taken three times for credit.

Geography

GEO 500. Soviet Union. (3-0-3); on demand. 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); on demand. 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); I, II, III.** Natural resources basic to human welfare, emphasis on lands, water, minerals, forests, and wildlife, including their interrelationships. Field trips are required.

***GEO 510. Urban Geography. (3-0-3); on demand.** 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); on demand.** 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); on demand. A study of the basic concepts, materials and techniques for the teaching of geography.

***GEO 590. Advanced Meteorology. (3-0-3); on demand. Prerequisite: GEO 390.** Weather elements; emphasis on meteorological skills; application to industrial, aviation, maritime, and military needs.

GEO 599. Selected Workshop Topics in Geography (1-4 hrs.); on demand. *Credit toward degree program must be approved by student's advisor.*

GEO 600. Political Geography. (3-0-0); on demand. A systematic study of the inter-relationships of geography and international politics; basic factors in evaluating strength of nations; application of these understandings to world political patterns.

GEO 601. Special Problems. (3-0-3); on demand. 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); on demand. Geopolitical, socio-economic, and resource potential problems of the countries of Southeast Asia.

GEO 629. The Mediterranean. (3-0-3); on demand. 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); on demand. 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); on demand. The resource base, nature, structure, and distribution of industry and its function in a national economy.

GEO 676. Directed Study. (1 to 3 hrs.); on demand. 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 chair and a faculty member who will supervise the study.

*Indicates systematic geography courses.

Geoscience

GEOS 599. Selected Topics. (1 to 6 hours); on demand.

Government And Public Affairs

GOVT 576. Directed Study in Government.(1-3 hours); on demand. *Prerequisite: consent of instructor and senior or graduate standing.* Original research project or readings in a particular subject area of government and politics.

GOVT 599. Selected Workshop Topics in Government (1-4); on demand. *Credit toward degree program must be approved by student's advisor.*

GOVT 600. Seminar: State and Local Government. (3-0-3); on demand.

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); on demand.

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); on demand. Comparative case studies and discussion of policy outputs (curriculum, facilities, budget) and who wields influence in American school politics.

GOVT 670. Directed Research. (1 to 3 hrs.); on demand. Prerequisite: consent of instructor and department chair. Qualified students may arrange for a research project of some governmental related topic.

GOVT 676. Directed Study. (1 to 3 hrs.); on demand. Prerequisite: consent of the instructor. Original graduate research project or readings in a particular subject area. Classes arranged for studying a particular problem.

GOVT 680. Government for Teachers. (3-0-3); on demand. Designed for public school teachers as a "refresher" course in the study of international, national, state, and local governments. Citizenship education and Kentucky government may be included as part of the course.

History

HIS 544. Kentucky Historical Tours. (3-0-3); I. Provides students with an opportunity to see, hear, and read about Kentucky's exciting historical places.

HIS 576. American History: Directed Readings. (1 to 3); on demand.

Prerequisite: permission of department.

HIS 577. European History: Directed Readings. (1 to 3); on demand.

Prerequisite: permission of department.

HIS 578. Non-Western History: Directed Readings. (1 to 3); on demand.

Prerequisite: permission of department.

HIS 599. Selected Workshop Topics in History (3 hrs.); on demand. Credit in pursuit of degree programs must be approved by student's advisor and chair.

HIS 610. American Biography. (3-0-3); I, III. 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); on demand. 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); on demand. Study of the changing interpretations of the French Revolution.

HIS 638. The Negro in the 20th Century. (3-0-3); on demand. 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); on demand.**HIS 641. Seminar: The United States Since 1865. (3-0-3); on demand.****HIS 660. Seminar: Europe to 1648. (3-0-3); on demand.****HIS 661. Seminar: Europe Since 1648. (3-0-3); on demand.**

HIS 671. Seminar: Non-Western History. (3-0-3); on demand.

HIS 676. Directed Study. (1 to 3 hrs.); on demand. Individually planned study on particular topic. Program to be approved by chair of the department.

HIS 680. History for Teachers. (3-0-3); III. 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); on demand. Designed as a seminar to permit public school teachers to develop and to exchange ideas, strategies, techniques, and materials.

HIS 699. Thesis. (6 hrs.).

Health

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

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

HLTH 576. Special Problems in Health. (1 to 3 hrs.); I, II. Prerequisite: senior or graduate classification. Intensive study of approved, specific health problems, under direction of instructor.

HLTH 599. Workshop. (1 to 3 hrs.); I, II, III. 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 603. Administration of School Health. (3-0-3); I, II, III. (alternate scheduling). An intensive study of the total program of school health: philosophy, administration, coordination, management, future.

HLTH 613. Administration of Public Health. (3-0-3); I, II, III. (alternate scheduling). An intensive study of the total program of public health: philosophy, principles, administration, services, perspective.

HLTH 614. Principles of Epidemiology. (3-0-3); I, II, III. (on demand).
Prerequisite: HLTH 612. A study of the factors and causes of disease in a population for the purpose of its control and prevention.

HLTH 615. Education in Drug Abuse Prevention/Intervention. (3-0-3); II.
Corequisite: Recommended but not required: HLTH 518. (Designed for teachers, counselors, school nurses, administrators, and other school personnel.) Current information on research-based curricula, identifying signs of drug abuse, high-risk youth assessment in drug and alcohol education, teaching life skills, intervention, treatment, and support services.

HLTH 650. Graduate Seminar. (3-0-3); I, II, III. (alternate scheduling). A highly-concentrated study of current issues in health: individual research, student presentations, visiting lecturers.

HLTH 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600 and permission of instructor. Supervised research investigation of a professional problem. Proposal must be approved prior to enrollment. (Copy of study required for department's permanent file of completed research projects.)

HLTH 699. Thesis. (6 hrs.); I, II, III. Prerequisite: prior approval of thesis topic. Research and writing of an approved thesis. Maximum of six semester hours allowed.

Health, Physical Education, and Recreation

HPER 601. Interpretation of Data. (3-0-3); I, II, III. (alternate scheduling).
Prerequisite: EDF 600. Introduction to the statistical application to research in health, physical education, and recreation: data organization, selection of samples, techniques of analysis.

HPER 602. Wellness Promotion. (3-0-3); I, II, III. (alternate scheduling). A philosophical consideration of all dimensions of wellness promotion: physical, psychological, social, spiritual, cultural, environmental.

Human Sciences

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

HS 536. Advanced Nutrition. (3-0-3); on demand. *Prerequisite:* HS 329 or consent of instructor. In-depth study of the nutrients in relation to normal nutrition; review of classical and current literature; practical application of findings.

HS 538. Experimental Foods. (1-4-3); on demand. *Prerequisite:* HS 130 or consent of instructor. Experimental methods applied to food research through individual and class investigation; review and evaluation of published research.

HS 541. Tailoring. (1-4-3); I. *Prerequisite:* HS 241 or consent of instructor. Individual fitting problems and the resulting pattern alteration methods necessary for the construction of a tailored garment as well as advanced hand tailoring and couture techniques. Construction of a suit or coat required.

HS 542. Social-Psychological Aspects of Clothing and Textiles. (3-0-3); II. Taught alternate years. *Prerequisite:* Six hours in clothing and textiles. Social, psychological, and economic factors in the selection and use of clothing.

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

HS 555. The Child and the Family. (3-0-3); I; on demand. Environmental factors favoring family life and family interaction; stages of family life and the changing role of members.

HS 557. Interior Decoration Projects. (1-4-3); on demand. A lecture-laboratory class with emphasis on projects for the home that can be utilized in vocational, occupational, and adult classes, or in the home.

HS 573. Curriculum Development in Home Economics. (3-0-3); I. *Prerequisite:* HS 470. Development of secondary and post-secondary home economics programs; review of home economics curriculum at all grade levels for useful and gainful programs; critical survey of resources; development of competency-based curriculum in the five areas of home economics.

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

HS 592. Foods for Special Occasions. (1-4-3); on demand. *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.

HS 642. Textiles and Clothing Workshop. (1 to 6 hrs.); **III. Prerequisite:** *degree in home economics*. Current problems, trends in teaching, and research in clothing and textiles. Discussion, demonstrations, and projects planned to meet the needs of students.

HS 670. Directed Research. (1 to 6 hrs.); **I, II, III. Prerequisite:** *degree in home economics*. One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Research in a phase of home economics of special interest to the student.

HS 672. Home Economics Education. (1 to 3 hrs.); **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.

HS 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.

HS 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.

HS 676. Directed Study. (1 to 6 hrs.); **I, II, III. Prerequisite:** *degree in home economics*. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Original research of a technical or professional nature supported by adequate library reference work.

HS 699. Thesis. (6 hrs.); **I, II, III.** Independent research and thesis writing.

Industrial Education

IET 520. Industrial Arts for the Elementary Teacher. (3-0-3); **on demand. 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); **on demand. 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 571. Seminar for Industrial Education. (1-0-1); **I, II.** Participants will develop a further understanding of the underlying concepts of industrial career options by participation in one or more programs followed by informal discussion.

IET 588. Machine Shop III. (1-4-3); **on demand. Prerequisite:** *MFT 286*. 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). (1 to 6 hrs.); **I.** To provide work experience in an occupational area. Advanced credit commensurate with time worked, type of work, variety of work experience, and research paper. A person may choose to do the internship in educational administration, in which case he or she would

be assigned to work in a secondary, post-secondary or higher education instruction or for the State Department of Vocational Education in an administrative capacity. In each case, conditions will be agreed upon by employer, student, and graduate advisor prior to registration. Students are responsible for setting up the work site that is approved by their advisor.

IET 670. Directed Research. (1 to 6 hrs.); I, II, III. *Prerequisite: consent of instructor.* One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a professional problem in industrial education.

IET 676. Directed Study. (1 to 6 hrs.); I, II, III. *Prerequisite: the student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department.* Provides the creative and resourceful graduate student with the opportunity to pursue a technical problem with a laboratory orientation.

IET 699. Thesis. (6 hrs.); I, II, III. Independent research and thesis writing.

Library Science and Instructional Media

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

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

Mathematics

MATH 504. Topology. (3-0-3); on demand. *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); on demand. *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); on demand. *Prerequisite: MATH 301 and 510 or consent of instructor.* Linear spaces; normed and Banach spaces; Hilbert spaces, applications to sequence spaces, and Fourier series.

MATH 553. Concepts in the Design of Experiments. (3-0-3); I. *Prerequisite: MATH 353, 354, or 365.* Single Factor Experiments; Factorial Experiments; Qualitative and Quantitative Factors; Fixed, Random and Mixed Models; Nested Experiments.

MATH 555. Nonparametric Statistics. (3-0-3); II. *Prerequisite: MATH 353.* A course in basic nonparametric statistical methods with applications.

MATH 573. Projective Geometry. (3-0-3); on demand. Prerequisites: MATH 70 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. (1 to 6 hrs.); I, II, III. 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); on demand. 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); on demand. Prerequisite: MATH 276 or consent of instructor. Algebra of complex variables; analytic functions, integrals; power series; residues and poles; conformal mappings.

MATH 595. Topics in the Mathematics Curriculum. (1 to 6 hrs.); 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); on demand. 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); on demand. Prerequisite: MATH 350 or consent of instructor. Groups, rings.

MATH 651. Higher Algebra II. (3-0-3); on demand. Prerequisite: MATH 650 or consent of instructor. Vector spaces and modules, fields, linear transformations.

MATH 670. Directed Research. (1 to 3 hrs.); 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. (1 to 6 hrs.); I, II, III. Prerequisite: consent of instructor. Topics are offered which meet the needs of students and which are not otherwise included in the general curriculum.

Marketing

MKT 650. Marketing Administration. (3-0-3); I. Prerequisite: MNGT 301, MKT 304. 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.

MKT 652. Marketing Research and Analysis. (3-0-3); on demand. Prerequisite: MKT 304 and MATH 354. An examination of the role of information in decision making with special emphasis on the techniques and methods used in marketing research and analysis. The completion of an actual research project using real data is required.

MKT 655. Advertising. (3-0-3); on demand. Prerequisite: MKT 304. Analysis of advertising as an indirect selling technique; emphasis on determining appeals, creating messages, and developing coordinated campaigns. Actual campaign to be developed by each student; stress on ideas and concepts rather than mechanics.

MKT 670. Directed Research. (1 to 3 hrs.); on demand. *Prerequisite: graduate standing with minor equivalent in marketing and consent of instructor.* Provides an opportunity and challenge for directed study of marketing problems. Student must present a written statement prior to registration of an approved research problem.

Management

MNGT 600. Survey of Management and Organizational Behavior. (3-0-3). A comprehensive analysis of the fundamental concepts of organizational design and management with emphasis on the role of a manager as a decision maker in a rapidly changing global environment, taking into account the short- and long-range social, ethical, and legal ramifications of those decisions. Special emphasis is placed on managing a diverse workforce and the functions of planning, organizing, motivating, and leadership. *This course does not satisfy the requirements of the 36 hour MBA program.*

MNGT 602. Survey of Quantitative Analysis and Statistics. (3-0-3); I. *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. *This course does not satisfy the requirements of the 36 hour MBA program.*

MNGT 606. Operations Analysis. (3-0-3); on demand. *Prerequisite: MATH 152 and 354, or consent of the instructor.* Managerial organization for production, plant design and layout, control of production, investment in production equipment.

MNGT 611. Industrial Relations. (3-0-3); on demand. Deals with labor-management relations in its broadest sense. The heritage and major incidents of the aspects of the labor-management environment are explored; and labor law and the courts are considered. Strong emphasis is placed on labor-management negotiations and on grievance procedures.

MNGT 612. Organizational Theory. (3-0-3); I. *Prerequisite: MNGT 301, MKT 304.* An analysis of the development of management theory as found in the major schools of thought and of current literature. Executive characteristics, inter-disciplinary contributions to management thought, and influences that have molded management as a profession will be covered in this course.

MNGT 620. Quantitative Business Analysis. (3-0-3); I, II. *Prerequisite: MATH 152 and 354.* 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.

MNGT 655. Social Responsibilities of Business. (3-0-3); on demand. *Prerequisite: consent of instructor.* Deals with controversial areas such as the military industrial complex, urban problems, minorities, and air pollution. Discussions will also cover alienation and job satisfaction, business and less advantaged persons, and arguments for and against business assuming social responsibilities. Each graduate student will be required to be involved with cases that are related to one of the topics covered.

MNGT 656. Small Business Institute Field Project. (3-0-3); on demand. *Prerequisite: senior undergraduate or graduate standing and permission of instructor.* Student serves as a member of a consulting team to a small business. Responsibility is to analyze the business operation and make recommendations for improvement of identified problem area.

MNGT 665. Organizational Behavior. (3-0-3); on demand. A study of human 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 667. Women and Men in Management. (3 credit hours). Women and Men in Management deals with gender issues in the formal and informal environment of the workplace. Gender differences, sexual harassment, discrimination, and politics are discussed. The impact of one's personal life on one's work life is discussed to include: dual income families, marital roles, children, domestic violence, and the role of the organization.

MNGT 670. Directed Research. (1 to 3 hrs.); on demand. Prerequisite: Graduate standing with minor equivalent in management and consent of instructor. Provides an opportunity and challenge for directed study of management problems. Student must present a written statement prior to registration of an approved research problem.

MNGT 691. Business Policy and Strategy. (3-0-3); I, II. Prerequisite: completion of or concurrent enrollment in ACCT 611, MNGT 612, MNGT 620, MKT 650, FIN 660, ECON 661. Enrollment in this course is restricted to fully admitted MBA students. Designed for later stages of MBA degree completion, this 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 698. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops on various management subjects will be presented periodically to supplement the basic course offerings in management. Credit toward degree programs must be approved by the student's advisor and the department chair.

Manufacturing Technology

MFT 588. Machine Shop. (1-4-3); on demand. Prerequisite: MFT 386 or consent of instructor. Advanced tool and machining theory, with emphasis on production machining, and progressive tooling for computerized numerical control applications.

Music (Conducting)

MUSC 671. Advanced Conducting. (2-2-3); on demand. Advanced instruction and experience in the preparation, rehearsal, and performance of ensemble music.

Music (Education)

MUSE 578. Teaching of Percussion. (2-0-2); on demand. A study of the development of percussion instruments, literature, and performing techniques.

MUSE 579. Marching Band Techniques. (2-0-2); I, III. Techniques of preparing marching bands for performance.

MUSE 595. Voice Pedagogy. (3-0-3); on demand. 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); on demand. 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. (3 hrs.); on demand. Prerequisite: *permission of the chair 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); on demand. Comparative study of the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656. Teaching of Brasses. (2-0-2); II. 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); I, III. Examination of the historical, philosophical, and sociological foundations of the teaching of music in public schools.

Music (Class Applied)

MUSG 583. Studio Improvisation. (0-2-1); I, II. Prerequisite: *four hours credit in MUSG 383.* May be repeated for credit.

Music (History And Literature)

MUSH 565. Music in America. (3-0-3); II. 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.

MUSH 591. School Band Literature. (2-0-2); on demand. Examination and criticism of music for training and concert use by groups at various levels of attainment.

MUSH 592. Vocal Literature. (3-0-3); on demand. 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); II, 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. (3-0-3); II, III. A study of the literature for small ensembles from the eighteenth century to the present.

Music (Ensembles)

MUSM 562. Trombone Choir

MUSM 563. Tuba and Euph. Ensemble

MUSM 564. Trumpet Ensemble

MUSM 567. Brass Choir
MUSM 568. Brasswind Ensemble
MUSM 569. Percussion Ensemble
MUSM 570. Concert Band
MUSM 571. Symphony Band
MUSM 572. Marching Band
MUSM 581. Jazz Ensemble
MUSM 582. Jazz Vocal Ensemble
MUSM 583. Traditional Music Ensemble
MUSM 584. Guitar Ensemble
MUSM 590. Vocal Ensemble
MUSM 591. University Chorus
MUSM 592. Concert Choir
MUSM 593. Chamber Music
MUSM 594. OperaWorks

Music (Private Applied)

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, 635. Private Classical Guitar.
MUSP 536, 636. 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 563, 663. Private Conducting.
MUSP 660. Graduate Recital. (2-0-2); I, II, III. A solo public recital of approximately one hour's duration. With the permission of the music faculty.

Music (Theory)

MUST 531. Arranging. (2-0-2); on demand. Prerequisite: *MUST 237 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: *MUST 531.* Continuation of MUST 531.

MUST 563. Advanced Composition I. (1-1-2); I, II. Prerequisite: *MUST 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: *MUST 563.* Continuation of MUST 563.

MUST 631. Arranging for the Marching Band. (2-0-2); II, III. Study of 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. Private coaching and critique in developing individual compositional style.

MUST 664. Creative Writing II. (2-0-2); I, II. Prerequisite: *MUST 663.* Continuation of MUST 663.

MUST 690. Studies in Musical Style. (3-0-3); II, III. Detailed analysis of the music of individual composers, musical styles, and periods.

Music (Research)

MUSW 676. Directed Study. (1 to 3 hrs.); 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. (6 hrs.); I, II, III. Prerequisites: *MUSW 680 and approval of thesis topic.* May be divided among two or more semesters.

Physical Education

PHED 550. Planning and Managing Exercise Programs. (3-0-3); II. *Prerequisites:* *PHED 401, PHED 402, PHED 432.* Emphasis upon knowledge, methods in planning, designing, managing and improving exercise programs. (Provides a sound scientific basis and a practical foundation for students interested in the exercise field and for professionals in the fitness field.)

PHED 551. Exercise Testing and Prescription. (3-0-3); III. Knowledge and skills in the area of fitness evaluation, exercise prescription, and delivery of exercise programs to normal and special populations.

PHED 552. Exercise Program Practicum. (0-18-6); (on demand). Prerequisites: *PHED 550, PHED 551.* Learning of supervisory and leadership roles while working in a clinical setting in an adult fitness program with predisposed and symptomatic heart-diseased individuals.

PHED 576. Special Problems in Physical Education. (1 to 3 hrs.); I, II. Designed to meet special needs of individual students. Intensive study of approved specific problems from an area of physical education.

PHED 599. Workshop. (1 to 3 hrs.); I, II, III. Workshop for specifically designated ask orientation in physical education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

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

PHED 603. Philosophical Foundations: Frameworks for Action. (3-0-3); I, II, II. (alternate scheduling). The application of ideologies from several philosophies to physical education for the purpose of effective framework utilization in decision-making.

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

PHED 605. Planning Facilities for Physical Education. (2-0-2); II. (on demand). Facilities, equipment, site selection, building plans, and equipment placement in programs of physical education.

PHED 606. Physiological Effects of Motor Activity. (3-0-3); I. Physiological changes resulting from motor activity. Utilization of various instruments and devices for measuring physiological changes in the human body.

PHED 608. Analysis of Motor Skills. (3-0-3) I. (on demand). Applications of principles of physics to the performance of various motor skills.

PHED 610. Readings in Health, Physical Education, and Recreation. (2-0-2); , III. Extensive guided reading in health, physical education, or recreation.

PHED 612. Curriculum Construction in Physical Education. (3-0-3); I, II, II. (alternate scheduling). Involvement in constructing an activity-oriented interdisciplinary curriculum in physical education, K-12.

PHED 615. Physical Education for the Exceptional Child. (2-0-2); II. (on demand). Study of developmentally disabled, gifted, and other persons with special needs and capabilities in physical education.

PHED 625. Adaptions of Muscular Activity. (2-2-3); III. (on demand). *Prerequisite:* PHED 475. Advanced study of physical education for the benefit of students with special needs. Emphasis upon organization, administration, management, and advanced programming.

PHED 670. Directed Research. (1 to 3 hrs.); I, II, III. *Prerequisite:* EDF 600 and permission of instructor. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

PHED 699. Thesis. (6 hrs.); I, II, III. *Prerequisite:* Approval of thesis topic by thesis committee. A maximum of six semester hours allowed.

Philosophy

PHIL 670. Directed Research. (1 to 3 hrs.). *Prerequisite:* 12 hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved topic in philosophy on which he or she will do a directed research paper. A proposal describing the research is required prior to enrollment in the course. A copy of the completed paper is required for the department's permanent file.

PHIL 676. Directed Study. (1 to 3 hrs.). *Prerequisite:* 12 hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved

topic in philosophy on which he or she will do a directed study. A proposal describing the study is required prior to enrollment in the course. A copy of the completed work is required for the department's permanent file.

Psychology

PSY 554. Seminar in Social Psychology. (3-0-3); II. *Prerequisite:* PSY 154 or consent of instructor. Intensive examination of research methods and theory in modern social psychology.

PSY 555. Environmental Psychology. (3-0-3); II. *Prerequisite:* PSY 154. Study of 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 personal space utilization, and other non-verbal behaviors examined.

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 576. Seminar in Developmental Research. (3-0-3); II. *Prerequisite:* PSY 156 and 381 or consent of instructor. Intensive examination of research in contemporary developmental psychology. Emphasis on reading and evaluating current journal articles and designing research projects.

PSY 582. Experimental Psychology II. (2-2-3); II. *Prerequisite:* PSY 381 or consent of instructor. Continuation of PSY 381. Includes theory, original psychological experimentation by 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. Study of biological and physical bases of sensory experience. Presentation of 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. Examination of the role of perception as information extraction process. Includes constancies, space perception, illusions, and influences of learning and experience on development of perception. (Laboratory experiences are an integral part of this course.)

PSY 585. Systems and Theories. (3-0-3); I. *Prerequisite:* PSY 154 and EDSP 581 or MATH 353. Intensive study of more influential 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); III. *Prerequisite:* PSY 154. Consideration of 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); I, III. *Prerequisite:* PSY 154. Fundamental principles of learning, including acquisition, retention, forgetting, problem solving, and symbol formation; experimental studies; application of principles to practical problems in habit formation, development of skills, remembering, and logical thinking.

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

PSY 599. Workshop. (1 to 3 hrs.); I, II, III. Workshop for specifically designated task orientation in psychology. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

PSY 600. Seminar. (1 to 9 hrs.). *Prerequisite:* *Consent of instructor.* May be repeated for maximum of nine hours.

PSY 601. Legal & Ethical Issues in Psychology. (1 hour). The course, which will meet for two hours each week, will involve an examination of the major legal issues involved in mental health practice including insanity, involuntary commitment, confidentiality and the duty to warn and the Ethical Principles of the Psychologist as they apply to the conduct of clinical practice as well as scientific research.

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

PSY 610. Advanced Human Growth and Development. (3-0-3); I, II, III. *Prerequisite:* PSY 154. Study of developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. Same as EDF 610.)

PSY 611. Computer Packages for the Life Sciences. (3 hours). *Prerequisite:* MATH 353 or *consent of instructor.* Application of descriptive and inferential statistics by SPSS, BMD, and SAS computer packages for data analyses in life sciences.

PSY 621. Advanced Physiological Psychology. (2-2-3); II. *Prerequisite:* PSY 154 and PSY 521. Interaction of physiology and behavior, including 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 and *consent of instructor.* Examination of theories of personality. Relation of current theories to psychological research will be examined.

PSY 634. Learning Theory. (3-0-3); II. *Prerequisite:* PSY 154. Examination of theories of learning and relationship of these theories to psychological research.

PSY 657. Intellectual Assessment. (3-0-3); I. *Prerequisite:* *admission to graduate study in psychology.* Study of basic concepts of psychometrics such as standardization, reliability, validity, and use of psychological tests. Study of and practice in administration, scoring, and interpretation of measures of intelligence and academic achievement.

PSY 658. Assessment of Children. (3-0-3); II. *Prerequisite:* *admission to graduate study in psychology.* Principles and practice of individualized and group assessment of behavior of children and adolescents, with special emphasis on measurement of cognition.

PSY 661. Psychopathology. (3-0-3); I. *Prerequisite:* *admission to graduate study in psychology.* Study of contemporary classification systems employed by the mental health community along with various theoretical models of defining abnormality and of explaining etiology of specific syndromes of abnormal psychology. Study of current research into the description and explanation of psychopathology and process of diagnosis.

PSY 662. Assessment of Adults. (3-0-3); II. *Prerequisite:* *admission to graduate study in psychology.* Study of and training in various psychological instruments used to describe and diagnose personality functioning and dysfunctioning in adults. Although the course will focus primarily on the Rorschach, other measures studies will include the AMPI, the 16 PF, figure drawings, the TAT, and sentence completion measures.

PSY 663. Marriage and Family Therapy. (3 hours). Prerequisite: Admission to the graduate program in clinical/counseling psychology or permission of the instructor.

Introduction to the major theories and techniques of marital and family therapy. Included will be an introduction to sex therapy, divorce therapy, marriage enrichment and feminist issues in family therapy. Includes an opportunity to observe/participate as a therapist in a clinical setting.

PSY 664. Clinical Hypnosis. (3 hours); III. Prerequisite: permission of instructor.

An examination of the major uses of clinical hypnosis in the practice of clinical and counseling psychology. Intensive didactic and experiential components including experiential training and practice of trance induction, deepening, and utilization.

PSY 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: course in statistics or experimental psychology and consent of instructor. Independent research study of a topic in psychology. Proposal, conforming to the American Psychological Association Publication Manual style and describing purpose and methodology of study, required prior to enrollment in the course. Copy of final study required for department's permanent file of completed research projects.

PSY 672. Practicum. (2 to 12 hours). I, II, III. Prerequisite: consent of instructor required. Placement of clinical or counseling students in school and clinical settings for direct services to clients under qualified supervision.

PSY 673. Psychotherapy I. (3-0-3); I. Prerequisite: admission to graduate study in psychology. Study of contemporary issues and empirical research regarding psychotherapy and behavior change along with study of various theories and systems of psychotherapy, including psychoanalysis, person-centered therapy, Gestalt therapy, and behavior therapy.

PSY 674. Psychotherapy II. (3-0-3); II. Prerequisite: admission to graduate study in psychology. Continuation of PSY 673: development of psychotherapy and acquisition of professional skills in psychotherapy/counseling, including development of appropriate professional attitudes toward psychotherapy, clients, and ethical issues.

PSY 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: consent of instructor. Directed study, not requiring a research design, of a topic in psychology. Proposal describing purpose of the study required prior to enrollment in the course. Copy of final report on the project required for department's permanent file of completed projects.

PSY 678. Internship. (2 to 12 hours); I, II, III. Prerequisite: consent of instructor required. Placement of advanced graduate student in clinical or counseling program in school and clinical settings for internship under qualified supervision. Minimum of six hours of credit required.

PSY 690. Psychological Research. (1 to 9 hours); I, II, III. Prerequisite: consent of instructor required. Seminar research design and problems course to explore in depth specific areas of research related to student's principal professional objective.

PSY 699. Thesis. (6 hrs.). Permission of advisor required.

Recreation

REC 522. Park Management and Resource and Operation. (3-0-3); II. Study of theory and current practices involved in effective management and operation of parks and recreation areas with an emphasis upon practical applications.

REC 526. Fiscal Management in Parks and Recreation. (3-0-3); I, II. Recreation and park administration: tax structures, budgets, financial projections, and other necessary items to handle proper financial affairs.

REC 528. Camping Administration. (2-0-2); I. A study of the multiple factors involved in administration of camping.

REC 576. Special Problems in Recreation. (1 to 3 hrs.); I, II. Designed to meet special needs of individual students. Intensive study of approved specific problems from an area of recreation. Under direction of the instructor.

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

REC 585. Programs and Materials for Therapeutic Recreation. (2-2-3); I. In-depth study of programs and materials used in therapeutic recreation: devices, activities, materials, practical work.

REC 588. Professional Development for Therapeutic Recreation. (3-0-3); I, II, III. (alternate scheduling). Contemporary philosophy, principles, and understandings in the delivery of therapeutic recreational service to special populations. Required for N.C.T.R.C. Certification.)

REC 599. Workshop. (1 to 3 hrs.); I, II, III. Workshop for specifically designated task orientation in recreation. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

REC 604. Leisure and Recreation. (3-0-3); I, II, III. (alternate scheduling). Exploration of the foundations of recreation in contemporary society. The challenge of increased leisure and the role of recreation in present and future environments.

REC 620. Graduate Seminar in Recreation. (1-0-1); I, II. Review of variety of topics; emphasis upon program development and professional preparation.

REC 624. Evaluative Techniques in Parks and Recreation. (2-0-2); II. Study of the evaluative process in parks and recreation: criteria for selection of evaluative tools, statistical treatment, interpretation of data, measurement instruments, projection of need and use.

REC 625. Community/School Recreation. (3-0-3); I, II, III. Factors regarding successful conduct of school/college recreation programs, including the various factors involved in conducting intramural programs, organized activities, and leisure pursuits.

REC 630. Programs in Recreation. (2-0-2); II, III. Study of 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); I. History and philosophy; the relationship of intramural activities to education, physical education, and recreation.

REC 640. Recreation in the Senior Years. (2-0-2); I. A study of the needs of older persons; implications and applications in recreation.

REC 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDF 600 and permission of instructor. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department file of completed research projects.

REC 699. Thesis (6 hrs.); I, II, III. Prerequisite: approval of thesis topic by committee. A maximum of six semester hours is allowed.

Science Education

The following list of courses may be used in graduate programs at various levels as electives with approval by the student's advisor. The courses also may be used as an emphasis for the Master of Arts in Education degree for secondary teachers.

SCI 521. Chemistry in the Modern World. (3-0-3); on demand. A survey of the modern chemical industry with emphasis on industrial processes and the uses of the commodities produced as finished products. The relation of the chemical industry to society will be sketched.

SCI 570. Earth Science. (3-0-3); III. Prerequisite: permission of instructor. Selected topics from the geological sciences.

SCI 580. History of Science. (3-0-3); on demand. Prerequisite: six hours of science credit. Development of scientific traditions, discoveries, and concepts from the time of ancient Egypt to the present.

SCI 591. Science for the Middle School Teacher. (2-2-3); I. Prerequisite: the student should have completed the minimum general education requirements in sciences and mathematics and be admitted to the teacher education program. 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. 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 599. Selected Topics. (1 to 6 hours); on demand.

SCI 622. Chemistry and Your Environment. (3-0-3); on demand. Prerequisite: permission of instructor. A review of the role of chemistry in the environment and its relation to issues of waste generation and waste disposal, determination of environmental hazard levels, and current toxicological beliefs. Some applications to the school laboratory are included.

SCI 623. Computers in Chemistry. (3-0-3); on demand. Prerequisite: permission of instructor. An analysis of software available in chemistry. Applications of the Apple II series will be emphasized though a more general approach for software evaluation will be taken. A knowledge of some computer language will enrich the course, but it is not required.

SCI 670. Directed Research. (1 to 6 hrs.); I, II, III. Independent research in science education. (Problem must be approved by the Department of Physical Sciences prior to registration.)

SCI 690. Advanced Science for the Elementary School Teacher. (2-2-3); on demand. Prerequisite: SCI 490 or equivalent. A comprehensive overview of teacher competencies applicable to the effective teaching of elementary school science.

Sociology

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. The general character of community relations in society, the structure and function of the community as a social system, the processes of balancing community needs and resources, and planned and unplanned social change.

SOC 540. Gerontology. (3-0-3); II. (See SWK 540.)

SOC 545. Death and Dying. (3-0-3); I. (See SWK 545.)

SOC 560. Appalachian Culture. (3-0-3); I, II. Study of the Appalachian culture in juxtaposition to concept of cultural dynamics. Analysis of the relationship between culture, society and personality in Appalachia.

SOC 601. Criminology 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); on demand. 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); II. Prerequisite: SOC 450 and SOC 451, or consent of instructor and department chair. 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. Organizations in Contemporary Society. (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. 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. Prerequisite: SOC 405, or consent of instructor and department chair. An intensive study of certain selected pioneer sociological theorists such as Weber, Durkheim, Marx, and contemporary theories.

SOC 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: consent of instructor and department chair. Qualified students may arrange with staff for a research project on some sociological situation.

SOC 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: consent of instructor and department chair. Qualified students may arrange with staff for individual work on some particular sociological problem.

SOC 690. Graduate Practicum in Gerontology. (3 to 9 hours); I, II, III.

Designed to provide the graduate student actual work experience in community agencies providing services to the aged. The practicum will be under the supervision of trained and certified professionals in the field.

SOC 699. Thesis. (3 to 6 hrs.). 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.

Spanish

SPA 523. Don Quixote de la Mancha. (3-0-3). Prerequisites: SPA 300 and at least 3 hours from other SPA 300 and 400 level courses. A study of this masterpiece of Spanish literature.

SPA 555. Lope de Vega. (3-0-3). Prerequisites: SPA 300 and at least 3 hours from other SPA 300 and 400 level courses. A study of the major dramatic and nondramatic works of Lope de Vega.

SPA 576. Directed Studies. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 sem. hrs.). Prerequisite: consent of the instructor and the department chair. This course is a directed study for the advanced undergraduate and the graduate student in Spanish. Each request for the course will be considered on its own merits in relation to the special needs of the student.

SPA 599. Special Courses. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 sem. hrs.). Prerequisite: variable. These courses are usually specialized offerings in Spanish for the advanced undergraduate and the graduate student. The purpose of these courses is to enhance the existing program in Spanish.

SPA 670. Directed Research. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 hrs.). Original research of an approved subject under faculty supervision.

SPA 676. Directed Study. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 hrs.). Individually planned study of a specific topic under direction of the faculty.

Speech

SPCH 510. Advanced Public Speaking. (3-0-3); on demand. Exposure to traditional preparation and delivery of the study, complex speeches.

SPCH 521. Classical Rhetorical Theory. (3-0-3); on demand. Study of the rhetorical theory of Plato, Aristotle, Cicero, and other writers of the Greek and Roman periods.

SPCH 522. Contemporary Rhetorical Theory. (3-0-3); on demand. *Prerequisite: SPCH 521 or permission of the instructor.* The study of rhetorical and communications theory from the Renaissance to the present.

SPCH 523. Rhetorical Criticism. (3-0-3); on demand. Application of classical and modern rhetorical theory analysis and criticism of selected speeches.

SPCH 527. American Public Address. (3-0-3); on demand. Major speeches, speakers, and movements in America from the Colonial Period to the New Deal.

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

SPCH 567. Organizational Communication. (3-0-3); I (even years). Study of the functions of communication within organizations and professional environments. Students may be assessed a fee for materials distributed in class.

SPCH 570. Parliamentary Procedure. (3-0-3); on demand. Study of procedural rules used in meetings.

SPCH 571. Interviewing. (3-0-3); II. A detailed study of the various business interview types, coupled with role-playing experiences.

SPCH 583. Small Group Communication. (3-0-3); on demand. Prerequisite: SPCH 383 or permission of instructor. Study of current theory and concepts pertaining to the discussion process.

SPCH 603. Seminar. (3-0-3); on demand. Prerequisite: graduate standing and approval of instructor. To explore problems in speech with special research projects. (May be repeated.) Students may be assessed a fee for materials distributed in class.

Social Work

SWK 500. Special Problems. (1 to 3 hrs.); I, II, III. Prerequisite: Consent of instructor and social work coordinator. Arranged with department to study a particular topic in the social work field.

SWK 515. Correctional Counseling. (3-0-3); II. (See CRIM 515.)

SWK 520. Social Work Administration and Management. (3-0-3); on demand. 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 535. Group Dynamics. (3-0-3); I. This course is designed to give the student an understanding of group methods 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. (3-0-3); II. 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); I. The analysis of death and dying as social processes and problems; strategies for working with dying persons.

Theatre

THEA 512. Playwriting. (3-0-3); on demand. Prerequisite: THEA 200, THEA 100, or by permission of instructor. An analysis of the structure of plays and the writing of original scripts.

THEA 513. Advanced Play Direction. (3-0-3); on demand. Prerequisite: THEA 380. To develop greater proficiency in techniques of directing as related to specific productions and staging problems.

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). A detailed study of representative plays from the Greeks to mid-nineteenth century.

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

THEA 555. Dramatic Criticism. (3-0-3); on demand. 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 562. Advanced Acting. (3-0-3); on demand. Prerequisite: THEA 284. Advanced study of acting, including analysis and development of characters in acting situations.

THEA 563. Advanced Costuming. (2-2-3); on demand. Prerequisite: THEA 326 or permission of instructor. Designing costumes for theatrical productions, making patterns, and the fabrication of garments for the stage.

THEA 564. Advanced Scene Design. (2-2-3); on demand. Prerequisites: THEA 210, 320, and 322 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. (2-2-3); on demand. Prerequisites: THEA 210, 320 and 322 or permission of instructor. To develop proficiency in the skills of lighting specific productions; to research topics and special problems pertaining to stage lighting.

THEA 570. Children's Theatre. (3-0-3); on demand. Prerequisite: THEA 100. A concentrated study of the problems involved in the 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.)

Vocational Education

VOC 630. Evaluation Techniques. (3-0-3); II. 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. Emphasis will be placed on philosophy, concepts and theories of administration and their application to practical vocational school situations. Students will develop a basis for learning and applying administrative decision techniques to implement administrative duties in a vocational school setting.

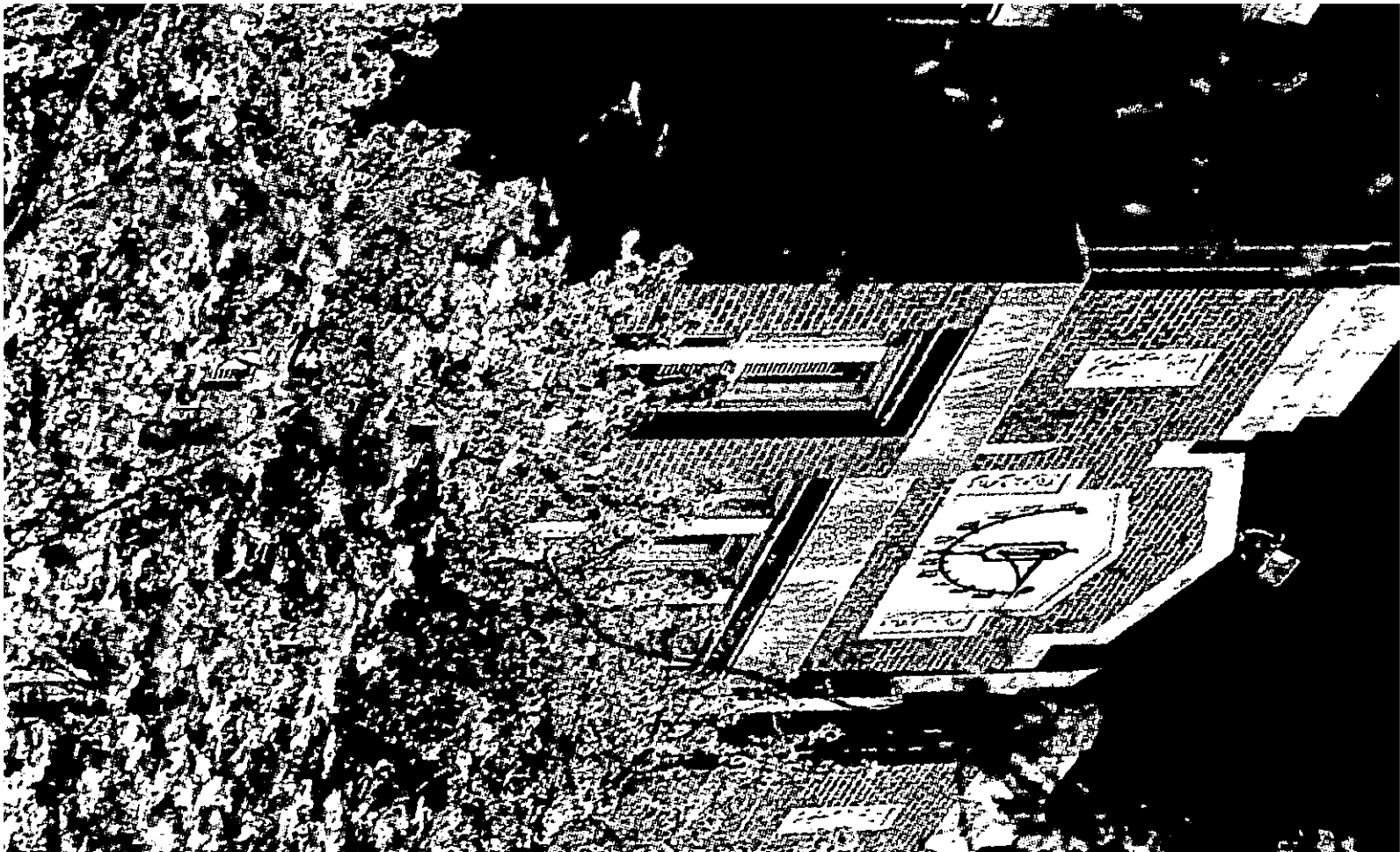
VOC 650. Organization and Administration of Vocational Education (3-0-3); on demand. Continuation and practical application of the vocational education theories of administration and supervision examined in VOC 640. Additional study of state and federal legislation, fiscal requirements, community relations, and professional staff development is included.

VOC 660. Trends and Issues in Vocational Education. (3-0-3); I. The identification and study of problems and issues pertaining to the new roles of vocational education with special emphasis on KERA.

VOC 685. Principles and Philosophy of Vocational Education. (3-0-3); I. Background, development, objectives, principles, philosophy, status, and trends of vocational education; organization and administration of vocational education at all levels including the impact of new policies regarding KERA and Tech Prep.

VOC 698. Career and Vocational Guidance. (3-0-3); II. Study of the importance of work; use and selection of tests to assist in vocational choice; methods and techniques with a revitalization of career planning and vocational development in students.





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 Dan Cornett, Director of Admissions
 Career Planning and Placement Director (vacant)

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Green Miller, Chair, Accounting and Economics

Marvin Albin, Chair, Department of Information Sciences

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Education and Behavioral Sciences, College of

Harold Harty, Dean

Cathy Barlow, Chair, Elementary, Reading and Special Education

William Weikel, Chair, Leadership and Secondary Education

Jack Sheltmire, Chair, Health, Physical Education and Recreation

George S. Tapp, Chair, Psychology

David R. Rudy, Chair, Sociology, Social Work, and Criminology

Humanities, Caudill College of

Lemuel Berry, Jr., Dean

Thomas Sternal, Chair, Department of Art

Janet Kenney, Chair, Department of Communications

Mark G. Minor, Chair, Department of English, Foreign Languages
and Philosophy

Ronald Mitchelson, Chair, Department of Geography, Government and History

Christopher Gallaher, Chair, Department of Music

Science and Technology, College of

Gerald DeMoss, Dean

R. Lane Cowser, Chair, Department of Agricultural Sciences

Joe E. Winstead, Chair, Department of Biological and Environmental Sciences

C. Rodger Hammons, Chair, Department of Mathematical Sciences

Marilyn Y. Sampley, Chair, Department of Human Sciences

Chair (vacant), Department of Industrial Education
and Technology

Betty Porter, Chair, Department of Nursing and Allied Health Sciences

Chair (vacant), Department of Physical Sciences

Administration and Fiscal Services

Porter Dailey, Vice President for Administration and Fiscal Services

Michael R. Walters, Assistant Vice President for Fiscal Services

Dwayne P. Cable, Assistant Vice President for Information Technology

Gary Messer, Acting Director of Risk Management

Nell Bland, Administrative Assistant II

Joe Planck, Director of Physical Plant

Angela Martin, Director of Budgets and Management Information

Francene L. Botts, Director of Human Resources

James Fluty, Director of Accounting and Budgetary Control

John Haight, Occupational Health and Safety Acting Coordinator
Ron Jones, Properties and Postal Manager
Charlotte Dowdy, Director of Purchasing
Beverly Hatfield, Director of Internal Audits
William Sharp, Director of University Bookstore
Bobby Hamilton, Acting Manager of University Golf Course
Jo Brewer, Director of Payroll
Elaine Parish, Postmaster
Paul Stolle, Director of Food Services

Student Life

D. Michael Mincey, Vice President for Student Life
Myron Doan, Dean of Students
Jeanie Scruggs, Administrative Assistant II
Larry Stephenson, Director of Student Activities
Jerry Gore, Minority Student Affairs Director
Tim Rhodes, Director of Financial Aid
Madonna Weathers, Director of Student Development
Kenny White, Director of Housing
Richard Green, Manager of Public Safety
Steve Hamilton, Director of Athletics

University Advancement

Keith Kappes, Vice President for University Advancement and
Chief Executive Officer, MSU Foundation, Inc.
Judith O. Yancy, Director of Institutional Relations
William H. Redwine, Director of Alumni Relations and Development and
Executive Vice President, MSU Alumni Association, Inc.
Larry Netherton, General Manager, WMKY Radio
Cindy Trent, Printing Production Manager
Tami B. Jones, Coordinator of Alumni Activities and Licensing
Pauline Young, Director of Media Relations
James M. Gifford, Executive Director, The Jesse Stuart Foundation, Inc.

Graduate Faculty

The faculty is listed alphabetically in the following order: name, rank, year joining the faculty, highest degree, and place earned.

- Lawrence S. Albert, Associate Professor of Speech (1986), Ph.D., Pennsylvania State University
- Marvin Albin, Professor of Data Processing (1990), Ed.D., Arizona State University
- John M. Alcorn, Associate Professor of Accounting (1976), M.B.A., Georgia State University
- Lindsey R. Back, Professor of Government and Public Affairs (1974), Ph.D., University of Tennessee
- Cathy Barlow, Professor of Education (1994), Ed.D., University of Tulsa
- David J. Bartlett, Professor of Art (1980), M.F.A., University of Michigan
- Rosemarie Battaglia, Assistant Professor of English (1992), Ph.D., State University of New York at Binghamton
- James R. Beane, Associate Professor of Music (1959), M.M., Louisiana State University
- Ray D. Bernardi, Professor of Business Education (1984), Ph.D., University of Oklahoma
- Michael Biel, Professor of Radio-Television (1978), Ph.D., Northwestern University
- Bill R. Booth, Professor of Art (1970), Ph.D., University of Georgia
- W. Michael Brown, Associate Professor of Health, Physical Education, and Recreation (1966), Ph.D., University of Southern Mississippi
- Sheryl Brown, Assistant Professor of Management (1993), Ph.D., University of Kentucky
- Roland Buck, Professor of Economics (1983), Ph.D., Texas A&M University
- Robert A. Bylund, Professor of Sociology (1979), Ph.D., Pennsylvania State University
- H. Wade Cain, Associate Professor of Chemistry (1982), Ph.D., Auburn University
- Vicente Cano, Professor of Romance Languages (1985), Ph.D., The University of Georgia
- Rodger D. Carlson, Professor of Marketing (1983), Ph.D., Claremont Graduate School
- Rosemary C. Carlson, Professor of Finance (1983), D.B.A., University of Kentucky
- Rex Chaney, Associate Professor of Health, Physical Education, and Recreation (1961), R.E.D., Indiana University

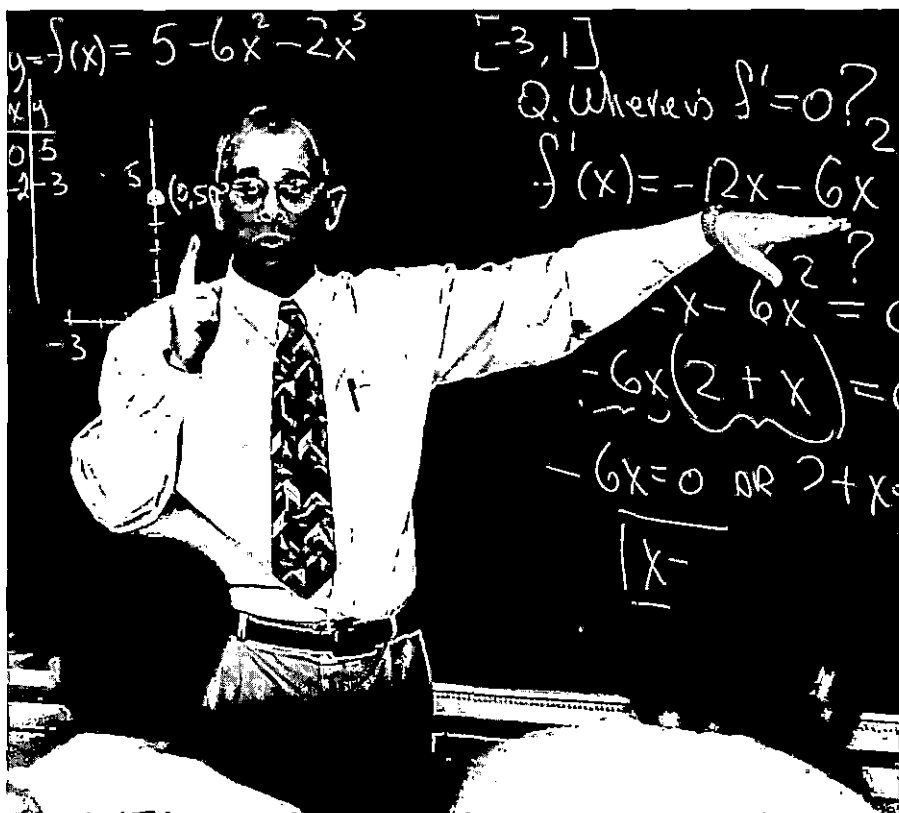
- .. Bradley Clough, Professor of Psychology (1966), Ph.D., University of Connecticut
- Richard W. Daniel, Professor of Education (1976), Ed.D., North Carolina State University
- Marietta Daulton, Assistant Professor of Education (1994), Ed.D., University of Kentucky
- Gerald L. DeMoss, Professor of Biology (1968), Ph.D., University of Tennessee
- Tom Diamantes, Assistant Professor of Education (1994), Ed.D., University of Cincinnati
- .. Noel Earl, Assistant Professor of Speech (1990), Ph.D., Ohio University
- Terry Elliott, Assistant Professor of Accounting (1989), M.B.A., Morehead State University
- Daniel Fasko, Professor of Education (1987), Ph.D., Florida State University
- Dixon Ferrell, Associate Professor of Art (1980), M.F.A., University of Mississippi
- Donald L. Fiel, Professor of Science (1972), Ed.D., Indiana University
- Sydney E. Fitzgerald, Associate Professor of Health, Physical Education, and Recreation (1986), Ed.D., Temple University
- Donald Flatt, Professor of History (1962), Ph.D., University of Kentucky
- Ben V. Flora, Professor of Mathematics (1972), Ph.D., Ohio State University
- Robert James Franzini, Professor of Art (1980), M.F.A., University of Iowa
- Kent Freeland, Professor of Education (1977), Ph.D., University of Iowa
- Christopher S. Gallaher, Professor of Music (1972), Ph.D., Indiana University
- Geoffrey Gerner, Associate Professor of Biology (1990), Ph.D., Texas A&M
- Shirley Gish, Professor of Speech (1989), Ph.D., University of Arizona
- Marc Glasser, Professor of English (1972), Ph.D., Indiana University
- Andrew Glendening, Assistant Professor of Music (1993), D.M., Indiana University
- James Gotsick, Professor of Psychology (1968), Ph.D., Syracuse University
- Robert B. Gould, Professor of Geography (1963), Ph.D., University of Tennessee
- Daniel Grace, Assistant Professor of Education (1986), Ph.D., University of Oregon
- William C. Green, Professor of Government (1984), Ph.D., State University of New York at Buffalo
- Coletta Grindstaff, Assistant Professor of Education (1969), Ed.D., University of Tennessee
- Robert Grueninger, Professor of Health, Physical Education and Recreation (1989), Ph.D., University of Oregon
- Charles Rodger Hammons, Professor of Mathematics (1971), Ph.D., University of Kentucky
- Constance Hardesty, Assistant Professor of Sociology (1994), Ph.D., University of Kentucky
- Michael Harford, Professor of Management (1988), J.D., Wake Forest University School of Law

- Frances Louise Helphinstine, Professor of English (1966), Ph.D., Indiana University
- Katharine Herzog, Associate Professor of Education (1979), Ph.D., Florida State University
- Charles H. Hicks, Professor of Education (1971), Ph.D., Southern Illinois University
- Ryan Howard, Professor of Art (1972), Ph.D., University of Michigan
- Jerry F. Howell Jr., Professor of Biology (1972), Ph.D., University of Tennessee
- Sharon Hudson, Assistant Professor of Education (1994), Ph.D., University of Nebraska
- Ishappa Hullur, Associate Professor of Finance (1990), Ph.D., University of Kentucky
- Richard L. Hunt, Associate Professor of Chemistry (1980), Ph.D., University of Chicago
- Terry Irons, Assistant Professor of English (1993), Ph.D., University of Missouri-Columbia
- Broadus B. Jackson, Professor of History (1969), Ph.D., Indiana University
- Lloyd Jaisingh, Professor of Mathematics (1985), Ph.D., Texas Tech University
- Serjit Kasior, Associate Professor of Journalism (1992), Ph.D., Bowling Green State University
- James Knoll, Associate Professor of Education (1994), Ph.D., Syracuse University
- William J. Layne, Associate Professor of Theatre (1987), Ph.D., Northwestern University
- Robert J. Lindahl, Professor of Mathematics (1970), Ph.D., University of Oregon
- Travis Lockhart, Professor of Theatre (1982), Ph.D., University of Texas
- Robert Lorentz, Associate Professor of Marketing (1994), D.B.A., Mississippi State University
- George M. Luckey Jr., Professor of Philosophy (1961), Ph.D., Southern Illinois University
- Jennings R. Mace, Associate Professor of English (1988), Ph.D., University of North Carolina
- Monica Magner, Associate Professor of Health, Physical Education and Recreation (1991), Ed.D., West Virginia University
- David Magrane, Professor of Biology (1976), Ph.D., University of Arizona
- Benjamin Malphrus, Associate Professor of Science (1990), Ed.D., West Virginia University
- Bruce A. Mattingly, Professor of Psychology (1980), Ph.D., University of Kentucky
- Paul R. McGhee, Professor of Education (1983), Ph.D., Syracuse University
- Leslie E. Meade, Professor of Biology (1971), Ph.D., University of Southern Mississippi
- Richard Miles, Associate Professor of Music (1985), Ph.D., Florida State University

- Green R. Miller, Professor of Economics (1979), Ph.D., University of Kentucky
- Timothy Miller, Associate Professor of Education (1988), Ed.D., Ball State University
- Mark G. Minor, Professor of English (1993), Ph.D., The Ohio State University
- John V. Modaff, Associate Professor of Speech (1991), Ph.D., Southern Illinois University
- Wayne A. Morella, Professor of Industrial Education (1971), Ph.D., Southern Illinois University
- Charles H. Morgan Jr., Professor of Psychology (1979), Ph.D., University of Florida
- Ronald Morrison, Associate Professor of English (1988), Ph.D., University of Kansas
- Sarah Morrison, Associate Professor of English (1988), Ph.D., University of Kansas
- Layne L. Neeper, Assistant Professor of English (1993), Pennsylvania State University
- Barbara E. Niemeyer, Associate Professor of Education (1983), Ed.D., Arizona State University
- Phyllis Oakes, Associate Professor of Education (1988), Ph.D., Indiana State University
- Sunday Obi, Assistant Professor of Education (1994), Ed.D., Universidad Inca Garcilaso De La Vega, Lima, Peru
- David Olson, Associate Professor of Psychology (1990), Ph.D., Oklahoma State University
- Francis H. Osborne, Professor of Psychology (1967), Ph.D., Syracuse University
- Dean W. Owen, Professor of Education (1977), Ph.D., University of Florida
- Ted Pass III, Professor of Biology (1972), Ph.D., Virginia Polytechnic Institute and State University
- Jack W.R. Peters, Associate Professor of Management (1979), Ph.D., University of North Dakota
- John C. Philley, Professor of Geosciences (1960), Ph.D., University of Tennessee
- Mary Anne Pollock, Associate Professor of Education (1977), Ed.D., University of Kentucky
- Robert Pritchard, Associate Professor of Music (1972), Ph.D., Boston University
- Brian C. Reeder, Associate Professor of Biology (1989), Ph.D., Ohio State University
- Edward B. Reeves, Professor of Sociology (1984), Ph.D., University of Kentucky
- Diane Ris, S.P., Professor of Education (1977), Ed.D., Ball State University
- C. Brent Rogers, Associate Professor of Agriculture (1984), Ph.D., University of Arkansas
- Glenn C. Rogers, Professor of English (1967), Ph.D., University of North Carolina

- Judy R. Rogers, Professor of English (1967), Ph.D., University of North Carolina
- Harold Rose, Professor of Education (1968), Ph.D., Florida State University
- Robert Royar, Assistant Professor of English (1994), Ph.D., University of Louisville
- David R. Rudy, Professor of Sociology (1980), Ph.D., Syracuse University
- Layla Sabie, Professor of Education (1965), Ed.D., George Peabody College
- Mohammed Sabie, Professor of Health, Physical Education, and Recreation (1964), Ed.D., George Peabody College
- Marilyn Sampley, Professor of Human Sciences (1987), Ph.D., Texas Woman's University
- David J. Saxon, Professor of Biology (1967), Ph.D., Southern Illinois University
- Edna Schack, Associate Professor of Education (1987), Ed.D., Illinois State University
- Markham Schack, Professor of Education (1987), Ed.D., Oklahoma State University
- Jennifer Schuler, Assistant Professor of Music (1991), D.M.A., State University of New York at Stony Brook
- J. Michael Seelig, Professor of Social Work (1983), J.D., Capital University
- Angela C. Simon, Assistant Professor of Psychology (1993), Ph.D., University of California
- Judith A. Stafford, Associate Professor of Social Work (1989), Ph.D., Ohio State University
- Wanda Staley, Assistant Professor of Education (1992), Ph.D., Kent State University
- Thomas Sternal, Professor of Art (1984), M.F.A., University of Montana
- Harry F. Sweeney, Associate Professor of Health, Physical Education, and Recreation (1969), Ed.D., University of Tennessee
- Suzanne E. Tallichet, Assistant Professor of Sociology (1993), Ph.D., The Pennsylvania State University
- George S. Tapp, Professor of Psychology (1968), Ph.D., University of Kentucky
- Paul Taylor, Associate Professor of Music (1990), D.M.A., University of Wisconsin-Madison
- Stephen Tirone, Associate Professor of Art (1982), M.F.A., University of Wisconsin
- Ronald F. Tucker, Professor of Industrial Education (1968), Ed.D., Oklahoma State University
- Craig Tuerk, Assistant Professor of Biology (1993), Ph.D., University of Colorado
- Gary VanMeter, Associate Professor of Accounting (1976), M.B.A., Southern Illinois University
- Sharon Walters, Assistant Professor of Accounting (1987), M.B.A., Morehead State University

- Gabe T. Wang, Assistant Professor of Sociology (1993), Ph.D., Brigham Young University
- William Weikel, Professor of Education (1975), Ph.D., University of Florida
- Alban Wheeler, Professor of Sociology (1972), Ph.D., Mississippi State University
- Judith G. Willard, Associate Professor of Agriculture (1977), Ph.D., University of Kentucky
- L. Kim Williams, Professor of Accounting (1988), D.B.A., University of Kentucky
- Marium Williams, Associate Professor of Education (1990), Ed.D., University of Kentucky
- Wayne Willis, Professor of Education (1988), Ph.D., University of Oklahoma
- Jack Wilson, Professor of Speech (1967), Ph.D., Michigan State University
- Mesghena Yasin, Associate Professor of Economics (1986), Ph.D., University of Cincinnati
- Steve Young, Professor of Education (1968), Ed.D., Indiana University

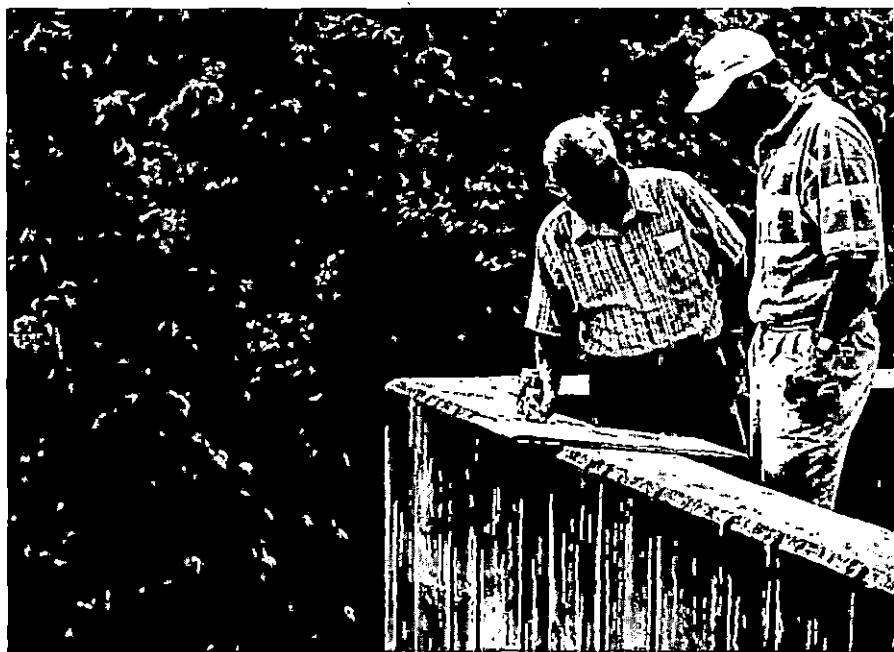


Faculty Emeriti

David L. Anderson, associate professor of music
 Mary T. Anderson, assistant professor of education, supervising teacher
 Reedus Back, professor of education
 Woodrow W. Barber, associate professor of biology
 Anne T. Beane, instructor of music
 Joe F. Bendixen, professor of agriculture
 Earl Bentley, professor of health, physical education and recreation
 M. Adele Berrian, professor of psychology
 William M. Bigham, professor of music
 Jack E. Bizzel, professor of government
 William David Brown, professor of journalism
 David Brumagen, professor of biology
 Leonard Burkett, professor of education
 Roland Burns, professor of geography
 Fred Busroe, associate professor of biology
 Betty M. Clarke, assistant professor of English
 William Clark, professor of geography
 Lake C. Cooper, associate professor of mathematics
 Gary C. Cox, professor of geography
 Lola Crosthwaite, associate professor of social work
 Larry Dales, assistant professor of journalism
 Bernard Davis, professor of banking
 Paul Ford Davis, professor of education
 Ann Demaree, professor of psychology
 Charles Derrickson, professor of agriculture
 G. Ronald Dobler, professor of English
 Adron Doran, president emeritus
 Mignon Doran, director emeritus of Personal Development Institute
 Gretta Duncan, assistant professor of education
 John R. Duncan, professor of education
 Johnson E. Duncan, professor of music
 Maurice E. Esham, professor of science
 Thelma B. Evans, assistant professor of education
 Johnnie G. Fryman, associate professor of mathematics
 E. Glenn Fulbright, professor of music
 Carol Ann Georges, assistant professor of education
 Lawrence Griesinger, professor of education
 Oval Hall, assistant professor of education
 Bernard G. Hamilton, assistant professor of German
 Coleene Hampton, instructor of education
 Charles Holt, professor of history
 Victor Howard, professor of history
 Bernice Howell, instructor of education
 David K. Hylbert, professor of geoscience
 Glenn Johnston, professor of mathematics
 Charlie L. Jones, associate professor of mathematics
 Roger Jones, professor of art
 John Kleber, professor of history

Allen Lake, associate professor of biology
Perry E. LeRoy, professor of history
Noah Logan, associate professor of education
Earle Louder, professor of music
Sue Luckey, professor of business education
Louis Magda, professor of economics
Hildreth Maggard, instructor of English
Nell Mahaney, assistant professor of mathematics
Frank M. Mangrum, professor of philosophy
James D. Mann, associate professor of mathematics
Jose M. Maortua, professor of art
James C. Martin, associate professor of agriculture
Elizabeth E. Mayo, associate professor of mathematics
Robert Meadows, professor of management
Rodney Don Miller, professor of education
Dixie M. Moore, assistant professor of mathematics
Ethel J. Moore, assistant professor of Latin
Thomas Morrison, professor of economics
Edward Morrow, assistant professor of English
Olga Mourino, professor of Spanish
Frederick A. Mueller, professor of music
Elizabeth Nesbitt, assistant professor of health, physical education, and recreation
Howard Nesbitt, professor of health, physical education, and recreation
Hazel Nollau, assistant professor of education
Helen Northcutt, assistant professor of business education
John W. Oakley, assistant professor of sociology
Rose Orlich, professor of English
Gretta Gaye Osborne, assistant professor of health, physical education, and recreation
James Osborne, assistant professor of health, physical education, and recreation
Gail Ousley, assistant professor of business education
Margaret Patton, associate professor of sociology
Charles A. Payne, professor of chemistry
John W. Payne, professor of education
Essie C. Payne, assistant professor of English
Lamar B. Payne, professor of chemistry
Charles J. Pelfrey, professor of English
Toney C. Phillips, associate professor of chemistry
Bill B. Pierce, professor of marketing
Roscoe H. Playforth, professor of sociology and dean of the School of Social Sciences
Sibbie Playforth, assistant librarian
James Powell, professor of education
Mary Powell, professor of education
Madison Pryor, professor of biology
James Quisenberry, professor of speech
Paul A. Raines, professor of health, physical education, and recreation
Meade Roberts, associate professor of industrial education and technology
Norman N. Roberts, professor of industrial education
James R. Robinson, assistant professor of geography
George Sadler, associate professor of health, physical education, and recreation

Joe D. Sartor, associate professor of art
Howard Setser, professor of biology
Violet Cavell Severy, assistant professor of music
Stuart Sprague, professor of history
John K. Stetler, associate professor of music
Lucretia M. Stetler, associate professor of music
Lawrence R. Stewart, professor of education
Stephen S. Taylor, professor of education
Dan S. Thomas, professor of education
M.K. Thomas, professor of English
Charles Thompson, professor of health, physical education, and recreation
Pepper Tyree, assistant professor of industrial education and technology
Vasile Venettozzi, professor of music
Randall Wells, professor of education
Sue Wells, assistant professor of education
Mont Whitson, professor of sociology
Patsy Whitson, associate professor of social work
Clarica Williams, associate professor of library science
Clark D. Wotherspoon, professor of education
Don B. Young, assistant professor of art



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