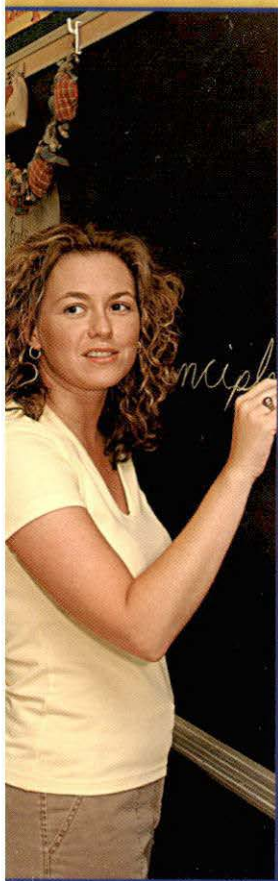


Morehead State University



2003-2004
Graduate Catalog

University Academic Calendar

Fall Semester - 2003

August

- | | | |
|----|-----------|---|
| 12 | Tuesday | - Campus-wide Convocation;
division, college, and department meetings |
| 13 | Wednesday | - Class scheduling in academic departments
- Business Days |
| 14 | Thursday | - Class scheduling in academic departments
- Business Days |
| 15 | Friday | - Class scheduling in academic departments
- Business Days |
| 18 | Monday | - All on-campus and off-campus classes begin
- Late fee in effect |
| 23 | Friday | - Last day for 75% refund of refundable fees
(partial or full withdrawal) |
| 25 | Monday | - Last day to: register for credit, add a class
or change sections, change from audit to credit,
change from credit to audit, change to pass-fail
option |

September

- | | | |
|----|--------|--|
| 1 | Monday | - Labor Day (no day or night classes,
no office hours) |
| 8 | Monday | - Last day for 50% refund of refundable fees
(partial or full withdrawal) |
| 15 | Monday | - Last day for 25% refund of refundable fees
(partial or full withdrawal)
- Last day to withdraw from a first-half
semester class with an automatic grade
of "W" |

October

- | | | |
|----|--------|---|
| 10 | Friday | - First-half semester classes end
- Mid-term grade reports due in Registrar's
office by 9:00 a.m. |
|----|--------|---|

- 13 Monday - Second-half semester classes begin
 - Last day to add a second-half semester class
- 29 Wednesday - Last day to drop a full-term course or
 withdraw from school with an automatic
 grade of "W"

November

- 3 Monday - Advance Registration for Spring 2004
- 6 Thursday
- 14 Friday - Last day to drop a second-half semester class
 with a grade of "W"
- 26 Wednesday - Thanksgiving Break (no classes)
- 28 Friday

December

- 8 Monday - FINAL EXAMINATIONS
- 9 Tuesday
- 10 Wednesday - Reading day for final exams (no classes)
- 11 Thursday - FINAL EXAMINATIONS
- 12 Friday
- 13 Saturday - Commencement, 10:30 a.m.
- 15 Monday - Grades due in Registrar's Office by 9:00 a.m.

Spring Semester - 2004

January

- 6 Tuesday - Campus-wide Convocation;
 division, college, and department meetings.
- 7 Wednesday - Class scheduling in academic departments.
 - Business Days
- 8 Thursday - Class scheduling in academic departments
 - Business Days
- 9 Friday - Class scheduling in academic departments
 - Business Days
- 12 Monday - All on-campus and off-campus classes begin
 - Late fee in effect

- 4
- 16 Friday - Last day for 75% refund of refundable fees (partial or full withdrawal)
- 19 Monday - Martin Luther King Jr. Day (no classes)
- 21 Wednesday - Last day to register for credit, add a class or change sections, change from audit to credit, change from credit to audit, or change to pass-fail option

February

- 2 Monday - Last day for 50% refund of refundable fees (partial or full withdrawal)
- 9 Monday - Last day for 25% refund of refundable fees (partial or full withdrawal)
- Last day to withdraw from a first-half semester class with an automatic grade of "W"

March

- 5 Friday - First-half semester classes end
- 8 Monday - Mid-term grade reports due in Registrar's Office by 9:00 a.m.
- Second-half semester classes begin
- Last day to add a second-half semester class
- 22 Monday - Spring Break (no classes)
- 26 Friday
- 31 Wednesday - Last day to drop a full-term course or withdraw from school with an automatic grade of "W"

April

- 5 Monday - Advance Registration for Summer I, II, and Fall 2004
- 8 Thursday
- 9 Friday - Last day to drop a second-half semester class with a grade of "W"

May

- 3 Monday - FINAL EXAMINATIONS
- 4 Tuesday
- 5 Wednesday - Reading day for final exams (no classes)

- 6 Thursday - FINAL EXAMINATIONS
7 Friday
8 Saturday - Commencement, 10:30 a.m.
10 Monday - Grades due in Registrar's Office by 9:00 a.m.



Reminders for Master's/Non-Degree Applicants

Graduate Program application

Semester prior to planned entrance. Applications are available in 701 Ginger Hall or at www.moreheadstate.edu/units/graduate.

Graduate Record Examination (GRE)

At the time of application or before 12 hours have been completed. To schedule the exam call 1-800-GRE-CALL.

Graduate Management Admission Test (GMAT)

At the time of application. To schedule the exam call 1-800-GMAT-NOW.

Course contract or checksheet

First term of graduate work after acceptance. Computerized program checksheets are mailed with admission letter. Non-computerized checksheets are available from the advisor.

Thesis (if required by program)

Due in the Graduate Office, 701 Ginger Hall, two weeks before the end of the final semester.

Application for Degree/Non-degree completion

At the beginning of the semester in which program completion is anticipated. Applications are available in 701 Ginger Hall.

Comprehensive Exit Examination

During the final semester of coursework. Contact the Testing Center at (606) 783-2526 to schedule the exam, or contact your advisor.

Academic Information

Master of Arts in Adult & Higher Education.....	70
Master of Arts in Art	95
Art Education - Grades P-12.....	96
Art Education - Grades P-12 Studio Option	96
Studio	96
Master of Arts in Communication	98
Public Communication	99
Performance Studies	99
Master of Arts in Education.....	46
Elementary P-5	47
Elementary 5-9	50
International Educators	52
Reading/Writing	53
Special Education	56
Secondary Guidance	72
Elementary Guidance	72
Secondary 8-12	78
Master of Arts in School Administration	75
Master of Arts in Teaching - Secondary	77
Master of Arts in English	100
Master of Arts in Health, Physical Education & Sport Sciences.....	89
Health & Physical Education	90
Exercise Physiology	90
Sport Management.....	91
Master of Arts in Psychology.....	123
General/Experimental	123
Clinical.....	125
Master of Arts in Sociology	106
General Sociology	107
Criminology.....	107
Gerontology.....	107
Regional Analysis and Public Policy	108
Master of Business Administration	42

Master of Music	102
Music Education	103
Music Performance	103
Master of Science in Biology	112
Regional Analysis and Public Policy	115
Master of Science in Industrial Technology.....	120
Master of Science in Career and Technical Education	118
Agriculture	118
Human Sciences	118
Industrial Education/Technology	118
Fifth-Year.....	57
Elementary P-5	58
Elementary 5-9	59
Secondary	86
Rank I Program.....	59
Elementary.....	60
Special Education	61
Secondary	88
Guidance	87
Career/Technical Education	122
Agriculture.....	122
Human Sciences	122
Industrial Education.....	122
Instructional Leadership Programs	80
Director of Pupil Personnel.....	80
Supervisor of Instruction.....	80
Superintendent.....	80
Education Specialist Degree	
Curriculum and Instruction	59
Adult and Higher Education	83
Guidance and Counseling	84
Guidance and Counseling (CPC)	84
Instructional Leadership	85
Cooperative Doctoral	39
Instruction and Administration	39
Kinesiology and Health Promotion.....	39
Educational Policy Studies and Evaluation.....	39
Special Education and Rehabilitation Counseling	39

Cooperative Social Work	106
Certificate Programs	
Reading & Writing	53
Learning & Behavior Disorders P-12	64
Director of Special Education	67
Moderate & Severe Disabilities P-12	66
Interdisciplinary Early Childhood Education	68
Gifted Education	68



About the University

With a coeducational enrollment of about 9,000 and a full-time teaching faculty of 341, Morehead State University offers 16 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.

Strategic Plan

(Adopted by the Morehead State University Board of Regents June 2001)

Vision Statement

The President and Board of Regents share this vision for Morehead State University:

Morehead State University was founded upon and continues to embrace the ideal that all persons should have an opportunity to participate in higher education. With immense pride in its past and great promise for its future, the University intends to emerge in the first decade of the 21st century as an even stronger institution recognized for superb teaching and learning with exemplary programs in teacher education, space-related science and technology, entrepreneurship, visual and performing arts, regional engagement and international opportunity.

Core Values

The University strives to exemplify these core values:

- An academic enterprise committed to providing optimal opportunities for teaching and learning.
- A scholarly community that values ideas, individuals and innovation.
- A culturally diverse organization dedicated to the personal worth of its members.
- A public institution fully accountable for its actions, outcomes and resources.

Mission Statement

Who We Are:

We are a community of learners that includes teachers, scholars, staff, and students, accredited as a comprehensive University serving the eastern region of the Commonwealth of Kentucky.

What We Do:

We offer quality higher education opportunities and training in a collegial environment of open inquiry and educational interaction. We continually pursue academic education, professional development, and research in the belief that learning is a life-long process. We are dedicated to serving as both an important educational resource and as a positive role model for our community.

Where We Are Going:

We commit to preparing ourselves for the challenges and opportunities of the 21st century, and to improving the quality of life for the community in which we

live and work, while protecting and preserving the unique history and heritage of our service region and the Commonwealth of Kentucky.

Strategic Goals

- Academic Excellence and Student Success
- Excellence in Student Support
- Enrollment Growth and Retention Gains
- Effective Administration
- Enhanced Reputation and Productive Partnerships

Graduate Study Administration

The Dean

The Dean of Graduate 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, the registrar, and the Dean of Graduate Programs serving 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.

Memberships

American Assembly of Collegiate Schools of Business
 American Association of Colleges for Teacher Education
 American Association of State Colleges and Universities
 American Council on Education
 Conference of Southern Graduate Schools
 Council for the Advancement and Support of Education
 National Commission on Accreditation
 National League for Nursing
 Southern Regional Education Board
 The Council of Graduate Schools in the United States

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, to 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 a 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.

Extended Campus Programs

Morehead State University maintains a system of extended campus centers and instructional sites to provide easy access to quality higher education. Instruction is offered at centers located in Ashland, Jackson, Mt. Sterling, Prestonsburg, and West Liberty, and at various other locations. All courses carry resident credit. For further information concerning extended campus study contact either the extended campus coordinator in 312 Allie Young, phone (606) 783-2605, or the extended campus centers and instructional sites as listed.

Appalachian Graduate Consortium at Pikeville College: Dr. John Nelson, Site Coordinator, 214 Sycamore Street, Pikeville, KY 41501 (606) 432-9320.

MSU at Ashland: Dr. Jack Webb, Director, 1401 Winchester Avenue, Ashland, KY 41101, (606) 327-1777 or toll free at 1-800-648-5370.

MSU at Jackson: Dr. Jefferson Edgens, Director, 1170 Main Street, Jackson, KY 41339, (606) 666-2800 or toll free at 1-800-729-5225.

MSU at Mt. Sterling: Dr. Janet Kenney, Director, 3400 Indian Mound Drive, Mt. Sterling, KY 40353, (859)499-0780 or toll free at 1-866-870-0809.

MSU at Prestonsburg: Lula Bowling, Director, 719 University Drive, Prestonsburg, KY 41653, (606) 886-2405 or toll free at 1-800-648-5372.

MSU at West Liberty: Dr. Jonell Tobin, Director, 155 Continental Drive, West Liberty, KY 41472-0190, (606) 743-1500 or toll free at 1-800-648-5371.

University Services

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, alumni grant eligibility for children or grandchildren, and invitations to special alumni activities.

The Alumni Association plans and coordinates Homecoming Weekend in the fall of each year for alumni to return to MSU for a variety of activities. The Alumni Association also coordinates the Senior Celebration activities, prestigious alumni and athletic awards banquet, and other activities tailored to alumni interests.

Automobile Registration

A valid Morehead State University parking 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, 100 Laughlin Health Building, (606) 783-2035.

Career Services

The Office of Career Services in 322 Allie Young Hall provides career assistance to all Morehead State alumni and current students. Services include individual counseling for career planning, job search counseling, on-campus interviews, career days, interest testing, and related career services. The office is open from 8:00 a.m. to 4:30 p.m. daily for walk-in visits, or appointments may be arranged by calling (606) 783-2233.

Counseling and Health Services

The Office of Counseling and Health Services (CHS), located on the first floor of Allie Young Hall, provides MSU students with both psychological and physical health services.

The University Counseling Center's (UCC) services include individual psychotherapy and counseling, groups, workshops, and consultations. Caudill Health Clinic (CHC) services include patient assessments, examinations, treatment, and emergency first aid.

Health clinic hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday during fall and spring semesters. At other times except holidays and official closings, health services hours are 8 a.m. to 4:30 p.m., Monday through Friday. Patients are seen on a walk-in basis. The counseling center hours are 8 a.m. to 4:30 p.m. Monday through Friday and later by appointment. Students are seen by appointment for counseling services with the exception of emergencies.

Cultural, Religious, and Social Opportunities

Students may take advantage of a variety of extracurricular activities. 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.

Distance Learning

Distance Learning offers students the opportunity to take high-quality courses at times and places that fit busy lifestyles, without having to travel to class on a regular basis. The unique features of distance learning enable students to work independently and still have personal contact with their instructors and classmates. Graduate courses are available online through the Internet or at an extended campus center through interactive television. **Online courses** - with a personal computer and an Internet Service Provider, access course content, communicate with faculty and fellow students, and learn at your convenience via the world wide web from the comfort of your home. **Interactive Television (ITV)** - drive a short distance to meet with classmates and faculty through compressed video. Classrooms are located throughout East Kentucky. ITV courses meet at multiple locations on set days with set times. Courses are listed for the off-campus site near you. MSU participates in the **Kentucky Virtual University**. A complete listing of KYVU courses is available at www.kyvu.org. For more information, visit our Web site at www.distance.moreheadstate.edu. The office is located at 408 Ginger Hall, telephone 1-800-440-3491.

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.

Students may use food services on a cash basis or by depositing money in advance into their EagleCard account.

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 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.

Depending 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.

International Education Study Abroad Programs

Morehead State University offers graduate students a variety of study abroad opportunities in various countries around the world. The majority of these programs grant academic credit upon successful completion of the program. For any study abroad program that awards academic credit, the student may apply for any student loans or grants for which they would normally be eligible.

As a member of the Cooperative Center for Study Abroad consortium, the University is able to send faculty and students to England, Scotland, Ireland, New Zealand, Australia, Barbados, and Kenya for educational offerings in a variety of subject areas. Programs are scheduled during the December/January interim, summer sessions or the spring semester. Internships are also available each spring in Dublin and London. Students can earn from 3-6 credit hours depending upon the length of the program in which they are enrolled.

MSU is a participant in the Kentucky Institute for International Studies, a consortium allowing University faculty and students to travel to study centers around the world, including France, Austria, Italy, Greece, Spain, Germany, China, Ecuador, Costa Rica, Brazil, Denmark, and Mexico. Courses are offered during the summer sessions and focus on languages, the humanities and social sciences although other subject areas may be available in selected summers. Full semester programs are also available in Mexico, Spain, and Germany.

Additional information about any study abroad opportunity may be obtained by accessing the international education Web page (www.moreheadstate.edu/units/oie), contacting the Coordinator of Study Abroad Programs, 330 Allie Young, Morehead State University, Morehead, KY 40351 or by calling (606) 783-2096.

International Student Health Insurance Requirements

MSU requires regularly enrolled international students, and those dependent family members living with them in the country, to have health and accident insurance that includes a repatriation benefit. A medical benefits plan for international students is offered through a contracted agent. International students must meet the insurance requirements to complete their enrollment at Morehead State University. The Office of Counseling and Health Services monitors compliance to this program and assists international students with questions relating to health insurance.

It is our experience that most health benefit policies students obtain in their home countries do not meet the minimum requirement of benefits required by the University. These requirements are a \$250,000.00 medical benefit (per accident/illness), \$50,000.00 medical evacuation benefit, and a \$25,000.00 repatriation benefit in addition to the policy maximum. For the University to consider a waiver of the insurance requirement, students must present an English translation of benefits with amounts converted to American currency from the insurance company.

Premiums are paid on an annual basis.

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, the Kentucky Virtual Library, and a galaxy of online databases accessible through the World Wide Web afford students the opportunity to develop these critical skills through hands-on experience with sophisticated information storage and retrieval systems. Library staff are available to recommend sources and to help define research needs and suggest strategies.

Through its Interlibrary Loan services, the Library participates in state and national resource-sharing networks to obtain materials not available locally. The Extended Campus Library Services Office is responsible for providing research, document delivery, and instructional services to the faculty and students in any of Morehead State University's Off-Campus, Distance Learning, or Internet programs.

The Learning Resource Center (LRC) is a multimedia center containing computer software, DVDs, video recordings, audio cassettes and CDs, kits, and teaching aids, as well as children's literature and a pre-school through grade 12 collection of textbooks and curriculum guides.

The Learning Technology Lab consists of six workstations providing hardware

and software for creating computer graphics, Web sites, and presentations.

The Library is open seven days a week. Regular hours are Monday through Thursday, 7:30 a.m.-11 p.m.; Friday, 7:30 a.m.-6 p.m.; Saturday, 9 a.m.-5 p.m.; Sunday, 1 p.m.-11 p.m. Hours are subject to change during vacation periods. Call (606) 783-2200 to request services or obtain further information, or visit the library Web site at www.moreheadstate.edu/library.

Multicultural Student Services

The Office of Multicultural Student Services provides assistance 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 minority student services coordinator and director provide this service. The Office of Multicultural Student Services and Minority Student Services are located at 358 University Street and are open Monday through Friday from 8 a.m.-4:30 p.m. The telephone number for the minority student services coordinator is (606) 783-2129. The number for Multicultural Student Services is (606) 783-2668.

Tutoring services, a computer lab, and study area are available. Student groups can reserve space for meetings.

Student Publications

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 and art work from University students.

Raconteur, a student-produced, full-color yearbook, is published annually in a magazine format.

Student Trip Insurance

Student trip insurance is for students accompanying faculty and staff on University sponsored field trips, including overseas travel. The cost is minimal and all applicable students are strongly encouraged to obtain this coverage prior to the date of departure.

Trip insurance is available from the Office of Support Services. Application forms may be obtained by mail or fax by calling (606) 783-2018. The completed application forms must be returned to the Office of Support Services a minimum of 72 hours prior to the date coverage is to become effective. For students traveling outside the country, international travel identification cards may also be purchased through the Office of Support Services.

Technology 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 a Hewlett-Packard G60

used for instructional and research purposes and a Hewlett-Packard K360 used for administrative computing. Several other minicomputer systems and other servers are maintained to support Web, e-mail and other academic and administrative functions. Over 2,200 microcomputers located in classrooms, labs, and offices are replaced on a regular cycle to maintain state-of-the-art desktop technology across campus.

The University maintains over 35 networked student lab/classroom facilities available to students throughout the campus, including a 100-station open access computer lab located in the basement of the Camden-Carroll library. All instructional facilities, residence hall rooms and administrative facilities are attached to a campus telecommunications backbone that provides high speed data access to local, state, national, and international networks through the Internet.

Access to student services such as course registration, financial aid processing and fee payments is available to students and prospective students through the campus Web site at www.moreheadstate.edu. 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.

Other technology resources available to students include free voice mail and e-mail service as well as free local phone service and digital cable television services to students living in a residence hall. Various instructional seminars are offered by the Office of Information Technology to instruct staff and faculty in the effective use of the various technology resources available at MSU.

Testing Center

The Testing Center provides information and testing services to the University and the service region. Information and registration materials on the Graduate Record Examination (GRE), the Praxis Series, the School Leader Series, the Kentucky Principal Test, the Graduate Management Admission Test (GMAT), the Miller's Analogy Test (MAT), the Law School Admission Test (LSAT), Test of English as a Foreign Language (TOEFL), and the Graduate Exit Examination in Education may be obtained by contacting the Testing Center, 501A Ginger Hall, (606) 783-2526 or on the web at: www.moreheadstate.edu/units/testingcenter.

Academic Honesty Policy

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately.

Guidelines for Dealing with Acts of Academic Dishonesty

If a faculty member suspects that a student is guilty of a breach of the standards and chooses to pursue disciplinary action through University channels, the faculty member should:

1. Hold a conference with the student to attempt to address the problem.
2. If the student is determined to be guilty of the charge, the faculty member

- should issue the sanction. The sanction may include failure of a particular assignment or exam, failure of a particular class, or any other appropriate disciplinary action.
3. If a sanction is imposed on the student, then the faculty member is expected to report in writing to the department chair the details of the incident, the results of the student/faculty member conference, and the sanction issued. A copy of this report should be forwarded to the appropriate college dean and to the Dean of Students. (The Dean of Students is responsible for maintaining and safeguarding all University discipline records and for ensuring their confidentiality. A central record of all acts of academic dishonesty and plagiarism ensures that a student will be held accountable for subsequent violations.)
 4. If the Dean of Students has on file for particular student(s) previous violations of the code, this information is to be sent to the faculty member and department chair.
 5. If the faculty member and department chair determine that the severity of the academic dishonesty or the fact or nature of previous violations by the same student(s) warrants further disciplinary action, a request for further action should be made in writing to the Dean of Students. The Dean of Students will review the submitted material and hold an investigative hearing with the student(s) involved. At this time, the Dean of Students will determine if further disciplinary action is warranted.
 6. The Dean of Students will report, in writing, any additional disciplinary actions taken to the college dean, the department chair, the Provost, the faculty member making the charges, and student(s) being charged.
 7. Nothing in this policy shall prevent or prohibit the student(s) charged from making an appeal of the disciplinary action administered.

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*, *The Trail Blazer*, *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 the 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 the 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 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 Rights 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 post-secondary education.
2. "Institutions of post-secondary education" means an institution which provides education to students beyond the secondary school level.
3. "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 ensure 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 Education, 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 (2003-04) for full-time Kentucky resident graduate students is \$1,822 per semester. For full-time graduate students who are not residents of Kentucky, the proposed fee is \$4,884 per semester (these fees do include the activity fee at the current rate).

For part-time Kentucky residents, the proposed rate is \$203 per semester hour of credit, while for those part-time graduate students who are not residents of Kentucky, it is \$544 per semester hour of credit. Courses taken via the Internet will be assessed an additional \$32.00 per credit hour. MBA program fees differ. Please contact the MBA program coordinator at (606) 783-2183 to determine your fee assessment.

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

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 ten days of classes	50%
During the next five days of classes.....	25%

No adjustments are given after the first 20 class days of the semester.

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%

No refunds are given after the first eight class days of the semester.

Graduate 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 \$5,000 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 credit hours 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. All graduate assistants qualify for free University housing. The housing rate is based on a double occupancy room in Fields Hall.

If the student desires to reside in University housing outside of Fields Hall, they will be responsible for paying the difference in the room rates. If the University housing is lower in cost the student will not be eligible for a refund of the difference. Qualified students are eligible to receive a graduate assistantship for two years. Failure to maintain a 3.0 grade point average (GPA) will result in the loss of the Graduate Assistantship position and benefits associated with the award.

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 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 in-service 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 Graduate Assistant (GA) Awards

1. The Graduate Office notifies, by April 1, the department chairs or unit heads the number of graduate assistants 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 Assistantships

Students who are African-American Kentucky residents may qualify for the African-American GA. You must be unconditionally admitted to a graduate degree program, enroll as a full-time student in 500-600 level courses, and maintain a 3.0 cumulative GPA. The assistantship will provide a stipend of \$5,000 for the academic year, a full waiver of tuition, and free University housing. The housing rate is based on a double occupancy room in Fields Hall. Qualified students are eligible to receive a graduate assistantship for two years while completing a graduate degree. (Please refer to the above guidelines for GAs.)

Major James Scott DeHart Graduate Fellowship

The applicant must be from Rowan County (high school graduate, native, current resident). If there is not an eligible student from Rowan County, preference will be given to a student from one of the counties contiguous to Rowan.

The fellowship is available for one year. The recipient shall be eligible for renewal one additional year if satisfactory academic progress is maintained. The student must reapply. Students must be enrolled full-time for a graduate degree program (nine hours in 500-600 level courses). The recipient must maintain a 3.0 GPA and shall be terminated automatically at the end of the semester if the GPA is not met. The fellowship will rotate biannually among MSU's four colleges beginning with the College of Science & Technology. If there is not a qualified student from the current college then the fellowship will rotate to the next college. The recipient is to be selected by the MSU Graduate Committee. The application is available in the Office of Graduate Programs or on the Internet at www.moreheadstate.edu/graduate. The deadline for admission and application completion is August 1.

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 8 a.m.-4:30 p.m., 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. The pay rate for all workstudy 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 4-8.25% 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 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 GPA.
3. A student has attempted no more than 54 graduate hours at Morehead State University. (Exception: Those students pursuing a degree in clinical psychology will be permitted to attempt no more than 90 graduate hours at MSU.)

Grading 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 spring 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, K, R, U, N, W, WP, or WF.

3. For graduate students, grades of D, E, F, I, IP, 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 GPA.
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.

Appeal Procedure 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 appeals.

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.

Veterans Administration (V.A.) Educational Assistance

Educational assistance is provided for eligible veterans (G.I. Bill) and/or eligible children, wives, and widows of veterans who died or were permanently and totally disabled as the result of service in the U.S. Armed Forces. Eligibility is determined by the V.A. For information and application forms, contact the U.S. Department of Veterans Affairs Regional Office, P.O. Box 66830, St. Louis, MO, 63166-6830, phone (toll free) 1-888-442-4551.

Residency for Fee Assessment Purposes

The Council on Postsecondary 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 Postsecondary 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

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.

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 Postsecondary Education for referral to the Council's Committee on Residency Review.

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 State seniors. A minimum GPA of 2.5 on all undergraduate work is required. Some programs require a higher GPA. Contact the department of your major to obtain the minimum score. Minimum scores on the GRE, GMAT or MAT are established by program. Students who do not have the minimum test scores but who demonstrate exceptional scholarly activity and/or research or the potential for quality work as evidenced by a high GPA may appeal to the appropriate department chair or program director. All graduate students will be limited to 12 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**—a student who meets the requirements for both general admission to graduate study, and for a particular program. A copy of the teaching certificate is also required for education students wishing to obtain a change in rank or to pursue additional certifications.
2. **Conditionally**—a student who meets the general requirements for admission to graduate study, but fails to satisfy one or more of the 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. Most

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

3. **Unclassified**—a student who meets the requirements for admission to graduate study, but does not wish to work toward a graduate program. 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 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. **Attempt to Qualify**—a student whose undergraduate GPA is slightly below 2.5, but not less than 2.3. A student so admitted may, after completing a minimum of 12 semester hours of graduate work with at least a GPA of 3.0, be considered for admission to a degree program. Upon admission to a program, six of the 12 semester hours of graduate credit may be counted toward meeting degree requirements.
5. **Non-degree Program**—a student who wishes 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. The student must also meet program admission requirements.
6. **Visiting Student**—a student who has 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. **Senior at the University**—a student in the final semester of undergraduate study who has a minimum GPA 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	Semester hours of graduate credit allowed
9	3
6	6
3	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 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. All international students must have their transcripts evaluated by Worldwide Education Services (WES). Information regarding the WES application is available on the Internet at www.wes.org. International students, when qualified for admission, are required to take the English Language Institute Test of the University of Michigan, the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service, or other international English language proficiency exams. If the Michigan test is taken, a minimum score of 82 is required. A TOEFL score of 500 is required for admission to most graduate programs. The computer based exam score is 173. Other English language tests will be considered if an equivalent TOEFL score can be determined. Some programs require higher test scores. International students who have completed a bachelor's degree from an accredited college or university in the United States are exempt from the (WES) review. 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 unconditional admission requirements, and have submitted a statement certifying their ability to meet all financial obligations.
2. Graduates of non-accredited colleges must meet the MSU undergraduate 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 a GRE score of Verbal 450 and Quantitative 450.

Applications

Graduate study applications may be obtained from the Graduate Office, graduate program departments, extended campus center directors, or at www.moreheadstate.edu. 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 are made to the Graduate Dean, the official graduate admitting officer.

Changing Your 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 requirements;
2. Complete a minimum of 15 graduate semester hours of MSU residence credit in approved courses after the first Master's degree has been awarded (Additional courses may be necessary to meet the degree requirements.); and
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. 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.); and
3. Pass a final examination.

Catalog Applicable

The student 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. A student may elect to meet subsequent regulations cited in a later Graduate Catalog.

Degree/Non-Degree Requirements

The University requirements for all Master's/Non-degrees are:

1. A minimum of 30 graduate semester hours without a thesis, or 24 graduate semester hours with an acceptable thesis. Most programs are more than 30 hours.
2. No credit earned by correspondence or through testing programs may be applied to the requirements for the Master's degree.
3. Residence credit is given for all MSU course work completed on the campus or at the extended campus centers. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the Master's degree.
4. Fifty percent 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).
5. Fifty percent of the total course work (minimum of 15 hours) must be earned in one field of study.
6. A minimum average of 3.0 is required on all work offered for the degree or non-degree, and no credit is allowed for a mark below "C."
7. A minimum of 20 semester hours must be earned in regular, organized classes. A maximum of nine semester hours may be earned through television courses (excluding compressed video, Internet courses, and distance learning), independent study (excluding thesis), directed study, special problems, or workshops.

8. 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. To transfer a course, a "course substitution" form must be completed.

Course Substitution

The course substitution form is to be used when a student wishes to take a different MSU course than the one listed on the checksheet. The student meets with the advisor in advance of taking the course. They review the course to be substituted. The advisor, department chair, and Graduate Dean must sign the form for approval to be granted. The substitution must be no older than 10 years, must carry a mark of "B" or better, and must be relevant to the required course listed on the checksheet.

Thesis

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

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 at the beginning of the term in which the student plans to complete the program. 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.

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 four 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.

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.

Grading 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 GPA calculation.

IP – Thesis, applied project, or other major research in progress.

U – Unofficial withdrawal. Computed as credits attempted; computed as zero quality points in GPA calculation.

W – Withdrew Officially. No hours attempted; not computed in GPA.

WY – Withdrawal from audit class. Not computed in GPA.

Y – Audit credit. No hours attempted; not computed in GPA; 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 letter grade or "W" within the program time limit allowed for completion of a graduate degree program. An "IP" grade will remain a neutral factor in determining a student's GPA. 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 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 GPA: A, B, C, D, E, I, and U.

The Pass/Fail option is not available for Graduate students. It is recommended

the "Y" audit credit be utilized for students who wish to pursue graduate credit for professional development.

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 GPA. 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 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 Provost 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 Provost 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 Provost. If the procedure has been followed, the Provost will submit to the chair of the Graduate Committee records of all actions 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 Provost, 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 Provost 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.

Cooperative Doctoral Program with the University of Kentucky

Morehead State University and the University of Kentucky have an agreement whereby students desiring to pursue a doctorate 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.

Applications for the cooperative program must be filed with the Graduate Office 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 at the University of Kentucky.

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 Cooperative Ed.D. is offered in Educational Policy Studies & Evaluation, Instruction & Administration, Kinesiology & Health Promotion, and Special Education.

University of Kentucky Cooperative Programs

MSU hosts two cooperative master's degree programs with the University of Kentucky: The Nurse Practitioner and Physician Assistant programs. Admission information regarding either program can be obtained by calling the student services officer at (606) 783-2636.



College of Business

(606) 783-2183

213D Combs Building

e-mail: msu-mba@moreheadstate.edu

Departments

Accounting, Economics & Finance

Information Systems

Management, Marketing, & Real Estate

Full and Associate Graduate Faculty

R. Albert (Dean), R. Buck, R. Carlson, H. Choi, L. Cowart, T. Creahan,
T. Elliott, D. Everett, B. Grace, M. Harford, K. Henderson,
I. Hullur, S. Hunt, P. Jones, G. Kelley, M. Kunz, N. Landrum,
D. McAlister-Kizzier, G. Miller, Chien-Chih Peng, E. Regan, S. Spiller,
J. Turner, S. Walters, L. Williams, S. Wymer, M. Yasin

Degree

Master of Business Administration

Master of Business Administration

The MBA degree program mission is to provide quality online educational opportunities in business for degree and course completion, designed for individuals seeking to improve their management success and focused on working managers. Those with undergraduate degrees in business may complete the program with a minimum of 36 semester hours. Others, without the undergraduate business core courses, may be admitted to the program by completing the appropriate number of prerequisite courses as determined by the MBA program director. Contact the MBA Program Director by phone at (606) 783-2183, in person at 213D Combs Building, or by e-mail at msu-mba@moreheadstate.edu.

Admission Requirements

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 equal at least 1000. A minimum GMAT score of 400 is required. If a student has earned a Master's degree from a regionally accredited institution the GMAT is not required. The GRE may be accepted in lieu of the GMAT. The decision on whether to accept the GRE will be made on a case-by-case basis.
3. A minimum of a 2.5 undergraduate GPA is required. Students not meeting the minimum 2.5 undergraduate GPA requirement may be admitted to the MBA program if their GPAs in the last 60 hours of undergraduate study were at

least 2.75 with a minimum composite index of 1,050. Application deadlines for admission into the MBA program are as follows: Spring semester application materials must be postmarked no later than December 1. Fall semester application materials must be postmarked no later than August 1. Summer semesters application materials must be postmarked no later than April 15.

4. Students may be conditionally admitted to the MBA program. Conditionally admitted students may only take foundation courses and must have met general admission to graduate study requirements. Once a student has completed the foundation course requirements, he or she will be unconditionally admitted.
5. International students must take the 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 ENG 100 and CMSP 108 or equivalent.
6. The Foundation Course Sequence, or comparable course work or experience, must be completed prior to full admission with at least a 3.0 GPA and no grade of less than "C" in any course. Students may use the College Level Equivalency Program (CLEP) examinations to satisfy the foundation course requirements.

Foundation Course Sequence.....	Sem. Hrs.
ACCT 600—Survey of Accounting	3
or ACCT 281 & ACCT 282 or equivalent	
ECON 600—Survey of Economics	3
or ECON 201, 202 or equivalent	
FIN 600—Survey of Finance	3
or FIN 360 or equivalent	
MKT 600—Survey of Marketing	3
or MKT 304 or equivalent	
MNGT 600—Survey of Management and Organizational Behavior or MNGT 301 or equivalent	3
MNGT/FIN 602—Survey of Quantitative and Financial Analysis	3
or MATH 152 and 354 or equivalent	
Total Foundation Course Sequence	18

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

Dismissal from MBA Program

A student will be placed on probation if that student receives two course grades of "C" or below in any graduate-level, MBA classes, including foundation courses. A student will be dismissed from the MBA program if that student receives three course grades of "C" or below in any graduate level class, including foundation courses.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the MBA program with a minimum cumulative GPA of 3.0.

	Sem. Hrs.
*ACCT 611—Accounting Analysis for Decision Making	3
BIS 630—Managerial Communications.....	3
CIS 615—Managing Information Technology.....	3
ECON 661—Managerial Economics	3
FIN 660—Financial Management	3
MKT 650—Marketing Administration.....	3
MNGT 665—Organizational Behavior	3
MNGT 691—Business Policies and Procedure	3
(Prerequisites: ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, MNGT 665)	
Electives (choose 12 hours from: ACCT 650, 670, 683, 687, 690, 698, BIS 621, CIS 625, 632, 634, 635, 636, 638, 640, 642, 650, 670, 699, ECON 645, 662, 670, 699, FIN 620, 622, 625, 628, 670, 672, 673, 674, 675, MKT 622, 652, 655, 665, 668, 670, MNGT 606, 610, 612, 620, 650, 655, 656, 661, 662, 663, 664, 667, 668, 670, 680, 682, 684, 698.)	

*Students who have completed at least 21 hours of undergraduate accounting courses may substitute another course outside of the MBA core for ACCT 611.

TOTAL HOURS REQUIRED36

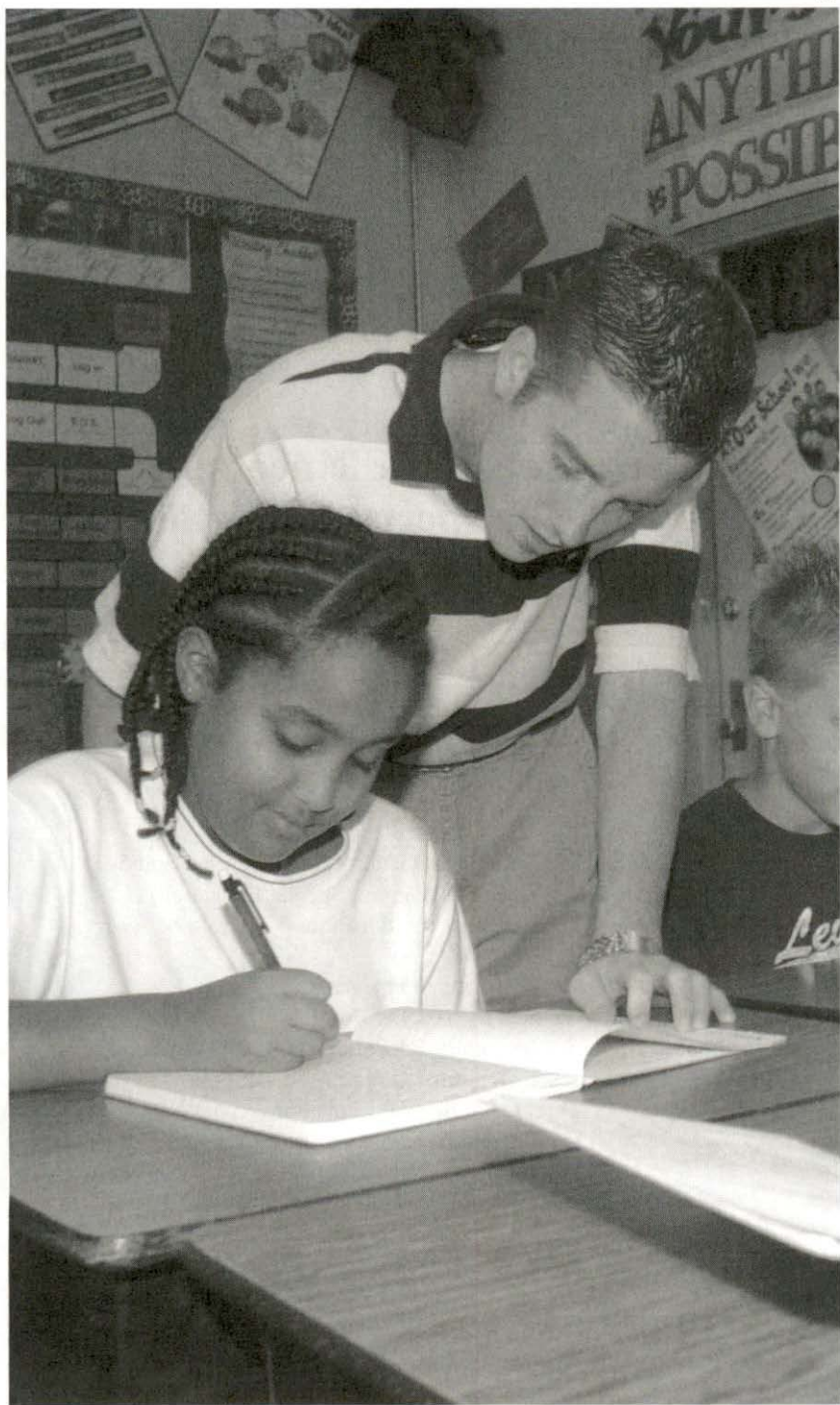
It may be possible to concentrate elective hours in areas such as Accounting, Bank Management, Computer Information Systems, Finance, Human Resource Management, Marketing, and Management.

Student Competencies

1. Understand financial reporting, analysis, and markets.
2. Understand global and organizational economic analysis.
3. Understand creation and distribution of goods and services.
4. Understand human behavior in organizations.
5. Understand cross-functional integration.
6. Understand the principles of managing people, processes, and resources.

Assessment Procedures

1. EBI Alumni Survey.
2. ETS Major Field Test.
3. Students are expected to participate in self-assessment and program assessment surveys and/or interviews during the course of the program.



College of Education

(606) 783-2040

100 Ginger Hall

Departments

Elementary, Reading & Special Education

Leadership & Secondary Education

Health, Physical Education & Sport Sciences

Department of Elementary, Reading & Special Education

(606) 783-2598

301A Ginger Hall

Full and Associate Graduate Faculty

K. Freeland, D. Grace, D. Haleman, K. Hazler, J. Knoll, K. Lafferty,
W. Letendre, E. Lombardo, P. McGhee, T. Miller, A. Moriarty, A. Pennell,
D. Peterson, M. Pollock (Chair), E. Schack, M. Schack, M. Shon,
M. Willis, W. Willis

Degrees

Master of Arts in Education (Elementary Education P-5 and 5-9,
International Educators, Reading, Special Education)
Specialist in Education

Non-Degree Programs

Fifth-Year Elementary Teacher Program P-5 and 5-9
Rank I Program (Elementary Education, Teacher of Special
Education/Exceptional Children Education)
Director of Special Education
Learning and Behavior Disorders
Moderate and Severe Disabilities
Interdisciplinary Early Childhood Education
Gifted Education

Master of Arts in Education—Elementary

The Master of Arts in Elementary Education is a professional degree. If a student holds, or is eligible to hold, a provisional elementary or middle grade

teacher's certificate or a provisional certificate for teachers of exceptional children, he or she may, through different curricula, qualify for the corresponding Master's degree. Following admission, the student should meet with the assigned advisor to plan a program of study.

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 Programs. 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 will approve or disapprove the recommended actions of the advisors.

From the time a student begins work on a graduate 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.

Admission Requirements

1. General admission to graduate study.
2. Standard or Provisional Teaching Certificate or a statement of eligibility.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections.
4. A minimum of 2.75 undergraduate GPA.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Students are required to apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive examination.
3. The student must apply for graduation in the Graduate Office, 701 Ginger Hall.
4. Maintain a 3.0 GPA in all courses taken after completing the Bachelor's degree.
5. Completion of one of the following programs:

Master of Arts in Education-Elementary

(For teachers certified grades K-4 or P-5)

Sem. Hrs.

Professional Education	21
EDEC 637—Early Childhood Education	3
EDEL 627—Reading in the Elementary School	3
EDEL 632—Elementary School Curriculum	3
EDEL 640—Contemporary Instructional Practices in Grades P-9 ..	3
EDEL 680—History and Philosophy of Education	3
EDF 600—Research Methods in Education.....	3
EDF 610—Advanced Human Growth and Development	3

Area of Specialization..... 9*Select one of the options listed below:***OPTION 1***Select nine hours of content area electives from the courses listed below:*

1. English 501, 505, 591, 685, 697
2. Mathematics 575, 595, 605, 631, 675
3. Biology 553, 580, Science 571, 580, 690
4. Geography 502, 550, History 680, Sociology 515, 525, 545, 560, 603, 620, Psychology 584, 586, 589, 590, 609, 634

OPTION 2*Select nine hours from the reading courses listed below:*

EDEL 624, 625, 626, 628, 662, and 677

OPTION 3*Select nine hours from the special education courses listed below:*

EDSP 537, 551, 602, 604, and 607

OPTION 4*Select nine hours from the early childhood courses listed below:*

EDEC 527, 528, 529, 599, 670, and 676

OPTION 5*Select 12 hours from gifted education courses listed below:*

EDSP 641, 642, 643, 645

*Three of these hours will count as an elective.***Elective** 3*The elective course must be approved in advance by the assigned advisor. Directed Research and Directed Study will not count for the elective.***TOTAL HOURS REQUIRED**33

Students should check with their advisor for approval of courses prior to enrolling in those courses. The student is responsible for meeting requirements for admission, the exit exam, and application for graduation. Course requirements may change if certification requirements change. No course used for the initial teaching certificate may be counted on the Master's degree.

Student Competencies

The Experienced Teacher Standards are embraced in the competencies. Those are noted as "ETS" followed by the standard number.

1. Delineate the patterns and norms of behavior common to all children due to heredity and the shared aspects of the general culture (EDEC 637 and EDF 610), ETS 3,4,5.

2. Differentiate among the various theories appropriate to young children's development and learning (EDEC 637, EDEL 632, and EDF 610), ETS 3,4,5.
3. Appraise competing theories of human development focusing on the value dimensions of each for use in specific situations (EDF 610), ETS 3,4,5.
4. Design motivating classroom situations (EDEC 637, EDEL 632 and 640), ETS 3,4,5,7,10.
5. Meet the individual pupil's needs and provide for the needs of exceptional students (EDEC 637, EDEL 627 and 640), ETS 3,4,5,7.
6. Avoid discriminatory prejudices toward the different ethnic, social, cultural, physical and mental background of pupils (EDEL 632 and 680), ETS 3,4,5,7.
7. Design specific activities that promote multicultural awareness (EDEC 637, EDEL 640 and 680), ETS 3,4,5,7.
8. Measure individual differences in achievement (EDEC 637, EDEL 627 and 632), ETS 6.

Competencies in Instructional Design and Curriculum Development

1. Gain awareness of the aims, goals and objectives of the curriculum of the school (EDEL 627, 632, 640 and 680), ETS 2,7,8,9.
2. Seek active participation in curriculum planning activities and evaluation (EDEL 632), ETS 1,8,9,10.
3. Evaluate instructional activities based upon the needs of all the pupils in the group (EDF 600, EDEL 627, 632, and 640), ETS 6,7.
4. Provide for differences without stereotyping (EDEC 637 and EDEL 640), ETS 3,4,5.
5. Realize and provide for the limitation of a selected textbook/series with enriching activities (EDEC 637, EDEL 627 and 632), ETS 2,3,4,5,8,9,10.
6. Gain awareness of the organizational design and dynamics of the school (EDEL 632), ETS 1,2,8,9.
7. Explain to pupils and interest groups the organizational design and dynamics of the school (EDF 600, EDEL 627, 632, and 680), ETS 1,8.
8. Identify the helping roles of various interest groups and the public in the process of promoting the smooth operation of the school system (EDEL 632 and 680), ETS 1,8,9.
9. Incorporate technology to enhance both teaching and student learning (EDEL 627, 632, and 640), ETS 3,5,10.

Assessment Procedures

Exit Examination—After completing at least 27 semester hours and the seven required classes, the student is required to complete an exit examination. The exit exam is a multiple choice examination covering the seven required core courses. Even if transfer courses are accepted, or courses are accepted as substitutes for core courses 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 must have advisor approval and should contact the Testing Center for registration

information. Students should apply to take the exam at least two weeks prior to the scheduled date of the exam.

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 two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare, at least three months must elapse following the first exam. 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.

Master of Arts in Education - Middle Grades

(For teachers certified grades 5-8 or 5-9)

	Sem. Hrs.
Professional Education	18
EDEL 640—Contemporary Instructional Practices in Grades P-9 ..	3
EDEL 677—Reading in the Content Areas	3
EDEL 680—History and Philosophy of Education	3
EDF 600—Research Methods in Education.....	3
EDF 611—Adolescent Development	3
EDMG 636—Middle School Curriculum	3
Area of Specialization	
Select Option 1 or 2	12
OPTION 1	
<i>Select 12 hours from one of the specialization areas listed. The area selected must be the same as one of the student's undergraduate academic components.</i>	
1. English 505, 509, 591, 680, 685, 697.	
2. Mathematics 575, 595, 605, 631, 675.	
3. Biology 553, 580, Science 571, 580, 690.	
4. Economics 690, Geography 502, 505, 510, 550, 600, Government 680, History 680, Psychology 584, 586, 609, 634, Sociology 545, 560, 603.	
5. Special Education 553, 555, 557, 604, 605, 607.	
OPTION 2	
<i>Select 12 hours from components listed on the teaching certificate. Courses must be in Option 1. Only those courses listed in Option 1 or advisor approved substitutions will count on this program.</i>	
Elective	3
<i>(Select three hours of advisor approved electives. Directed Research and Directed Study will not count for electives.)</i>	
TOTAL HOURS REQUIRED	33

Students should check with their advisors for approval of courses prior to enrollment in those courses. The student is responsible for meeting requirements for admission, 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.

Student Competencies

The Experienced Teacher Standards are embraced in the competencies. Those are noted as "ETS" followed by the standard number.

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 (EDEL 640, 677, EDF 611, EDMG 636,), ETS 2,3,4,5,6,7,8,9.
2. A basic understanding of methods and tools of educational research, particularly as it applies to middle grade education (EDF 600), ETS 2,5,6,10.
3. Process knowledge concerning professional practices and methods of inquiry (EDEL 680 and EDMG 636 and specialization courses), ETS 2,4,5,7,8,10.
4. An understanding of educational history and philosophy and its relevance to middle grade children (EDEL 680), ETS 2.
5. Competence in adjusting instructional methods to meet individual needs of middle grade children (EDEL 640, 677, EDF 611, EDMG 636), ETS 3,4,5,6,7,8,10.
6. The ability to diagnose children's learning difficulties, prescribe and implement developmental, corrective or remedial instruction (EDEL 677), ETS 3,4,5,6,7,8,10.
7. A knowledge of changes in a pluralistic society and the impact of such changes on the middle school grades curriculum (EDEL 680 and EDMG 636), ETS 2.
8. A knowledge of the diversity among people and the contributions of different cultures to a democratic social order (EDEL 680 and EDF 611), ETS 2,7.
9. Knowledge reflective of professional values and ethics (EDEL 680 and EDF 611), ETS 1,7,9.
10. Knowledge of KERA and the importance of KERA upon schools (EDEL 640, 677, 680, EDF 600, 611, and EDMG 636), ETS 1,7,9,10.
11. Incorporate technology to enhance both teaching and student learning (EDEL 640, 677, EDMG 636), ETS 3,5,10.

Assessment Procedures

Exit Examination—After completing at least 27 semester hours and the six required classes, the student is required to complete an exit exam. The exit exam is a multiple choice examination covering the six required core courses. Even if transfer courses are accepted, or other courses are substituted for a core course 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 must have advisor approval and apply to take the exam at least two weeks prior to the scheduled date of the exam. 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 two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare at least three months must elapse following the first exam. 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.

Master of Arts in Education for International Educators

International students who have undergraduate degrees in elementary education may pursue this degree with an emphasis in either early childhood education or special education. Students are not required to have a teaching certificate to be admitted. Program completion will not lead to teacher certification in the Commonwealth of Kentucky.

Admission Requirements

1. General admission to graduate study.
2. TOEFL score of 500.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections.
4. A minimum of 2.5 undergraduate GPA.

	Sem. Hrs.
Core Courses	9
EDEC 637—Early Childhood Education.....	3
EDF 600—Research Methods in Education.....	3
EDF 610—Advanced Human Growth and Development	3

Area of Specialization

Choose Option 1 or 2	18
----------------------------	----

	Sem. Hrs.
OPTION 1—IECE Specialization	
EDEC 527—The Pre-school Child.....	3
EDEC 528—Activities and Materials in Early Childhood Education	3
EDEC 529—Practicum in Early Childhood Education	3
EDSP 551—Curriculum for Pre-school Exceptional Children	3
EDSP 605—Programs for Young Handicapped Children	3
IECE 615—Parents of Young Children	3

OPTION 2—Special Education

EDSP 537—Educational Assessment of Exceptional Children.....	3
EDSP 553—Language Arts for Exceptional Students	3
EDSP 555—Prescriptive Teaching for Children With Learning and Behavior Problems	3
EDSP 557—Content Areas and Career Preparation for Exceptional Students.....	3
EDSP 601—Survey of Exceptional Children.....	3
EDSP 675—Practicum in Special Education.....	3
Electives	6
<i>Students must obtain advisor approval and may choose from a listing of 36 courses.</i>	
TOTAL HOURS REQUIRED	33

Requirements for the Degree

1. A minimum of 33 semester hours.
2. No credit by correspondence may be applied toward completion.
3. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements.
4. A minimum average of 3.0 GPA is required on all graduate coursework and no credit is allowed for a mark below "C."
5. Must successfully complete an exit exam. All assessment procedures apply.
6. Must file an application for degree completion no later than the beginning of the semester during which they plan to complete their requirements.

Master of Arts in Education with a Reading & Writing Specialist Endorsement

This program is available for teachers holding a valid elementary teaching certificate.

Admission Requirements

1. General admission to graduate study.
2. Minimum composite GRE score of 750 on the verbal and quantitative sections.
3. A minimum of 2.75 undergraduate GPA.

	Sem. Hrs.
Professional Education	9
EDF 600—Research Methods in Education.....	3
EDEL 632—Elementary School Curriculum, or	
EDMG 636—Middle School Curriculum, or	
EDSE 634—Secondary School Curriculum.....	3
EDEL 680—History and Philosophy of Education, or	
EDSE 683—The American Secondary School	3

Disciplines: Specialized Area	12
EDEL 662—Remedial Reading	3
EDEL 627—Reading in the Elementary School, or	
EDEL 677—Reading in the Content Areas	3
EDEL 624—Practicum in Reading	3
EDEL 623—Advanced Language Arts, or	
ENG 608/609 (6 hrs with 3hrs counting as an elective. Enrollment by application only.)	3
Supportive Courses	12
EDEL 625—Foundations of Language Development	3
EDEL 626—Investigations in Reading	3
EDF 610—Advanced Human Growth and Development, or	
EDF 611—Adolescent Development	3
Elective from the list below with prior advisor approval.....	3
(EDEL 516, 628, EDGC 661, EDSP 537, 553, 602, 606, ENG 505, 680, 685, 697, PSY 584, 586, 589, 609, 634)	
TOTAL HOURS REQUIRED	33

Requirements for the Degree

1. A minimum of 33 semester hours.
2. No credit by correspondence may be applied toward completion of M.A.
3. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the M.A.
4. A minimum average of 3.0 GPA is required on all graduate coursework and no credit is allowed for a mark below “C.”
5. Must successfully complete an exit exam.
6. Must file an application for degree completion no later than the beginning of the semester during which they plan to complete their requirements. The departmental exit exam may be taken after completion of 27 hours in the program and passing scores are required for degree completion.
7. Three years of successful teaching experience must be completed before the endorsement is granted.

Student Competencies

The Experienced Teacher Standards are embraced in the competencies. Those are noted as “ETS” followed by the standard number.

1. Diagnose language change difficulties in reading and writing prevalent in the public school age population (EDEL 624 and 662), ETS 6,7.
2. Prescribe appropriate treatment of reading and writing difficulties (EDEL 624 and 662) ETS 2,3,4,5,6,8.
3. Carry out individual and group programs of remediation (EDEL 627, 628, 662, and 677), ETS 1,3,4,5.
4. Know and apply a variety of techniques and materials for teaching reading and writing (EDEL 623, 624, 626, and 677), ETS 3,4,5,7.

5. Design a program to facilitate the teaching process of strategies and skills necessary for successful literacy reading in the content areas (EDEL 626, 627, and 677), ETS 1,2,4,5,8.
6. Place in proper perspective the language arts in the total school program (EDEL 626, 627, 632, 662 or EDMG 636), ETS 1,2,7.
7. Gain awareness of the influence of the culture and the family on the literacy ability of the child and the importance of materials which reflect the child's culture (EDEL 625 and 680), ETS 7,8.
8. Accept a child's language dialectic variations as a "culturally different dialect" rather than as a "culturally deficient dialect" (EDEL 623 and 625), ETS 7,9.
9. Apply a pluralistic view of society to the evaluation of all material and accept dialect usage in informal reading and writing settings (EDEL 623, 624, 625, 626, 627, and 680), ETS 7,9.
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), ETS 1,7,9.
11. Incorporate technology to enhance both teaching and student learning (EDEL 624, 627, 677), ETS 3,5,10.

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. After completing at least 27 semester hours, 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, or other courses are accepted as substitution the student is responsible for the content of the required courses on the exam. The student must have advisor approval and should contact the Testing Center for registration information. Students must apply to take the exam at least two weeks prior to the scheduled date of the exam. 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 two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare at least three months must elapse following the first exam. 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.

Master of Arts in Education - Special Education

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

Admission Requirements

1. General admission to graduate study.
2. Minimum composite GRE score of 750 on the verbal and quantitative sections.
3. A minimum of 2.75 undergraduate GPA.

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. A minimum GPA of 3.0 is required on all graduate coursework.
5. The student must apply for graduation in 701 Ginger Hall.

	Sem. Hrs.
Professional Education (to be selected from the following)	12 (min)
*EDF 600—Research Methods in Education.....	3
*EDF 610—Advanced Human Growth and Development	3
EDIL 628—School Law & Ethics	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3

	Sem. Hrs.
Special Education	12 (min)
EDSP 604—Resource Concepts for the Handicapped	3
EDSP 605—Programs for Young Handicapped Children	3
EDSP 607—Employability of the Handicapped	3
EDSP 670—Directed Research	3
EDSP 676—Directed Study	3
Choose only one from the following:	
EDSP 621, 622, or 623	3
Electives (approved by advisor)	9
*Required for the program	
TOTAL HOURS REQUIRED	33

Student Competencies

The Experienced Teacher Standards are embraced in the competencies. Those are noted as "ETS" followed by the standard number.

1. Develop knowledge of and skills in using the collaborative/consultative teaching models (EDSP 604), ETS 1,2,8,9.

2. Develop skills for teaching preschool handicapped children and consulting with parents (EDSP 605), ETS 1,2,3,4,5,6,8.
3. Increase skill development in planning, implementing and evaluating career education programs for handicapped students (EDSP 607), ETS 1,2,3,4,5,6,8,9,10.
4. Understand and apply research literature in special education (EDF 600, EDSP 604, 605, 607), ETS 1,2,3,7,9,10.
5. Use literature search and review techniques in special education (EDF 600 and EDSP 604), ETS 1,2,3,7,9,10.

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.

Fifth-Year Program (Non-Degree)

The Fifth-Year Non-Degree Program qualifies Kentucky teachers for Rank II certification on the salary schedule and 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.

Admission Requirements

1. A baccalaureate degree.
2. A standard or provisional teaching certificate or statement of eligibility.
3. Minimum undergraduate GPA of 2.50.

Program Requirements

1. The program shall consist of 33 semester hours of graduate credit. Of the total program up to nine semester hours may be earned at another accredited institution (transferred courses must carry a grade of "B" or better); at least 18 semester hours of graduate credit shall be in professional education; and at least nine 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 GPA of 3.0.
2. Course work earned by the applicant prior to planning the Fifth-Year Program may be evaluated for acceptance by the advisor and Graduate Dean.
4. Credit earned by correspondence shall not apply toward the Fifth-Year Program.
5. No course work taken to qualify for initial certification shall apply toward the Fifth-Year Program.

6. 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.
7. The student must successfully complete an exit examination covering the required courses taken in the program. Even if transfer courses are accepted, or other courses are substituted for a required course 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 must have advisor approval and should arrange to complete the exit exam during the semester prior to completion of the Fifth-Year in Elementary Education. Students must apply to take the exam at least two weeks prior to the scheduled date of the exam. Students may take the exam a second time in alternate form. To allow the student time to prepare, three months must elapse following the first exam.
8. During the term in which the program is to be completed, the student should file for program completion in 701 Ginger Hall.

Fifth-Year Program in Elementary Education

(Teachers Certified P-5)

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.

	Sem. Hrs.
Elementary Core Curriculum	18
EDEL 622—Social Studies in Today's Elementary Schools	3
EDEL 623—Advanced Language Arts for the Elementary Teacher	3
EDEL 627—Reading in the Elementary School	3
EDEL 640—Contemporary Instructional Practices in Grades P-9 ..	3
MATH 631—Problem Solving and the Teaching of Math in the Elementary School	3
SCI 690—Advanced Science for the Elementary School Teacher ..	3
 Professional Education (to be chosen from)	 9
EDEC 599, 637, EDEL 516, 625, 626, 628, 630, 632, 662, 677, 680, EDGC 619, 656, 661, EDF 600, 610, EDSP 537, 551, 602, 604, 607, EDSE 633, EDIL 628, EDUC 682, 684, 690, 693.	
 Academic Support Areas (to be chosen from)*	 6
BIOL 553, ECON 690, ENG 509, 591, GEO 550, GOVT 680, HIS 680, HLTH 508, 518, HS 531, IET 520, MATH 595, PHED 612, PSY 609, SCI 571, 580, 591, SOC 545, 560, 603 or 620. ENG 608/609 (enrollment by application only)	
 TOTAL HOURS REQUIRED	 33

**Additional courses from Academic Support Areas must be approved by the Department of ERSE and the program advisor (i.e., 500 workshops, overseas study courses, etc).*

Fifth-Year Program in Elementary Education

(Teachers Certified 5-9)

Sem. Hrs.

Middle Grade Core Curriculum 15

EDEL 623—Advanced Language Arts for the Elementary Teacher 3
or a writing course chosen from writing courses listed below:

EDEL 640—Contemporary Instructional Practices in Grades P-9 .. 3

EDEL 677—Reading in the Content Areas 3

Choose two courses related to academic components from:

EDEL 622, 623 (if not taken above), MATH 631, SCI 690,

A writing course chosen from ENG 583, 584, 591 or 608/609* 6

**ENG 608/609 is enrollment by application and acceptance only and is a six-hour course. The extra three hours will be counted as an elective in Academic Support.*

Professional Education 9

Choose from: EDEL 516, 622 (if not taken above), 625, 626, 628, 662, 680, EDF 600, 611, EDGC 619, 656, 661, EDIL 628, EDMG 636, EDSE 633, EDSP 537, 602, 604, 607, 641, 642, 643, 644, 645, EDUC 682, 684, 690, 693.

Academic Support Areas* 9

Choose from: BIOL 553, ECON 690, ENG 509, 680, 685, GEO 550, GOVT 680, HIS 680, HLTH 508, 518, HS 531, IET 520, MATH 595, 631 (if not taken above in core curriculum), MATH 675, PHED 612, PSY 609, SCI 571, 580, 690 (if not taken above in core curriculum), SCI 591, SOC 545, 560, 603, 620. ENG 608/609 (if not taken above)

TOTAL HOURS REQUIRED 33

**Additional course from Academic Support Areas must be approved by the Department of ERSE and the program advisor (i.e., 500 workshops, overseas study courses, etc.).*

The Specialist in Education Degree Curriculum & Instruction (Ed.S.)/Rank I

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, supervisors, or administrators. This Education Specialist Program will qualify school personnel for Kentucky's highest rank and salary for teachers. This program replaces the Rank I program for students in the

Elementary Education (K-4, P-5 or 5-8, 5-9) program who have completed the Masters of Arts in Education degree. Students with a Master of Arts in Education who do not wish to pursue the Ed.S. may enter the Rank I program.

Admission Requirements

1. A Master's degree from an accredited college or university.
2. Must hold a valid teaching certificate.
3. Must have a graduate GPA of 3.5
4. Minimum composite GRE score of 750 on the verbal and quantitative sections.
5. One year of successful work experience.
6. Interview with the applicant conducted by the Admissions Committee of the Department of Elementary, Reading, & Special Education. (In the case of MSU graduates where the members of the committee feel that they have sufficient acquaintance with the applicant, the interview may be waived.)

Requirements for the Degree

1. Completion of the program with a cumulative GPA of 3.5.
2. Comprehensive written or oral examinations.

	Sem. Hrs.
Professional Education	18
EDEL 681—Advanced Seminar in Contemporary Educational Thought.....	3
EDEL 682—Advanced Curriculum Development.....	3
EDEL 685—Collaboration for Teachers	3
EDUC 677—Applied Research for Classroom Teachers I	3
EDUC 678—Applied Research for Classroom Teachers II.....	3
EDEL 686—Seminar for Experienced Teachers in Grades P-9	3
<i>(Must have completed 24 hours prior to enrollment)</i>	
General Electives (to be chosen from courses listed on the checksheet in consultation with the assigned advisor).....	12
TOTAL HOURS REQUIRED	30

Rank I Program for Elementary Teachers with the Fifth-Year

(Teachers with a Master's degree who do not wish to pursue the Ed.S. may enroll in this program.)

Admission Requirements

1. Completion of Fifth-Year Program or Master's degree.
2. Minimum composite GRE score of 580 on the verbal and quantitative sections.
3. Minimum of 36 hours beyond the Fifth-Year Program.

	Sem. Hrs.
Professional Education *	18
EDF 600—Research Methods in Education.....	3
EDEL 680—History and Philosophy of Education	3
EDEL 681—Advanced Seminar in Contemporary Educational Thought.....	3
EDEL 682—Advanced Curriculum Development	3
EDEL 685—Collaboration for Teachers	3
EDEL 686—Seminar for Experienced Teachers in Grades P-9	3
<i>(Must have completed 24 hours prior to enrollment.)</i>	
General Electives (to be chosen from courses listed on the checksheet in consultation with the assigned advisor).....	18-24

MINIMUM TOTAL HOURS REQUIRED36

**Students who took EDEL 680 and/or EDF 600 in their Fifth-Year or Master's program must complete extra hours from the General Electives section to complete the 36 hours beyond the Fifth-Year Program.*

Rank I Program for Teachers of Exceptional Children or Special Education Requirements for Admission

1. Must hold either a Master's degree or a Fifth-Year program from an accredited college or university.
2. A minimum GPA of 3.0.
3. Must hold a valid teaching certificate or statement of eligibility for exceptional children.
4. Must consult with the department for updated GRE requirements.

The minimum of 60 graduate hours, including the Master's degree or Fifth-Year, must conform to the following area distributions:

	Sem. Hrs.
Studies dealing with research	6-8
Studies dealing with the foundations of education and the nature and psychology of the learner	6-15
Studies dealing with programs of the school	8-14
Specialized area - special education and support courses	23-40
Electives	0-9
MINIMUM TOTAL HOURS REQUIRED	60

Requirements for the degree

1. Must have a cumulative 3.0 GPA.
2. Successfully complete a written comprehensive exam with a score of 80 percent or better.

P-5 Certification

(for Teachers Currently Certified in Another Area)

	Sem. Hrs.
Professional Education	21
EDEE 305—Learning Theories and Practice in Early Elementary , or EDF 211—Human Growth and Development, or EDF 610—Advanced Human Growth and Development	3
EDEM 330—Foundations of Reading	3
EDEE 331—Reading for Early Elementary Teachers, or EDEL 627—Reading in the Elementary School	3
EDEE 321—Teaching Math in Early Elementary Grades.....	3
EDEE 322—Teaching Social Studies in Early Elementary Grades, or EDEL 622—Social Studies in Today’s Elementary Schools	3
EDEE 323—Language Arts for Early Elementary, or EDEL 623—Advanced Language Arts for the Elementary Teacher	3
SCI 490—Science for the Elementary Teacher, or SCI 690—Advanced Science for the Elementary School Teacher ..	3

Related Studies

ART 121—School Art I, or ART 221—School Art II	3
EDEE 327—Literature and Material for Young Readers	3
HLTH 301—Health, Safety, and Nutrition for Early Elementary	2
MATH 231 and 232—Math for Elementary Teacher I and II, or	6
MATH 631—Problem Solving and the Teaching of Mathematics in the Elementary School	3
MUST 100—Rudiments of Music	2
PHED 311—Movement Exploration	3

Student Teaching

EDEE 423—Supervised Student Teaching Practicum	4-6
--	-----

A GPA of 3.0 is required to successfully complete all graduate programs, and an ACT composite score of 21. Required components of the PRAXIS exam must also be completed. The program must be planned with the student’s advisor and a checklist must be filed. Portfolio Requirements: One of the culminating events in the P-5 elementary school program is the Eligibility Portfolio, a collection of exemplars to demonstrate competencies in the New Teacher Standards (NTS). This portfolio will be assessed at the end of the student teaching practicum. Throughout the program, each P-5 trainee will be compiling a

Working Portfolio, a collection of exemplars to demonstrate the integration of class work and practical experiences and to document growth and understanding of the NTS. All required PRAXIS tests must be passed.

5-9 Certification

(for Teachers Currently Certified in Another Area)

	Sem. Hrs.
Human Growth and Middle Grades	3
Select option A, B, or C.	
A. EDMG 306—Development and Learning in Middle Grades	
B. EDF 610—Advanced Human Growth and Development	
C. EDF 611—Adolescent Development	
EDMG 636—Middle School Curriculum	3
EDEM 330—Foundations of Reading	3
Reading (minimum three hours required)	3
EDMG 332, EDEL 677 (EDEL 627 acceptable only if completed prior to entrance).....	3
Special Education	2-3
EDSP 230, or 332, or 601, or equivalent	
<i>Each student must have at least one special education class (may be undergraduate).</i>	
Fundamental Processes and Learning Material	3
<i>Students must select the courses that correspond to their teaching fields.</i>	
EDMG 341—Teaching Math in Middle Grades	
EDMG 342—Teaching Social Studies in the Middle Grades, or EDEL 622—Social Studies in Today's Elementary Schools	
EDMG 343—Language Arts in Middle Grades, or EDEL 623—Advanced Language Arts for the Elementary Teacher	
SCI 591—Science for the Middle School Teacher	
One approved middle grade teaching field or related major (min. 24 hours). <i>For a listing of required courses in the teaching fields request a checksheet.</i>	
EDMG 446—Supervised Student Teaching.....	4-6

A GPA of 3.0 is required to successfully complete all graduate programs.

Required components of the PRAXIS exam must also be completed. The program must be planned with the student's advisor and a checklist must be filed.

Portfolio Requirements: One of the culminating events in the P-5 elementary school program is the Eligibility Portfolio, a collection of exemplars to demonstrate competencies in the New Teacher Standards (NTS). This portfolio will be assessed at the end of the student teaching practicum. Throughout the program, each P-5 trainee will be compiling a Working Portfolio, a collection of exemplars to demonstrate the integration of class work and practical experiences and to document growth and understanding of the NTS. All required PRAXIS tests must be passed.

Learning and Behavior Disorders Certification Program

A new Master of Arts in Teaching Program leading to special education certification is currently in the review process. It will replace the programs listed below (LBD/MSD). Please contact the Department of Elementary, Reading, and Special Education for information on the status of this program

Students holding a provisional or standard elementary certificate may qualify for the 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. Students must maintain a 3.0 GPA to complete this program.

	Sem. Hrs.
EDSP 230—Education of Exceptional Children, or	
EDSP 332—Teaching the Exceptional Student, or	
EDSP 601—Survey of Exceptional Children.....	2-3
EDSP 320—Introduction to Corrective Speech, or	
EDSP 602—Speech and Language Problems	3
EDSP 350—Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps	3
EDSP 360—Characteristics of Individuals with Learning Disabilities and Behavior Disorders.	3
EDSP 537—Educational Assessment of Exceptional Children.....	3
EDSP 551—Curriculum for Pre-School Exceptional Children	3
EDSP 553—Language Arts for Exceptional Students	3
EDSP 555—Prescriptive Teaching for Children with Learning and Behavior Problems	3
EDSP 557—Content Areas and Career Preparation for Exceptional Students	3
EDSP 675—Practicum in Special Education	4-8

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.

Portfolio Requirements: All students are expected to develop portfolio entries demonstrating the ability to design, implement, manage, and evaluate instruction in a manner which exemplifies the state of the art in effective education of students with learning and behavioral disorders. This process culminates in the development of the eligibility portfolio during the student's practicum experience.

PRAXIS Test Requirements: Application of Core Principles Across Categories of Disability (0352), Teaching Students with Behavioral Disorders/Emotional Disturbances (0371), and *Principles of Learning and Teaching (0321).

*Only required for initial certification.

Learning and Behavior Disorders Certification Program

(for Teachers who hold a Secondary Certificate)

This additional certification may be earned by persons holding a valid secondary teaching certificate by completing the following program. Students must maintain a 3.0 GPA to complete this program.

Sem. Hrs.

EDSP 230—Education of Exceptional Children, or	
EDSP 332—Teaching the Exceptional Student, or	
EDSP 601—Survey of Exceptional Children.....	2-3
EDSP 320—Introduction to Corrective Speech, or	
EDSP 602—Speech and Language Problems	3
EDSP 350—Characteristics of Individuals with	
Mental Retardation and Orthopedic Handicaps.	3
EDSP 360—Characteristics of Individuals with	
Learning Disabilities and Behavior Disorders	3
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 551—Curriculum for Pre-School Exceptional Children	3
EDSP 553—Language Arts for Exceptional Students	3
EDSP 555—Prescriptive Teaching for Children	
with Learning and Behavior Problems	3
EDSP 557—Content Areas and Career	
Preparation for Exceptional Students	3
EDSP 675—Practicum in Special Education	4-8
(May be waived with three years full-time teaching students with LBD)	

Additional requirements for secondary teachers without a background in reading and math instruction

EDEL 627—Reading in the Elementary School	3
EDEL 662—Remedial Reading	3
MATH 595—Topics in the Mathematics Curriculum	3
MATH 631—Problem Solving and the Teaching	
of Mathematics in the Elementary School	3

*EDEM 330—Foundations of Reading

*(Prerequisite for EDEL 627 and EDEL 662).

Portfolio Requirements: All students are expected to develop portfolio entries demonstrating the ability to design, implement, manage, and evaluate instruction in a manner which exemplifies the state of the art in effective education of students with learning and behavior disorders. This process culminates in the development of the eligibility portfolio during the student's practicum experience.

PRAXIS Test Requirements: Application of Core Principles Across Categories of Disability (0352), Teaching Students with Behavioral Disorders/Emotional Disturbances (0371), and *Principles of Learning and Teaching (0321). *Only required for initial certification.

Written guidelines for the program should be requested from the department chair, Department of Elementary, Reading, & Special Education. EDEM 330, Foundations of Reading, is a prerequisite for both EDEL 627 and EDEL 662. 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, BD, or EH, N, or LD). 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, & Special Education for additional information.

Moderate and Severe Disabilities Certification Program

Students holding a valid teaching certificate may qualify for the provisional certification for teachers of exceptional students with moderate and severe disabilities (MSD). The MSD certificate enables the teacher to teach students with moderate, severe, and multiple disabilities at all grade levels. Students must maintain a 3.0 GPA to complete this program.

Sem. Hrs.

EDSP 230—Education of Exceptional Children	
EDSP 332—Teaching the Exceptional Student, or	
EDSP 601—Survey of Exceptional Children.....	2-3
EDSP 235—Including Students with Diverse Needs in the Classroom, or	
EDSP 604—Resource Concepts for the Handicapped.....	3
EDSP 320—Introduction to Corrective Speech, or	
EDSP 602—Speech and Language Problems	3
EDSP 350—Characteristics of Individuals with Mental Retardation and Orthopedic Handicaps	3
EDSP 356—Applied Behavior Analysis	3
<i>EDSP 370—Assessment of Students with MSD</i>	<i>3</i>
<i>EDSP 371—Field Experience in Assessment of Students with MSD.....</i>	<i>1</i>

EDSP 372—Transition to Adult Life, or	
EDSP 607—Employability of the Handicapped	3
EDSP 373—Curriculum for Students with MSD.....	3
EDSP 374—Teaching Students with MSD	3
EDSP 375—Practicum in Education of Students with MSD.....	2
(May be waived if currently teaching MSD)	
EDSP 675—Practicum in Special Education	4-8
(may be waived with three years full-time experience teaching MSD)	
EDSP 551—Curriculum for Pre-School Exceptional Children, or	
EDSP 605—Programs for Young Handicapped Children	3
(Courses in BOLD are part of the MSD block to be taken concurrently during the fall semester preceding student teaching. Courses in ITALIC are to be taken concurrently.)	

Portfolio Requirements: All students are expected to develop an interrelated group of portfolio entries demonstrating competency in the areas of a) assessment & planning, b) curriculum & instructional design, and c) instruction & classroom management. This process culminates in the development of the eligibility portfolio during the student's practicum experience.

PRAXIS Test Requirements: Application of Core Principles Across Categories of Disability (0352), Teaching Students with Mental Retardation (20321), and *Principles of Learning and Teaching (0321). *Only required for initial certification.

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.

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. Students must maintain a 3.0 GPA to complete the program.

Admission Requirements

1. Must hold a master's degree from an accredited college or university.
2. Must hold a valid teaching certificate in an area in special education.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections.
4. 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 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 an undergraduate GPA of at least 2.75.

Prerequisites

	Sem. Hrs.
• Assessment course chosen from EDSP 537 or an equivalent graduate course in assessment	3
• A curriculum course chosen from one of the following: EDEL 630, 632, EDSE 634, EDMG 636	3

Course Requirements

	Sem. Hrs.
EDIL 601—Introduction to School Leadership Administration	3
EDIL 628—School Law & Ethics	3
EDSP 621—Operation of Special Education Programs	3
EDSP 622—Instructional Leadership in Special Education	3
EDSP 623—Special Education Program Coordination	3
EDSP 624—Practicum	6

Must have successfully completed a course in educational assessment and a graduate course in curriculum. 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.

Gifted Education Certification Program P-12

This program will allow individuals holding a valid teaching certificate to add an endorsement to teach gifted students. Students must complete the required twelve hours of coursework with a 3.0 GPA.

Admission Requirements

1. Must hold a valid teaching certificate.
2. One year of successful teaching experience.

	Sem. Hrs.
EDSP 641—Conceptions and Identification of Gifted Children and Youth.....	3
EDSP 642—Meeting the Individual Needs of Gifted Children and Youth	3
EDSP 643—Teaching the Elementary Gifted and Talented Child, or EDSP 644—The Gifted Adolescent and Young Adult	3
EDSP 645—Practicum in Gifted Education.....	3
TOTAL HOURS REQUIRED	12

Interdisciplinary Early Childhood Education Certification Birth to Primary

This program will allow individuals holding a valid teaching certificate in another area the opportunity to add IECE certification to their existing certificate. Students must maintain a 3.0 GPA to complete the program.

IECE 657—Interdisciplinary Early Childhood Education Professional Assessment	3
---	---

The following will be assessed in IECE 657:

Achieve a passing score on portfolio assessment.

Completion of required on-demand tasks at 90% success level.

Completion of required knowledge-based examination at 85% success level.

Demonstrated teaching skills through video tapes and/or observed situations.

Must score at least 150 on the Kentucky Specialty Test of IECE.

Failure to complete IECE 657 and the program standards will require additional coursework and/or additional training.

Interdisciplinary Early Childhood Education Certification Birth to Primary

Initial IECE Certification for people who have a bachelor's degree but do not have a teaching certificate. A 3.0 GPA must be kept to complete the program.

Certification Requirements

Student must be admitted to the Teacher Education Program (TEP) while in the process of completing this certification and prior to taking IECE 301, IECE 345, IECE 657, and IECE 675. Students must pass state examination with a score of at least 150.

Sem. Hrs.

Course Requirements

*EDF 207—Foundations of Education	3
*HS 253—Child Growth and Development.....	4
PSY 356—Cognitive Development of the Infant and Child	3
IECE 301—At-Risk Infants and Toddlers	3
IECE 345—Preschool Programs for Special Needs Children	3
**IECE 657—Interdisciplinary Early Childhood Education Professional Assessment.....	3
**IECE 675—Practicum in Early Childhood Education	4

* Prerequisites to TEP admission

**TEP admission required

Department of Leadership & Secondary Education

(606) 783-2261

503 Ginger Hall

Full and Associate Graduate Faculty

L. Aagaard, D. Abell, V. Ballestero, D. Barnett, J. Canipe, B. Klecker, L. Lennex, D. Owen, R. Owen, J. Peregoy, R. Skidmore, W. Staley, T. Thomas

Degrees

Master of Arts in Education (Guidance Counseling, Secondary Education)

Master of Arts in Adult and Higher Education

Master of Arts in School Administration

Master of Arts in Teaching-Secondary

Specialist in Education

Cooperative Doctoral (Education)

Non-degree Programs

Fifth-Year Program (Secondary Teacher Education)

Rank I Program (Secondary Education, Guidance and Counseling)

Rank I in Instructional Leadership

Director of Pupil Personnel

Supervisor of Instruction

Superintendent

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 postsecondary and adult continuing education institutions. The program is flexible insofar as students may plan their programs for preparation in teaching, administration, student personnel, or developmental studies. Currently, in order to receive Rank II status using this Master's degree a portfolio documenting the enhancement of current certification will need to be submitted and approved. This procedure is subject to change.

Admission Requirements

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.
3. A GRE score of 700 (verbal and quantitative) is required, with a minimum verbal score of 350.
4. TOEFL 525 (197 computer based) or 74 on English Language Instruction Test of the University of Michigan.

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 GPA. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA 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.
Adult and Higher Education	15
EDAH 640—Principles of Adult and Higher Education	3
EDAH 643—Sem.in Higher Ed., or EDAH 688—Sem. in Adult Ed.	3
EDAH 651—Human Development in Adulthood	3
EDAH 653—Program/Curriculum Development and Evaluation	3
EDF 600—Research Methods in Education.....	3
Electives selected from the following	3
EDAH 599—Selected Topics.....	3
EDAH 641—Academic and Administrative Problems in Higher Ed	3
EDAH 642—Student Personnel in Higher Education	3
EDAH 650—Developmental Education for Adult Students	3
Area of specialization (selected by student & Graduate Com.).....	12
TOTAL HOURS REQUIRED	30

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 or EDAH 678—Internship, may be substituted for up to three 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 and 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 postsecondary institutions for the adult learner (EDAH 643 and 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 under education 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 optional 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 members 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.

Master of Arts in Education—Guidance

The graduate programs in counseling prepare people for positions as elementary or 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 a teaching certificate at the level at 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. Neither is designed to qualify persons for certification as public school counselors or lead to a rank change.

Admission Requirements

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.
3. A GRE score of 800 (verbal and quantitative) is required, with a minimum verbal score of 350.

4. TOEFL 525 (197 computer based) or 74 on English Language Instruction Test of the University of Michigan.

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 GPA. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA 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:

Provisional Elementary/Secondary Guidance Counselor Certification*

	Sem. Hrs.
Counseling Core	24
EDGC 619—Career Counseling.....	3
EDGC 620—Psycho-Social and Multicultural Factors in Coun.....	3
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 669A—Practicum in Guidance and Counseling (Elem.), or	6
EDGC 669B—Practicum in Guidance and Counseling (Sec.)	6
Professional Education Core	12
EDEL 630—Curriculum Construction	3
EDF 600—Research Methods in Education	3
EDF 610—Advanced Human Growth and Development	3
EDGC 661—Measurement Principles and Techniques	3
TOTAL HOURS REQUIRED	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, P-5, 5-9) will qualify for provisional elementary counseling certification upon the completion of the program above.

Students who possess secondary or middle grades teacher certification (5-8, 5-9, 7-12, 8-12, 9-12) will qualify for provisional secondary counseling certification upon the completion of the program above. Students must register for the practicum section that corresponds to the level of certification.

Academic Competencies

1. Knowledge of the major contemporary theories which form the foundation for the current practice of professional counseling (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 (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 (EDGC 620, 665, and 669).
4. Knowledge of fundamental psycho-educational assessment theory and practice (EDGC 661).
5. Knowledge of human development, learning, and behavior required to function as entry level professional counselors (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 (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 (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 (EDGC 661).
4. Demonstrate the ability to design and execute applied and action research projects for study in the field of counseling (EDF 600, EDGC 661).
5. Demonstrate appropriate, ethical, and professional interpersonal skills for both individual and group counseling as well as for consultation settings (EDGC 620, 656, 666, 667, and 669).

*Academic and clinical competencies are aligned with the Kentucky EPSB New and Experienced Counselor Standards.

Assessment Procedures

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 exam generally will result in the student taking additional course work and a subsequent exit exam in an attempt to qualify for the degree. If after remediation students do not pass the exit exam, they will be removed from the guidance program following program and department policy.

Extensions to Existing Certificates

Under provisions adopted by the EPSB, 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. 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. 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. The Adult and Higher Education program does not qualify the candidate for certification as a guidance counselor in the public schools or lead to a rank change.

Master of Arts in School Administration

This program is a 36 semester hour, two level program. Level 1 consists of 18 semester hours and Level 2 consists of 18 semester hours. Completion of both Level 1 and 2 and the testing requirements must first be fulfilled if this program is to be used for the student's first Master's degree or Rank I. Program courses are listed below in the recommended Level 1 and Level 2 sequence. The program is designed to correspond to the Kentucky EPSB New Administrator Standards.

Admission Requirements

1. General admission to graduate study.
2. A minimum combined score on the verbal and quantitative sections of the GRE of 750 is required.
3. A baccalaureate degree in education from an accredited college or university.
4. A valid teaching certificate.
5. Must have a 3.2 cumulative GPA on all graduate work completed.
6. Three years of full-time teaching must be completed before the certification will be issued.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing twelve

graduate hours, the student will not be permitted to register for additional hours.

3. Before completion of Level 1, complete appropriate testing required by the EPSB. Students must score (85%) on the Kentucky Principal's Test and (155) on the School Leaders Licensure Assessment.
4. Must maintain at 3.2 cumulative GPA on all graduate work completed.

Level 1

	Sem. Hrs.
EDIL 601—Introduction to School Leadership & Admin.	3
EDIL 610—School Leadership Practicum	3
EDIL 618—School Finance and Support Services	3
EDIL 628—School Law & Ethics	3
EDIL 634—Leadership for Human Resources Development in Schools	3
EDIL 650—Leadership for School Program Improvement	3
TOTAL HOURS REQUIRED	18

Level 2

Two courses, EDF 600—Research Methods in Education (3) and EDGC 661—Measurement Principles and Techniques (3), should be taken prior to enrollment in Level 2 course work.

	Sem. Hrs.
EDIL 619—Technology and Best Practices for School Improvement	3
EDIL 637—Leadership for School Program Collaboration.....	3
EDIL 647—Leadership for School Community Relations	3
EDIL 669—Leadership for School Problem Solving	3
TOTAL HOURS REQUIRED	18

Program Completion

1. Students must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
2. Students must provide the Graduate Office with copies of successful scores on the Kentucky Principal's Test and the School Leaders Licensure Assessment.
3. Students must have a cumulative 3.2 GPA.

NOTE: Upon completion of Level 1 coursework and successful completion of the testing requirements, students who already have an appropriate Master's degree or Fifth-Year will be recommended for the Statement of Eligibility for Provisional Certification for Instructional Leadership—Principal, grades K-12, Level 1. Upon completion of Level 1 and 2 those students who already have an

appropriate Master's degree or Fifth-Year will be eligible for Rank I after passing the School Leaders Licensure Assessment and Kentucky Principal's Test.

Students who do not have an appropriate Master's degree or Fifth-Year will be required to complete the Level 1 and 2 coursework along with successful completion of the testing requirements before a recommendation will be made for the Statement of Eligibility for Provisional Certification for Instructional Leadership - Principal, grades K-12.

Master of Arts in Teaching (MAT) - Secondary

This program is designed for individuals who have earned an undergraduate degree in Biology, Business, English, Math, Social Studies, or a closely related field and who have work experience in that field. It offers an opportunity to earn a teaching certificate while working on a master's degree. The degree provides people who have been granted a Temporary Provisional Certificate with a mechanism for refining and demonstrating their teaching skills and competencies.

Admission Requirements

1. Submit an application to the Graduate Program (701 Ginger Hall) and MAT application (201 Ginger Hall).
2. Submit documentation of the following:
 - a. Official transcript verifying a baccalaureate degree from an accredited institution. It must be earned in Biology, Business, English, Math, Social Studies, or a related field.
 - b. An earned undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours).
 - c. Passing scores on one of the following: a combined score of 750 or more on the verbal and quantitative sections of the GRE or a composite score of 21 or more on the American College Test (ACT).
 - d. Pass the appropriate PRAXIS II content area exam(s).
 - e. Documentation of academic competence (according to departmentally established criteria).
 - f. Documentation of work experience in the field (when appropriate).
3. Complete the MAT program admission requirements.

Special Requirements for Admission

1. Candidates who are currently working in a public school, must provide a Temporary Provisional Certificate. (This certificate is issued when a candidate is hired to teach.)
2. Candidates who are working in a job that requires use of knowledge or skills related to academic preparation area must have documentation demonstrating this.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Achieve and maintain a cumulative GPA of 3.0.

3. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective programs. Any student who receives grades of "C" or below in more than two graduate courses will be immediately dropped from his/her respective program.
4. Successfully complete a supervised field experience course(s).
5. Successfully complete the Kentucky Teacher Internship Program (KTIP) if teaching on a temporary provisional certificate.
6. Successfully complete the exit portfolio requirements.
7. Successfully complete the PRAXIS PLT Exam.
8. Completion of the following program:

For Students Teaching on a Temporary Provisional Certificate

I. Select 18 hours from:

EDEL 677, 680, EDF 600, 610, EDGC 661, EDIL 628, EDSE 633, 634, EDSP 601*.

II. EDUC 550—Supervised Practice in Teacher Education I..... 6
 EDUC 551—Supervised Practice in Teacher Education II 6

III. Subject area graduate courses..... 6

TOTAL HOURS REQUIRED36

For Students not Employed as a Teacher on a Temporary Provisional Certificate

I. Select 24 hours from:

EDEL 677, 680, EDF 600, 610, EDGC 661, EDIL 628, EDSE 633, 634, EDSP 601*.

II. EDUC 550—Supervised Practice in Teacher Education I 3
 EDUC 551—Supervised Practice in Teacher Education II 3

III. Subject area graduate courses..... 6

*EDSP 601 is required if the student has not successfully completed a course in special education.

TOTAL HOURS REQUIRED36

Master of Arts in Education - Secondary

Admission Requirements

1. General admission to graduate study.
2. A minimum composite GRE score of 750 is required on the verbal and quantitative sections.
3. Must possess a secondary provisional teaching certificate or a statement of eligibility.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing 12 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 GPA. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA 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 the following program:

	Sem. Hrs.
EDF 600—Research Methods in Education.....	3
EDF 610—Advanced Human Growth and Development	3
EDGC 661—Measurement Principles and Techniques	3
EDSE 633—Effective Classroom Instruction	3
EDSE 634—Secondary School Curriculum.....	3
Restricted elective in education	3
Major, minor, or closely related area	12
Elective (<i>All electives must be approved by the student's advisor</i>)	3
TOTAL HOURS REQUIRED	33

Competencies Required in the Program (Planned to Provide Competency in the Kentucky EPSB Experienced Teacher Standards)

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 Music, an additional exit exam is required. The student should contact his/her specialized area advisor in Biology or Music to make arrangements for the specialization exam. Other disciplines may require exit exams. Please contact your discipline area advisor early in your program for exact requirements.

Leadership and Secondary Education Certification Programs

Director of Pupil Personnel Services

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

Admission Requirements

1. A Master's degree from an accredited college or university.
2. Three years of full-time teaching.
3. Possess a valid teaching certificate.
4. Must possess a GPA of 3.2 on all graduate work completed.
5. A minimum combined score on the verbal and quantitative sections of the GRE of 750 is required.

Completion of the Program

1. Complete all required coursework.
2. Must possess a 3.2 GPA on all graduate work completed.
3. Must apply for completion in the Graduate Office at the beginning of the semester in which they plan to complete all coursework.

	Sem. Hrs.
EDGC 656—Introduction to Counseling	3
EDGC 661—Measurement Principles and Techniques	3
EDIL 601—Introduction to School Leadership & Admin.	3
EDIL 628—School Law & Ethics	3
EDIL 647—Leadership for School Community Relations	3
EDIL 698—Seminar for Admin. of Pupil Personnel Services	3
EDSP 601—Survey of Exceptional Children.....	3
TOTAL HOURS REQUIRED	21

Supervisor of Instruction, K-12

This program is a 37 semester hour, two level program. Level 1 consists of 25 semester hours and Level 2 consists of 12 semester hours. Initial certification is issued for a five year period after completion of Level I. The certificate is renewed subsequently for five year periods. The first renewal requires the completion of the 12 semester hours graduate Level 2 program. This certification program may lead to a Rank I; however, candidates must have a minimum of 60 hours, including the Master's degree. Hours required beyond the certification program must be approved by the advisor.

Requirements for Admission

1. The candidate must have earned a GPA of 3.2 or above on all graduate work attempted.
2. A minimum combined score on the verbal and quantitative sections of the GRE of 750 is required.
3. The candidate must have successfully completed three years of full-time teaching for certification to be issued.
5. The candidate must have completed a Master's degree in Education.
6. The candidate must possess a valid teaching certificate. A certificate issued for speech and communication disorders shall not satisfy the required teaching certification prerequisite.

Requirements for the Program

1. Satisfactorily complete all course work and classes as required and possess a cumulative 3.2 GPA.
2. Apply for completion in the Graduate Office at the beginning of the semester you plan to finish all coursework.

Level 1

	Sem. Hrs.
EDEL 627, EDEL 677 or EDUC 629	3
EDEL 632—Elementary School Curriculum	3
EDGC 661—Measurement Principles and Techniques	3
EDIL 601—Introduction to School Leadership & Admin.	3
EDIL 621—Research for Instructional Leadership	3
EDIL 631A—Practicum in District Administration/Supervisor	1
EDIL 650—Leadership for School Program Improvement	3
EDSE 634—Secondary School Curriculum.....	3
EDSP 601—Survey of Exceptional Children	3
TOTAL HOURS REQUIRED	25

Level 2

EDIL 628—School Law and Ethics	3
--------------------------------------	---

EDIL 634—Leadership for Human Resource Development in Schools	3
EDIL 643—School Housing.....	3
EDIL 647—Leadership for School Community Relations	3
TOTAL HOURS REQUIRED	12

School Superintendent

Admission Requirements

1. The candidate must have earned a GPA of 3.2 or above on all graduate work attempted.
2. A minimum combined score on the verbal and quantitative sections of the GRE of 750 is required.
3. The candidate must have successfully completed three years of full-time teaching.
4. The candidate must have completed an additional two years of experience including at least 140 days per year in a position of early elementary, middle, secondary, or K-12 principal; supervisor of instruction; guidance counselor; administrator of pupil personnel; director of special education; school business administrator; local district coordinator of vocational education; or director of district-wide services.
6. The candidate must have completed a Master's degree in education.
7. The candidate must have completed both Level 1 and Level 2 preparation and hold certification for at least one of these positions: early elementary, middle, secondary, K-12 principal, or supervisor of instruction.

Requirements for the Program

1. Satisfactorily complete all course work and earn a GPA of 3.2 or above on all graduate work attempted.
2. Apply for completion in the Graduate Office at the beginning of the semester you plan to finish all course work.

	Sem. Hrs.
EDIL 631B—Practicum in District Admin./Superintendent	3
EDIL 641—The School Superintendent	3
EDIL 649—School System Administration	3
EDIL 659—Strategic Planning in Education	3

TOTAL HOURS REQUIRED 12

(If not previously completed, a course in school finance is strongly encouraged.)

Leadership Electives

The following courses are recommended for the instructional leadership programs. Students are encouraged to take these courses to enhance individual programs.

	Sem. Hrs.
EDGC 656—Introduction to Counseling	3
EDIL 643—School Housing.....	3
EDIL 685—Research Problems of the Instructional Leader	3
EDIL 698—Seminar for Admin. of Pupil Personnel Services	3
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 601—Survey of Exceptional Children	3
SOC 620—Educational Sociology	3
EDIL 618— School Finance	3

Educational Leadership Alternative Admission Plan

Due to the recent demand for school leaders in Kentucky, the Department of Leadership & Secondary Education has developed an alternative admission policy for the Instructional Leadership programs. The weighted program formula will be used when an applicant's GRE scores are under the cut-off point of 750 combined for the verbal and quantitative sections. A rubric will be used to assess the following criteria: GRE score, GPA, letters of recommendation, and a personal interview.

Admission Requirements

1. Must hold a Master's degree.
2. Must hold a valid teaching certificate.
3. Must have a 3.2 GPA on all graduate work attempted.

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, supervisors, or administrators. In some cases, the program may serve to advance the candidate toward the doctorate. It should also be noted that the Ed.S. Program may qualify school personnel for Kentucky's highest salary for teachers if it includes the requirement for a Rank I in the respective fields.

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

1. Adult and Higher Education.
2. Guidance and Counseling.
3. Instructional Leadership.

Ed.S. in Adult and Higher Education

Admission Requirements

1. One year of full-time teaching experience.
2. A Master's degree from an accredited college or university.
3. Criteria for admission are based upon:
 - a. Evidence of superior scholastic performance (GPA 3.5).
 - b. A GRE score of 750 on the verbal and quantitative sections.
 - c. Interview with the applicant by the admissions committee.
 - d. Applicant's background in the area of his/her proposed specialization.

- e. Recommendations from selected references.
- f. TOEFL score of 525 (197 computer-based) or English Language Institute Test of the University of Michigan score of 74.

Requirements for the Degree

1. Twenty-four semester hours of coursework approved by the student's advisory committee.
2. Completion of an applied project (six semester hours).
3. Comprehensive written or oral examinations.
4. Cumulative GPA of 3.0.

Section I

Major core requirements. Minimum of 18 hours selected from below:

	Sem. Hrs.
EDAH 640—Principles of Adult and Higher Education	3
EDAH 641—Academic and Admin. Problems in Higher Ed.	3
EDAH 642—Student Personnel in Higher Education	3
EDAH 643—Seminar in Higher Education	3
EDAH 650—Developmental Education for Adult Students	3
EDAH 651—Human Development in Adulthood	3
EDAH 653—Program/Curriculum Development and Evaluation	3
EDAH 688—Seminar in Adult Education	3

With approval, up to six hours of course work in EDAH 599, 670, 676, or 678 may be substituted for regular course work.

Section II

Area of specialization. Minimum of 15 hours.

Section III

Supporting work:

- a. Outside of educationMin. 9 hours
- b. ResearchMin. 9 hours
- c. Electives.....Min. 9 hours

MINIMUM TOTAL HOURS REQUIRED60

Ed.S. in Guidance & Counseling

(Certified Professional Counselor Option)

Admission Requirements

1. A Bachelor's degree in Counseling, Psychology, Social Work, Education, or closely related area from an accredited college or university (minimum 66 hour program) or a Master's degree in Counseling, Counselor Education, Counseling Psychology or closely related area from an accredited college or university acceptable to the faculty (minimum 30-hour program).
2. One year of successful work experience.

3. Evidence of superior scholastic performance as indicated by a GPA of 3.5 on all graduate work completed. (3.0 GPA for bachelor's degree applicants.)
4. A GRE composite score of 800 on the verbal and quantitative sections.
5. Interview with the applicant conducted by the admissions committee.
6. Applicant's background in the area of his or her proposed specialization.
7. Recommendations from selected references.
8. Completion of the requirements below:

	Sem. Hrs.
EDF 600—Research Methods in Education.....	3
EDF 610—Advanced Human Growth and Development	3
EDGC 619—Career Counseling.....	3
EDGC 620—Psycho-social and Multicultural Factors in Couns.	3
EDGC 656—Introduction to Counseling	3
EDGC 661—Measurement Principles and Techniques	3
EDGC 662—Individual Inventory Techniques	3
EDGC 666—Theories of Counseling.....	3
EDGC 667—Group Counseling.....	3
EDGC 669A or 669B—Practicum in Guidance and Counseling	6
EDGC 674, 676, 680, 682	6
EDGC 678—Internship	6
EDGC 679, 679A or 679B—Advanced Practicum	6
EDGC 683—Advanced Counseling Theory	3
EDGC 699A—Applied Project	6
PSY 590 or PSY 661	3
PSY 611—Computer Packages for the Life Sciences	3
TOTAL HOURS REQUIRED	66

This program must be planned with the student's advisor. Students must successfully complete an oral exit examination and maintain a cumulative GPA of 3.0.

Ed.S. in Instructional Leadership

Admission Requirements

1. One year of full-time teaching experience.
2. A Master's degree from an accredited college or university.
3. Acceptance by the Dean of Graduate Programs. Criteria for admission are based on:
 - a. Evidence of superior scholastic performance (GPA 3.5).
 - b. A GRE score of 750 on the verbal and quantitative sections.
 - c. Interview with the applicant by the admissions committee.
 - d. Applicant's background in the area of his/her proposed specialization.
 - e. Recommendations from selected references.

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 (six semester hours).
3. Comprehensive written or oral examinations.

	Sem. Hrs.
EDEL 630—Curriculum Construction	3
EDIL 601—Introduction to School Leadership Administration	3
EDIL 618—School Finance and Support Services	3
EDIL 628—School Law & Ethics	3
EDIL 637—Leadership for School Program Collaboration.....	3
EDIL 649—School Systems Administration	3
EDIL 659—Strategic Planning in Education	3
EDIL 669—Leadership for School Problem Solving	3
EDIL 699A—Applied Project	6
TOTAL HOURS REQUIRED	30

Fifth-Year Program in Secondary Education

The Fifth-Year Program of preparation for the secondary teacher certified in grades P-12, 5-12, 7-12, 8-12, 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. 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 nine hours of graduate work with a 3.0 GPA.
4. A minimum combined score on the verbal and quantitative sections of the GRE of 650 is required.
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
EDGC 661—Measurement Principles and Techniques	3
EDSE 633—Effective Classroom Instruction	3
EDSE 634—Secondary School Curriculum	3
Choose one: EDF 600, EDIL 628, EDSP 601, EDUC 582	3
Any education course 500 or above	3

Teaching area—major, minor, or area of concentration	12
Electives	6
MINIMUM TOTAL HOURS REQUIRED	36

Other Program Requirements

1. All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA 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. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Rank I Program for Guidance Counselors

(60 Graduate Hours, including the Master's degree)

Applicants must meet two of the following three:

1. A minimum combined score on the verbal and quantitative sections of the GRE of 800 is required.
2. GPA of 3.5 on the Master's degree.
3. Provisional certification in counseling.

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

	Sem. Hrs.
Guidance and counseling	39
Professional education	3-6
Testing	6
Nature and Psychology of the Individual	6-9
Studies dealing with research	6
Supervision and Administration	0-3
Approved electives	0-6

TOTAL HOURS REQUIRED **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 must successfully complete an oral exit examination, and maintain a 3.0 GPA.

Rank I Program (Non-Degree)

The Rank I program for teachers is planned for a minimum of 60 graduate hours including the Master's degree or is planned for 30 graduate hours in addition to the requirements for the Fifth-Year Program.

Admission Requirements

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.
4. Student must have a 3.0 GPA on all graduate course work.
5. A minimum combined score on the verbal and quantitative sections of the GRE of 650 is required.

Requirements for the Rank I 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 is required for Rank I.
3. A GPA 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.
8. Must meet additional requirements of specific program:
 - a. All graduate students pursuing programs of study in the Department of Leadership & Secondary Education must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one semester period of probation. Students failing to achieve a graduate GPA 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 courses will be immediately dropped from his/her respective program.
 - b. Satisfactorily complete all course work and classes as required and have a minimum of 3.0 GPA.

Rank I for Secondary Teachers Including the Master's Degree

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

	Sem. Hrs.
EDF 600, EDSE 670 or 699	6
EDF 610, 611 EDSE 683, EDSP 601, EDUC 582, 682	12
EDGC 661, EDIL 628, EDSE 634, EDUC 635	12

Specialized Teaching Area	24 (min.)
Electives (approved by advisor)	3-9

MINIMUM TOTAL HOURS REQUIRED60

The program must be planned with the student's advisor on check sheets available for the program. Students must successfully complete an exit project and oral examination.

Rank I for Secondary Teachers Extended from the Fifth-Year Program

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

	Sem. Hrs.
EDF 600, EDSE 670 or 699	6
EDF 610, 611, EDSE 683, EDSP 601, EDUC 582, 682	12
EDGC 661, EDIL 628, EDSE 634, EDUC 635	12
Specialized Teaching Area	24 (min)
Electives (approved by advisor)	3-9

MINIMUM TOTAL HOURS REQUIRED62

The program must be planned with the student's advisor on check sheets available for the program. Students must successfully complete an exit project and oral examination.

Department of Health, Physical Education & Sport Sciences

(606) 783-2180

201 Laughlin Health Building

Full and Associate Graduate Faculty

D. Brown (Chair), L. Fitzgerald, R. Grueninger,
T. Hardman, M. Hypes, M. Magner, J. Newsome, M. Probst

Degree

Master of Arts in Health, Physical Education, and Sport Sciences

Master of Arts in Health, Physical Education and Sport Sciences

The Master of Arts in HPS allows specialization in one of three areas: Health and Physical Education, Exercise Physiology, or Sport Management. 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 specializations.

Admission Requirements

1. General admission to graduate study, a minimum of 2.5 GPA.
2. Completion of an undergraduate major or minor in health, physical education, or recreation, or successful completion of selected undergraduate prerequisites. For the recreation and sports administration option, an undergraduate major or minor in business or communication is acceptable for full admission.
3. A minimum combined GRE score of 800 on the verbal and quantitative components or 44th percentile on the Miller Analogy Test.

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 and research/internship.
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 GPA of 3.0 or above.

Program Requirements

Sem. Hrs.

Professional Core Curriculum

EDF 600—Research Methods in Education, or	
HPS 600—Research Methods in HPER.....	3
HPS 601—Interpretation of Data	3
HPS 610—Readings and Graduate Seminar	3

Areas of Specialization:

All students complete the professional core curriculum and then choose to specialize in one of the following areas: Health and Physical Education, Exercise Physiology, or Sport Management.

Health/Physical Education

Sem. Hrs.

Students must select 15-18 hours from the following:

HLTH 508—General School Safety.....	3
HLTH 514—Principles of Epidemiology	3
HLTH 518—Use and Abuse of Drugs	3
HLTH 603—Administration of School Health	3
HLTH 613—Administration of Public Health	3
HLTH 650—Graduate Seminar	3
HPS 602—Wellness Promotion	3
PHED 608—Seminar in Motor Learning and Development	3
PHED 611—Issues in Health and Physical Education	3
PHED 612—Program Design, Implementation and Assessment	3
PHED 617—Advanced Adapted Physical Education	3

Sem. Hrs.*Research or Internship - select three-six hours:*

HLTH 670—Directed Research	3
HLTH 699—Thesis	6
PHED 670—Directed Research	3
PHED 699—Thesis.....	6

TOTAL HOURS REQUIRED30**Exercise Physiology**

Undergraduate prerequisites: Completion of the following courses or the equivalent: BIO 231, 232, PHED 306, 326, and 432.

Sem. Hrs.*Select 12 hours from the following:*

HLTH 514—Principles of Epidemiology.....	3
HPS 602—Wellness Promotion	3
PHED 606—Physiology: Metabolic and Neuromuscular	3
PHED 607—Physiology: Cardiac and Pulmonary	3
PHED 651—Adv. Clinical Exercise Testing and Prescription	3

Research or Internship—12 hours, at least six must be internship:

PHED 653A—Corporate Practicum	3-6
PHED 653B—Clinical Practicum	3-9
PHED 670—Directed Research	3
PHED 699—Thesis.....	6
PHED 672—Graduate Seminar in Exercise Physiology	3

TOTAL HOURS REQUIRED33**Sport Management****Sem. Hrs.**

SPMT 605—Plan. and Design. Sport and Physical Activity Fac. ..	3
SPMT 630—Sport Marketing.....	3
SPMT 632—Mgt. and Administration of Sports Programs.....	3
SPMT 635—Legal Issues in Sport and Physical Activity	3
SPMT 650—Financing the Sport Enterprise	3
SPMT 655—Leadership and Ethics in Sport and Physical Activity	3
SPMT 660—Socio-Cultural Issues in Sport	3
SPMT 661—Sport Relations	3
SPMT 671—Sport Management Internship	3

TOTAL HOURS REQUIRED36

Student Competencies

The following competencies will be obtained in the HPS core courses listed below: EDF 600—Research Methods in Education or HPS 600—Research Methods in Health, Physical Education and Recreation, HPS 601—Interpretation of Data, HPS 610—Readings and Graduate Seminar.

1. Demonstrate an understanding of the methodology and significance of research techniques as they relate to the various educational disciplines (EDF 600 and HPS 601).
2. Demonstrate the ability to utilize various research methods and apply the findings to the various educational disciplines (EDF 600, HPS 600 and 601).
3. Demonstrate the ability to analyze both quantitative and qualitative data (EDF 600, HPS 600 and 601).
4. Demonstrate the ability to design and conduct applied research in the disciplines of health, physical education, and recreation (EDF 600, HPS 600 and 601).
5. Demonstrate an understanding of the dimensions of wellness and its impact on lifestyle and quality of life (HPS 600, 601, and 610).
6. Demonstrate an understanding of current practices associated with the disciplines of health and physical education.
7. Develop a personal philosophy regarding the value of health, physical education, recreation, sport and sportsmanship.

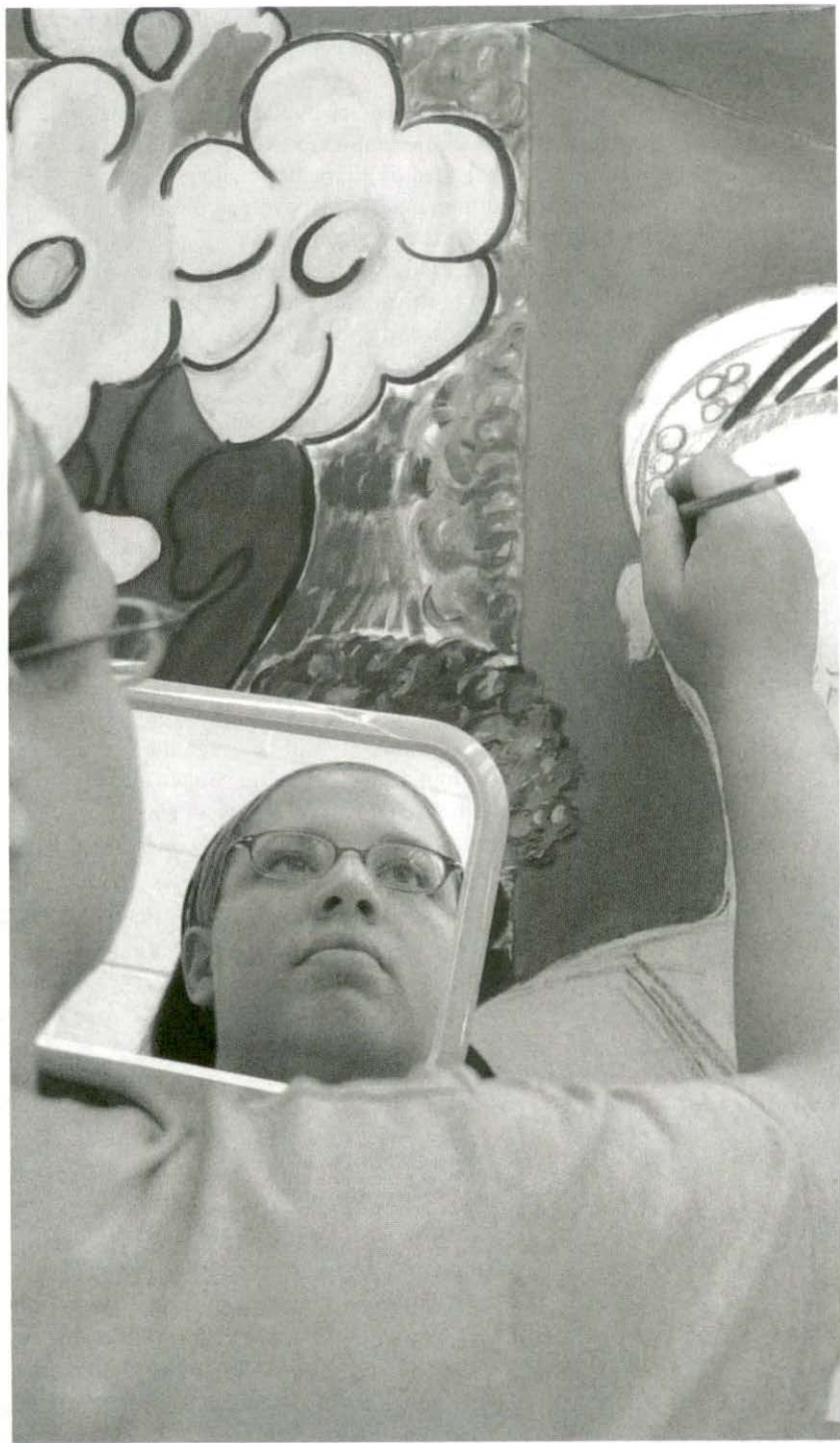
Assessments

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

1. Candidates must pass a written examination over the content of the three core courses: HPS 600, 601, and 610. This examination, which will consist of three essay questions, should be scheduled as soon as the courses have been completed, early in a person's program.
2. The professors who instruct the three core courses shall write the questions. These professors and an additional reader who is a member of the graduate faculty shall evaluate the answers. This responsibility shall rotate. In the event of a tie, a third reader shall be designated by the department chair to cast the deciding vote.
3. A candidate who fails to successfully complete one or more sections of the examination will be notified by the department chair and required to pass a written retake examination over the sections failed.
4. The written retake examination, which may be scheduled no earlier than 15 days following notification, may not be taken until the candidate has received a list of sample questions from the respective advisor. The sample questions over the section(s) failed must be provided at least two weeks before the retake examination.
5. A three-person committee of department graduate faculty appointed by the department chair will evaluate the written retake examination.

6. A candidate who fails to successfully complete the written retake examination will be, following notification by the department chair, required to pass a second written retake examination.
7. The second retake examination may be scheduled no earlier than one term following the first written retake examination. If possible, the candidate should audit the core course(s) specific to the deficiencies.
8. The second written retake examination will be evaluated following the same procedure as for the first written retake examination.
9. The candidate who fails to successfully complete the second written retake examination will be, following notification by the department chair and consultation with the respective advisor, dropped from the Master's degree program.
10. Candidates must pass an oral examination over the area of specialization, during or after the final semester of coursework. The content for the oral examination shall be suggested by the candidate's portfolio, which is to be presented to the advisor two weeks prior to the scheduled oral examination. The portfolio should include representative work from each course in his or her program. A candidate may not take the oral exam before passing the written exam.
11. The oral examination is to be scheduled by the student in consultation with the committee chair. The oral examination committee shall consist of the student's advisor, who shall serve as committee chair, plus a minimum of two other departmental graduate faculty members.
12. A candidate who fails the oral examination shall be given the opportunity to be retested. The retake oral examination shall be no sooner than two weeks following notification of the failure. The student's advisor should discuss the reasons for failure and suggest strategies that might help the student succeed





Caudill College of Humanities

(606) 783-2650

211 Rader Hall

Departments

Art

Communication & Theatre

English, Foreign Languages & Philosophy

Geography, Government & History

Music

Sociology, Social Work & Criminology

Department of Art

(606) 783-2766

211 Claypool-Young Art Building

Full and Associate Graduate Faculty

D. Bartlett, D. Ferrell, R. Franzini (Chair), J. Gawne, D. Golding, J. Gritton,
E. Mesa-Gaido, G. Mesa-Gaido, G. Penner, S. Tirone

Degrees

Master of Arts in Studio Art

Master of Arts in Art grades P-12 (Required for Rank II)

Studio Option and Art Education Option.

Admission Requirements

1. General admission to graduate study.
2. Completion of an undergraduate major or its equivalent in art.
3. Undergraduate GPA in Art of 3.0.
4. Minimum composite GRE score of 650 on the verbal and quantitative sections.
5. Submission and acceptance of portfolio, including art work, resume, and artist's statement.

Requirements for the Degree

All candidates:

1. General University requirements.
2. Six graduate hours of drawing.
3. Six graduate hours of art history.
4. Passing of Mid-Program Review.
5. Passing of final oral examination.

Candidates for Studio Degrees:

1. Eighteen graduate hours of studio art electives.
2. Exhibition of art work completed during the program.

Candidates for Art Grades P-12/Art Education Option:

1. One graduate level education course.
2. ART 627—Readings in Art Education.
3. Six graduate hours of studio art electives.
4. ART 699—Thesis (six hours).

Master of Arts in Art, Grades P-12 - Art Studio Option**Admission Requirements**

1. General admission to graduate study.
2. Completion of an undergraduate major or its equivalency in art.
3. Undergraduate GPA in Art of 3.0
4. Minimum composite GRE score of 650 on the verbal and quantitative sections.
5. Submission and acceptance of portfolio, including art work, resume, and artist's statement.

Degree Requirements

1. Must maintain a 3.0 GPA.
2. Must have a solo exhibition of artwork completed at the graduate level as well as an art teaching philosophy paper, reflecting current art and education theory and the relationship of that knowledge to the professional development and practice of the candidate and Kentucky's Experienced Teacher Standards.
3. Must meet with an appointed graduate committee of four art faculty members for a mid program review and a final oral examination. The graduate committee will include at least one art education faculty member. All requirements recommended from the mid program review and the final oral examination must be completed prior to awarding the degree.

Art Education - 6 hours

ART 627- Readings in Art Education.....	3
ART 680 - History and Philosophy of Art Ed. in the U.S.....	3

Art History Electives - 6 hours from:

ART 661, 662, 663, 664, 667, 668, 672, 673, 675, 682

Art Studio - 18 hours from:

ART 604A required

ART 604B, 504A, 504B, 514, 545, 605, 606, 607, 608A, 608B, 609,

610, 611A, 611B, 613A, 613B, 614, 616, 651A, 651B, 655A, 655B,
656, 657, 668, 688A, 688B, 689, 692, 694A, 694B, 695

TOTAL HOURS REQUIRED 30

Student Competencies

Students completing the program will be able to:

1. Understand and skillfully apply various media, techniques, and technology in the production and presentation of art work.
2. Use knowledge of characteristics of visual art to effectively convey their ideas.
3. Effectively choose and evaluate a range of subject matter, symbols, and ideas as content for works of art.
4. Understand the visual arts in relation to history and cultures.
5. Reflect upon and assess the characteristics and merits of their work and the work of others.
6. Make connections between the visual arts and other disciplines.
7. Communicate about art effectively in written and oral form.

Assessments

1. Mid-Program Review before a graduate committee consisting of four graduate faculty. At the conclusion of the Mid-Program Review, the candidate will be informed of any deficiencies and how to address them in their subsequent studies.
2. Critical appraisal of the required graduate exhibition, where appropriate, by the candidate's graduate committee.
3. Critical appraisal of the required thesis, where appropriate, by the candidate's graduate committee.
4. Final oral examination in conjunction with the candidate's graduate exhibition or thesis before the Graduate Committee.

Department of Communication & Theatre

(606) 783-2134

111 Breckinridge Hall

Full and Associate Graduate Faculty

L. Albert, T. Ashmore, M. Biel, N. Earl, R. Frank,
J. Kenney, G. LaFleur, W. Layne, T. Lockhart, J. Modaff, S. Serini

Degree

Master of Arts in Communication

Master of Arts in Communication

The Master of Arts in Communication provides for an emphasis in Public Communication (advertising/public relations, electronic media, journalism), and Performance Studies (organizational communication, speech, communication, and theatre).

Requirements for Admission

1. Entrance Requirements:
 - a. GRE X undergraduate GPA = 2100 or above (a minimum GRE of 650 on the verbal and quantitative sections).
 - b. Students must have an undergraduate degree in a closely related field, or compensatory courses equivalent of a "minor."
2. GRE and TOEFL, if applicable, must be completed prior to admission to the program.
3. All students will submit, with application for admission to the Communication program, a two page written "Statement of Personal and Professional Goals," and a 10 to 15 page example of undergraduate writing (e.g., term paper) to be reviewed by the department subcommittee on admissions. This will allow subjective indication of will, commitment, and writing ability.
4. Students changing their emphasis must go through another review by the admissions committee in the Department of Communication & Theatre.
5. Application materials must be received no later than three weeks prior to the beginning of the semester in which admission is desired.

Exit Assessment

1. The exit examination will be a written, comprehensive examination, administered in week 12 of each term to all eligible students in the departmental program.
2. 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.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If the option selected requires a thesis, it may take the form of either a creative or 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.
3. No more than nine 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 and public relations, electronic media, journalism, speech, and theatre: COMM 539—Cooperative Education; COMM 647—Internship; COMM 670—Directed Research; and COMM 676—Directed Study.

Public Communication or Performance Studies

	Sem. Hrs.
COMM 600—Qualitative Research Methods in Comm.	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
Electives	6
TOTAL HOURS REQUIRED	33

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 programs.

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) determines whether or not the graduate student has passed.

Department of English, Foreign Languages & Philosophy

(606) 783-2185
103 Combs Building

Full and Associate Graduate Faculty

A. Adams, V. Cano, G. Colburn, G. Eklund, F. Helphinstine,
S. Henneberg, T. Irons, K. Mincey, R. Morrison,
S. Morrison, L. Nepper, N. Peterson, R. Royar

Degree

Master of Arts in English

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 GPA 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. A minimum score of 400 on the verbal and 400 on the quantitative sections of the GRE.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Maintain a 3.0 GPA 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 (a) satisfactory completion of a foreign language reading course designed for graduate students; or (b) completion of two 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 six hours in one other field. The 27 graduate hours in English are to include the following minimum requirements: three hours in writing, three hours in linguistics, and 12 hours in literature, with at least three hours in British and three hours in American literature.

7. Thesis option: in place of two elective graduate courses, students may complete a thesis (six hours) and an oral defense.

Competencies and Assessments for Students in English

1. Command of advanced research methods and library material essential to graduate study in English. Assessments:
 - a. ENG 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 MA 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 & History

(606) 783-2655
350 Rader Hall

Full Graduate Faculty
L. Back, W. Green

Degree
Not Available

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

Full and Associate Graduate Faculty
S. Creasap, G. Detweiler, C. Hammond, R. Little, R. Miles, D. Oyen,
R. Prindle, R. Pritchard, P. Taylor

Degree
Master of Music (Music Education, Music Performance)

Master of Music

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

Admission Requirements

1. General admission to graduate study.
2. Completion of a bachelor's degree in music or its equivalent.
3. A minimum GPA 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. Audition before the appropriate music faculty is required for the "Emphasis on Performance."

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	9
Electives	2-4
<i>A maximum of two hours of graduate credit in ensembles can apply toward elective degree requirements.</i>	

TOTAL HOURS REQUIRED30

Emphasis on Music Education

	Sem. Hrs.		
	A	B	C
Plan.....			
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 HOURS REQUIRED30 30 30

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

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

A maximum of two hours of graduate credit in ensembles can apply toward elective degree requirements.

Competencies Required

- 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.

Specialized Teaching Area in Music—12 hours

Students who are pursuing a Master of Arts degree in Secondary Education with a specialized teaching area in Music must complete the following requirements.

	Sem. Hrs.
Music Education	
MUSE 681—Foundations of Music Education	3
Music History and Literature	3
<i>Select one of the following:</i>	
MUSH 565—Music in America	
MUSH 691—Symphonic Literature	
MUSH 693—Contemporary Music	
MUSH 694—Chamber Music	

<i>Music Theory</i>	
MUST 690—Studies in Musical Style	3
Music Electives	3
<i>Select from the following:</i>	
MUSE 578—Teaching of Percussion	
MUSE 579—Marching Band Techniques	
MUSE 595—Voice Pedagogy	
MUSE 625—Psychology of Music	
MUSH 581—Literature of the Piano	
MUSH 591—School Band Literature	
MUSH 592—Vocal Literature	
MUSP 601-643—Music (Private Applied)	1 hour max.

Exit Examination

A final exit examination in music education, music history and literature, and music theory is required. Students in their final semester of study in the program are required to successfully complete a comprehensive final exit exam. Students who fail to achieve the minimum passing score may request an oral examination before the music faculty. Failure to perform adequately on an oral exam generally will result in the student taking additional course work and a subsequent exit exam in an attempt to qualify for the degree.

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.

Department of Sociology, Social Work & Criminology

(606) 783-2656

347 Rader Hall

Full and Associate Graduate Faculty

E. Breshel, R. Bylund, S. Eliason, C. Hardesty, C. Hensley, R. Katz,
E. Reeves, D. Rudy, M. Seelig, J. Stafford, S. Tallichet

Degree

Master of Arts in Sociology

(General, Criminology, Gerontology, Regional Analysis and Public Policy)

Master of Arts in Sociology

The Master of Arts in Sociology allows options in four areas: (1) general sociology, (2) criminology, (3) gerontology, and (4) Regional Analysis and Public Policy (RAPP). All options require basic courses in theory and research methods. The gerontology option requires 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.

Admission Requirements

1. Completion of 18 semester hours of undergraduate work in sociology or related field, including Sociological Theory, Social Science Data Analysis, and Research Methodology.
2. A minimum GPA of 3.0 on all sociology courses.
3. Undergraduate GPA of 2.75 required.
4. A combined GRE score of 680 is required on the verbal and quantitative sections; writing score of two or higher.
5. Assessment of the student's potential for successful completion of the program will also be based upon the following:
 - a. Submission of a two-page typewritten statement of educational and career goals relative to the program.
 - b. Submission of an undergraduate academic writing assignment.
 - c. When an applicant's materials do not clearly suggest the potential for successful completion of the program, the department Graduate Admissions Committee may also require an interview of the applicant.

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 four options: general sociology, criminology, gerontology, or RAPP.

Academic Standing

All students pursuing the M.A. in Sociology must maintain a 3.0 GPA. Students falling below a 3.0 will be placed on a one semester probation period. Students failing to achieve a 3.0 GPA after one semester's probation will be dropped from the program. Any student receiving 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)

1. Completion of a minimum of 24 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.
2. Completion of an approved thesis (6 hours).

PLAN B (36 hours)

1. 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 (three hours of independent study or independent research may be taken as part of the 18 hours at the 600 level).
2. Complete a written comprehensive examination.

Criminology Option

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

PLAN A (30 hours)

	Sem. Hrs.
Required specialization courses:	
CRIM/SOC 601—Criminology Theory	3
CRIM/SOC 625—Deviance	3
Graduate Criminology or Sociology Electives	18
SOC 699—Thesis	6
TOTAL HOURS REQUIRED	30

PLAN B (36 hours)

	Sem. Hrs.
Required specialization courses:	
CRIM/SOC 601—Criminology Theory	3
CRIM/SOC 625—Deviance	3
Graduate Criminology or Sociology Electives	30
Comprehensive examination	
TOTAL HOURS REQUIRED	36

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 (three semester hours of independent study or independent research may be taken to meet 600 level course requirements.)

2. Completion of a minimum of nine semester hours in gerontology or gerontology-related courses.
3. A written comprehensive examination.

Regional Analysis and Public Policy Option

Admission Requirements

1. General admission to graduate study with B.A. in related field.
2. Completion of 18 semester hours of undergraduate work with GPA of 3.0 in sociology or related field.
3. Acceptable proficiency in social science, analytical skills, and writing ability as determined by the sociology admissions committee and the IRAPP program committee.
4. Minimum GRE score of 800 for verbal and quantitative preferred and a writing score of two or higher. Somewhat lower scores with other evidence (e.g. high GPA or research and writing output) of potential for quality work.
5. Minimum TOEFL score of 525 for international students.
6. Submit a two-page typewritten statement of personal, educational, and career goals to be used as a writing sample.

Sem. Hrs.

Required courses:

RAPP 610—Ideology and Policy Development in Appalachia.....	3
RAPP 620—Economic Development.....	3
RAPP 630—Graduate Seminar in RAPP.....	3
SOC 603—Appalachian Sociology	3
SOC 615—Sociological Research	3
SOC 630—Social Inequality	3
SOC 635—Organizations in Contemporary Society	3
SOC 650—Sociological Thought and Theory	3
SOC 699—Thesis (Supervised by IRAPP and Sociology Faculty)..	6
Electives (any 500 or 600 level Sociology course or any approved course by Sociology department chair).....	6

TOTAL HOURS REQUIRED36

Requirements for the Degree

1. Satisfy University degree requirements.
2. Complete an approved thesis.
3. Complete a minimum of 36 semester hours of 500-600 level course work, including six hours credit for the thesis.
4. At least 21 credit hours must be completed in sociology.
5. Complete at least 50 percent (excluding thesis) of total required semester hours taken for the degree at the 600 level.
6. Take final written/oral examinations as determined by the student's advisory committee.

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 gerontology option 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. Take home comprehensive examinations are administered in each of the program specialities (general, criminology, and gerontology) only during the months of February, May, and September. Exams are graded during March, June, and October respectively, with results available before the end of these months.
 - a. Examination grades are high pass, pass, conditional pass, and fail. Students who earn the grade of high pass or pass will continue in the program and remain in good academic standing. Students who conditionally pass will have one opportunity to retake the exam or part of it. Students who fail the retake examination, or who receive a grade of "fail" on their initial attempt will be placed on probation and required to register for CRIM 670 or SOC 670 in the next semester and complete a project that will be graded by the examination committee. Students earning grades less than a "B" will be dropped from the program. The credit hours earned in fulfillment of this requirement will not be counted toward degree requirements.
 - b. Administration of this policy will be by the Sociology Graduate Examination Committee.
3. Students choosing the thesis option are systematically assessed by their committee and undergo an oral defense of their research.
4. Program assessment also takes place through alumni surveys in conjunction with program reviews.



College of Science & Technology

(606) 783-2023
246 Reed Hall

Departments

Agricultural & Human Sciences
Biological & Environmental Sciences
Industrial Education & Technology
Mathematics & Computer Science
Physical Sciences
Psychology

Department of Agricultural & Human Sciences

(606) 783-2662
325 Reed Hall

Full and Associate Graduate Faculty

A. Kantrovich, B. Rogers, M. Sampley, J. Willard

Degree

Master of Science in Career and Technical Education

Non-Degree Program

Rank I Program in Career and Technical Education

Department of Biological & Environmental Sciences

(606) 783-2944
103 Lappin Hall

Full and Associate Graduate Faculty

D. DeMoss, G. DeMoss, D. Eisenhour, G. Gearer, D. Magrane (Chair),
S. O'Keefe, D. Peyton, B. Reeder, A. Risk, D. Saxon, D. Smith,
C. Trombino, C. Tuerk, C. Wymer

Degree

Master of Science in Biology

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 nine 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 nine 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 may be obtained on the departmental web page at: www.moreheadstate.edu/colleges/science/biology/msb.html or by writing the Chair, Department of Biological & Environmental Sciences, Morehead State University, Morehead, KY, 40351. On-campus students can inquire at 103 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 GPA 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 800 for verbal plus quantitative sections.
6. Minimum TOEFL score for international students is 525.

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 percent (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 percent 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 three 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

- BIOL 601—Biological Concepts
- BIOL 610—Evolution
- BIOL 625—Advanced Genetics

2. Zoology

- BIOL 505—Invertebrate Zoology
- BIOL 520—Histology
- BIOL 530—Ichthyology
- BIOL 531—Herpetology
- BIOL 535—Mammalogy
- BIOL 540—General Parasitology
- BIOL 606—Biology of the Vertebrates
- BIOL 615—Systematic Entomology
- BIOL 640—Advanced Parasitology

3. Cell Biology and Animal Physiology

- BIOL 544—Organ Systems Physiology
- BIOL 590—Biochemistry
- BIOL 593—Laboratory Techniques in Biochemistry
- BIOL 630—Endocrinology
- BIOL 632—Reproductive Physiology
- BIOL 645—Molecular Biology
- BIOL 650—Cellular Physiology

4. Microbiology

- BIOL 514—Plant Pathology
- BIOL 518—Pathogenic Microbiology
- BIOL 519—Virology
- BIOL 617—Mycology
- BIOL 618—Microbial Physiology

5. Botany and Plant Physiology

- BIOL 550—Plant Anatomy
- BIOL 555—Plant Morphology
- BIOL 608—Taxonomy of Vascular Plants
- BIOL 620—Advanced Plant Physiology

6. Environmental Biology

BIOL 510—Limnology

BIOL 635—Advanced Ecology

BIOL 636—Wetland Ecology and Management

Program Competencies

1. All students are expected to demonstrate:
 - a. The mastery of course work 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 course work, 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 projects. 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

1. 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 percent 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 percent performance level on the written exam may retake the exam one time after a seven-day period.
2. Students must pass with a 70 percent performance level of recommended courses in statistics or computer skills.
3. Successful data collection using instruments in the student's research meets this goal.
4. 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.

5. All research proposals are evaluated by the major professor and the graduate coordinator.
6. 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 percent or above. Students failing to reach the 80 percent performance level must give the seminar to their committees after a seven-day period.

Master of Science in Biology with emphasis in Regional Analysis and Public Policy

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major in biology, environmental science, or an equivalent course of study.
3. Minimum GPA 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 400 for verbal and 400 for quantitative sections.
6. Minimum TOEFL score for international students is 525.

Requirements for the Degree (Thesis)

1. Satisfy University degree requirements.
2. Complete an approved thesis.
3. Complete a minimum of 34 semester hours of 500-600 level course work, including six hours credit for the thesis and one hour credit for biology graduate seminar.
4. At least 22 credit hours must be completed in biological sciences.
5. Complete at least 50 percent (excluding thesis) of total required semester hours taken for the degree at the 600 level.
6. Take final written/oral examinations as determined by the student's advisory committee. The advisory committee must include at least one IRAPP faculty member (associate or affiliate).
7. Complete the 12-semester-hour Regional Analysis requirements.
8. Each student will be required to take at least one hour of biology graduate seminar.

Requirements for the Degree (Non-Thesis)

1. Satisfy University degree requirements.
2. Complete a minimum of 37 semester hours of 500-600 level course work.
3. At least 25 credit hours must be completed in biological sciences.
4. Complete at least 50 percent of total required semester hours taken for the degree at the 600 level.

5. Each student will be required to take at least one hour of biology graduate seminar and three hours of research problems to demonstrate the ability to perform independent research under laboratory or field conditions.
6. Complete the 12-semester-hour Regional Analysis requirements.
7. Take final written/oral examinations as determined by student's advisory committee, which must include at least one IRAPP faculty (associate or affiliate).

Requirements for M.S. in Biology with RAPP Emphasis

MATH 553—Concepts in the Design of Experiments

RAPP 610—Ideology and Public Development in Appalachia

RAPP 620—Economic Development

RAPP 630—Graduate Seminar in Regional Issues

Program Competencies

1. All students are expected to demonstrate:
 - a. The mastery of course work 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 listed areas.
 - b. The mastery of supplementary requirements selected to enhance the training of a biologist, including statistics and regional analysis.
 - 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 projects. 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

1. 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 percent 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. Exams will include questions pertaining to regional analysis and biological principles. Students failing to reach the 80

percent performance level on the written exam may retake the exam one time after a seven-day period.

2. Students must pass with a 70 percent performance level of recommended courses in statistics and regional analysis.
3. Successful data collection using instruments in the student's research meets this goal.
4. 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.
5. All research proposals are evaluated by the graduate advisory committee.
6. 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 percent or above. Students failing to reach the 80 percent performance level must give the seminar to their committees 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. Students electing to study at Gulf Coast Research Laboratory pay the Mississippi resident rate.

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, by calling the research laboratory directly at (228) 872-4201, or by visiting their web site at: www.coms.usm.edu/gindex.htm

Department of Industrial Education & Technology

(606) 783-2418

210 Lloyd Cassity Building

Full and Associate Graduate Faculty

W. Morella, C. Patrick, E. Sheybani, R. Stanley, A. Zargari (Chair)

Degrees

Master of Science in Career and Technical Education

Master of Science in Industrial Technology

Non-Degree Program
Rank I Program in Career and Technical Education

Master of Science in Career and Technical Education

This degree is structured to allow individuals to pursue a teaching or non-teaching course of study. The teaching component of this program is designed for the career advancement of individuals in career and technical programs at the high schools and technical schools in the areas of agriculture, human sciences, and industrial education/technology. The non-teaching component is to prepare technologists with advanced technical management skills who are capable of managing personnel and facilities in technology-based organizations. The alternative component is designed primarily for persons who have completed undergraduate programs in agriculture, human sciences, and industrial technology.

Admission Requirements

1. Satisfy University admission requirements.
2. Satisfy one of the following:
 - a. A minimum score of 700 on the verbal and quantitative sections of the GRE and a minimum of 3.0 undergraduate grade point average in major field.
 - b. GRE (verbal & quantitative) X GPA = 2100

Requirements for the Degree

1. Satisfy admission requirements.
2. Successfully complete and defend a thesis or pass both a written and oral comprehensive exit examination.
3. Must maintain a cumulative 3.0 GPA.
4. Complete the required course work in the three components as follows:

	Sem. Hrs.
A. Core Courses	12
AGR 600, HS 600, IET 600—Impact of Technology	3
AGR 603, HS 603, IET 603—Quality Assurance in S&T	3
CTE 630—Evaluation Techniques	3
CTE 660—Trends and Issues in Career/Technical Education.....	3
CTE 685—Principles and Philosophy of Career/Technical Ed.	3
CTE 698—Career and Vocational Guidance	3

Graduate students who pursue a non-teaching option must complete the courses, AGR-HS-IET 600 and AGR-HS-IET 603. Students who pursue a teaching option must take CTE 630, 660, 685, and 698.

B. Technical Concentration

Students interested primarily in agriculture, human sciences, or industrial technology will be allowed to take all courses in the departments of their choices, subject to the approval of their advisors.

C. Approved Research or Electives 9

Students must elect to take six hours of thesis (699), with three hours of approved electives or three hours of directed research (670) or directed study (676) and six hours of approved electives. Students shall not take more than a total of six hours of either directed research (670) or directed study (676) in the program.

TOTAL HOURS REQUIRED30

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 (chosen by the student) will represent the technical and elective areas. Should the student elect to conduct a thesis research, the chair will serve as the thesis advisor.

Student Competencies

1. Knowledge of the development, objectives, philosophy, and administration of career and technical education.
2. The ability to analyze and understand the correct trends and status of career and technical 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 career and technical education within the local school system and the ramifications for KERA.
8. The ability to aid in development of those attitudes, understandings, and abilities which will lead to proficiency in teaching career and technical 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.
12. The ability to manage personnel and facilities in educational and industrial organizations.

Non-Teaching Competencies

1. Apply technical-management functions in business, industry, education and government.
2. Apply theories, concepts, and principles of related disciplines to develop communication skills required for technical-managers.

3. Apply scientific and technological concepts to solving technological problems.
4. Apply concepts and skills developed in a variety of technical and professional disciplines including materials properties and production processes, and quality control to conduct empirical research in order to improve the production processes and techniques.

Assessment Procedures

1. Students are required to complete a thesis or to pass both an oral and written exit examination (passing grade for written examination = 70 percent).
2. Students must complete the required course work with a minimum graduate GPA of 3.0.

Department of Agricultural & Human Sciences Dietetic Internship

The Dietetic Internship is an innovative program approved to accept 10 students per year. Applicants must engage in computer matching. The students select the facilities where they will complete the practice experience. The Morehead State University program provides distance format guidance allowing students to complete their internship in their communities of choice. The Dietetic Internship Director will coordinate communication with each preceptor, intern, and appropriate staff of accepted facilities. This communication system will take many forms including e-mail, listserv, conference calls, or site visits to provide education, clarify assignments, and to evaluate intern progress. Additionally, the Dietetic Internship program provides 30 academic graduate credits. These credits are required courses to be completed during the supervised practice. Upon completion of the program, students are eligible to write the registration examination to obtain registration status.

Master of Science in Industrial Technology

This degree is designed primarily for persons holding a Bachelor's degree in industrial technology, engineering, engineering technology, applied sciences, manufacturing engineering, mechanical design, or related technical professional programs.

Admission Requirements

1. Satisfy the University admission requirements.
2. Satisfy one of the following:
 - a. A minimum score of 800 on the verbal and quantitative sections of the GRE and a minimum of 3.0 undergraduate grade point average in major field.
 - b. $\text{GRE (verbal \& quantitative score)} \times \text{GPA} = 2400$

Requirements for the Degree

1. Satisfy admission requirements.

2. Successfully complete and defend a thesis or pass both written and oral comprehensive exit examinations.
3. Complete the required course work in the three components as follows:

Sem. Hrs.

A. Core Courses12*The student must complete 12 semester hours from the following:*

IET 600—Impact of Technology	3
IET 603—Quality Assurance in Science and Technology	3
IET 619—Total Quality Control	3
IET 698—Research Methods in Technology	3

B. Technical Concentration12*The student must complete 12 semester hours from the following:*

IET 590—Supervised Internship	3
IET 645—Computer Interfacing and Applications	3
IET 680—Networking Technology	3
IET 688—Computer Integrated Manufacturing	3
Technical Electives	6

C. Synthesis Experience (Research) 9*The student must complete nine semester hours from option 1 or 2.****Option 1 - Thesis**

Sem. Hrs.

IET 670—Directed Research	3
IET 676—Directed Study	3
IET 699—Thesis	6

Option 2 - Non-thesis

IET 670—Directed Research	3
IET 676—Directed Study	3
Electives	3

**Students should not take more than a total of six hours of either directed research or directed study in the program.*

TOTAL HOURS REQUIRED33

The student's graduate committee will consist of three members of the graduate faculty with one member from outside of the IET department. The committee members, chosen by the student, will be representatives of the IET graduate faculty and others. Should the student elect to conduct a thesis research, thesis advisor/chair will be a graduate faculty member from the IET department.

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 career and technical education authorized in the Kentucky State Plan for Career and Technical Education.
4. Two years of teaching experience in career and technical education.
5. Complete appropriate EPSB testing requirements.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. Fifteen semester hours* from the following four areas with a minimum of three hours from each area:
 - a. Organization and administration of career and technical education.
 - b. Administration and supervision of education personnel.
 - c. Program planning, research, and evaluation in career and technical education.
 - d. Vocational guidance; industrial psychology; human relation.
3. Certificate for Technical 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 technical education principal, an initial one-year certificate will be issued. Upon successful completion of an internship program, the certificate shall be extended for four years.

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

Certificate for Career and Technical Education Supervision and Coordination

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

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 possess 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 GPA 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 hours (of total 60) 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.

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

	Sem. Hrs.
Studies dealing with research	6-8
Studies dealing with the foundation of education and the nature and psychology of the learner	9-12
Studies dealing with the programs of the school	8-12
Specialized areas and supporting courses.....	30-36
Approved electives	0-8

MINIMUM TOTAL HOURS REQUIRED 60

The program must be planned with the student's advisor on check sheets available in the department.

Department of Psychology

(606) 783-2981
601 Ginger Hall

Full Graduate Faculty

L. Couch, D. Dickson, L. Haller, S. Kidwell, B. Mattingly (Chair),
C. Morgan, D. Olson, S. Reilley, I. White, W. White

Degree

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

Master of Arts in General/Experimental Psychology

This program is designed to prepare students for doctoral level training in various specialty areas of psychology (Experimental/Thesis option) or for direct employment in a variety of settings that require a broad knowledge of behavior combined with behavioral research skills (General/Non-Thesis option). Thesis research specialty areas include cognitive, developmental, learning, perception, physiological, psychopharmacology, and social/personality.

Experimental Psychology—Thesis Option

	Sem. Hrs.
Required Core	12
PSY 612—Advanced Experimental Design and Analysis I	3
PSY 613—Advanced Experimental Design and Analysis II	3
PSY 699—Thesis	6
Area Electives	21
500-level courses or above approved by advisor and department chair with no more than six credit hours in PSY 670, 676, and/or 690.	
TOTAL HOURS REQUIRED	33

General Psychology—Non-Thesis Option

	Sem. Hrs.
Required Core	9
PSY 612—Advanced Experimental Design and Analysis I	3
PSY 613—Advanced Experimental Design and Analysis II	3
PSY 690—Psychological Research	3
Area Requirements	18
<i>Select six courses from the following:</i>	
PSY 576—Seminar in Developmental Research	3
PSY 584—Sensation & Perception	3
PSY 621—Advanced Physiological Psychology	3
PSY 633—Personality Theory	3
PSY 634—Learning Theory	3
PSY 636—Seminar in Cognitive Psychology	3
PSY 654—Seminar in Social Psychology	3
Electives	6
<i>(500 level courses or above approved by advisor and department chair)</i>	
TOTAL HOURS REQUIRED	33

Special Admission Requirements

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in psychology or an equivalent course of study which includes course work in experimental design and analysis.
3. A preferred undergraduate GPA of 3.0 or above.
4. Preferred GRE score of 1000, verbal plus quantitative, minimum GRE score of 800.
5. Three letters of recommendation.
6. Personal statement of career goals.

Students who lack prerequisite courses may be conditionally admitted into the program. Students who do not have a satisfactory GRE score or less than a 3.0 GPA may be admitted if there is sufficient evidence for probability of success in the program.

Accreditation

The American Psychology Association has not established course or program requirements for M.A. level graduate programs. However, this program does satisfy the requirements of the Council of Applied Master's Programs in Psychology.

Program Competencies

Students must:

1. Be competent in the design, statistical analysis, and interpretation of psychological research.
2. Be competent in written and oral communication skills necessary for presentation of scientific research.
3. Be competent in the use of computer software packages necessary for data analysis, figure and table production, paper and poster presentations, and written reports.
4. Understand the complexity of human and animal behavior and the influence of psychological, biological, and social factors on behavior.
5. Demonstrate advanced knowledge and skills in a specialized research area of scientific psychology (Experimental Psychology—Thesis option students).
6. Demonstrate a broad understanding of the principles and methods of core content areas of scientific psychology (General Psychology—Non-Thesis option).

Assessment Procedures

1. Required course work will provide training necessary for achievement of competencies 1, 2, and 3, and achievement will be measured through comprehensive final examinations, skill utilization in core content courses, directed research, and through written/oral comprehensive exit examinations.
2. Competencies 4 and 6 will be assessed in individual courses selected and in the written/oral comprehensive exit examinations.
3. Students must maintain at least a 3.0 GPA with no more than two grades of "C" or below.
4. Achievement of competency 5 will be assessed through the production and defense of the thesis.
5. Achievement of program goals will be determined by graduate school acceptance rates and professional employment placement.

Master of Arts in Clinical Psychology

This program is designed primarily to train practitioners of Clinical and Counseling Psychology who will practice, at least at the beginning of their careers, under the supervision of a doctoral psychologist. It is also designed to prepare students for doctoral training in Clinical or Counseling Psychology. It is

composed of a core of courses and training experiences common to the two tracks of the program, Clinical Psychology and Counseling Psychology, and specialty emphases and elective courses allowing students to gain more specialized training in certain areas of psychological practice.

Some courses are required of all students in the Clinical Psychology program, and some differences in required courses exist based on the student's chosen track, Clinical or Counseling. Course requirements, and breakdowns by track, follow:

Course Requirements

	Sem. Hrs.
Psychology Core	18
PSY 576—Seminar in Developmental Research, or	
PSY 633—Personality Theory	3
PSY 612—Advanced Experimental Design and Analysis I	3
PSY 613—Advanced Experimental Design and Analysis II	3
PSY 621—Advanced Physiological Psychology	3
PSY 634—Learning Theory, or	
PSY 636—Seminar in Cognitive Psychology	3
PSY 654—Seminar in Social Psychology	3
Clinical Core Requirements	24
PSY 601—Legal Ethical Issues in Psychology	1
PSY 661—Psychopathology.....	3
PSY 672—Practicum	6
PSY 673—Psychotherapy I	3
PSY 674—Psychotherapy II.....	3
PSY 678—Internship	6
PSY 690—Psychological Research	2
Specialty Emphasis Requirements (Clinical or Counseling)	12
Clinical Psychology Emphasis	
PSY 657—Intellectual Assessment	3
PSY 658—Assessment of Children	3
PSY 662—Assessment of Adults	3
PSY 663—Marriage and Family Therapy, or	
PSY 665—Child & Adolescent Psychotherapy	3
Counseling Psychology Emphasis	
EDGC 619—Career Counseling.....	3
PSY 656—Psychometrics.....	3
PSY 663—Marriage and Family Therapy	3
PSY 665—Child and Adolescent Psychotherapy.....	3
PSY 699—Thesis or	
Electives:	6
<i>(500 or above level courses approved by advisor and department chair.)</i>	

Special Admission Requirements

1. General admission to graduate study.
2. Completion of at least 18 semester hours in Psychology, including a course in experimental psychology and a three-hour course in statistics.
3. Undergraduate GPA of 3.5 preferred, minimum of 3.0 required.
4. GRE combined verbal and quantitative scores of 1000 preferred, minimum of 800 required.
5. Adequate interpersonal skills and personal maturity, as measured by a personal interview by the Clinical Psychology faculty. In cases where an applicant resides non-contiguously to Morehead, a telephone interview may be substituted for the personal interview.
6. Three excellent letters of recommendation, two of which are to be from faculty in the applicant's major department.
7. Submission of an acceptable statement of purpose by the student outlining their reasons for seeking graduate level training in Clinical/Counseling Psychology.

Enrollment in the master's degree program is limited and admission is highly competitive. Applications are accepted until all of the openings have been filled. To ensure full consideration, students are encouraged to apply by March 1. Applicants are expected to start the program in the fall semester, except in exceptional circumstances.

Students who lack prerequisite courses sometimes may be conditionally admitted to the program. However, credit for course work required in order to gain unconditional admission is not applied toward the M.A. degree requirements. The conditionally admitted student meets with his or her advisor and gives immediate priority to remediating the admissions deficiencies. Students conditionally admitted who do not meet the admissions conditions by the end of their second semester in the program will be dropped from the program. Such individuals may reapply for admission to the graduate program upon remediation of all prior admissions conditions.

Students who do not have satisfactory GPA or GRE scores are rarely admitted and only if there is sufficient evidence of probability of success in the program. This judgment would be based on factors such as a previous related work experience, a satisfactory score on the MAT, or other indices normally associated with success on the part of students in graduate study in Psychology.

Accreditation

The American Psychological Association has not established course or program requirements for M.A.-level graduate programs. However, this program does satisfy the curricular requirements of the Board of Examiners of Psychology of the Commonwealth of Kentucky and the requirements of the Council of Applied Master's Programs in Psychology (CAMPP).

Program Competencies

Students must demonstrate:

1. Advanced knowledge in basic foundation areas of Psychology including biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, research design and statistics, and professional ethics and standards.
2. Advanced knowledge in core aspects of psychological practice including psychodiagnostics, psychometrics and psychological testing, and psychological intervention.
3. Advanced knowledge in an area of emphasis in Clinical or Counseling Psychology.
4. Highly competent skills in the practice of Clinical or Counseling Psychology.
5. Highly developed sensitivity to ethics in psychological practice and ability to conduct the practice of Clinical or Counseling Psychology in an ethical manner.
6. The requisite personal maturity and interpersonal skills to be able to practice Clinical or Counseling Psychology in a highly competent fashion.

Assessment

The student evaluation program consists of components to assess the student's academic acquisition of core psychological and clinical psychological knowledge, the student's ability to apply core knowledge in supervised practice of Clinical/Counseling Psychology, the ethicality of the student's behavior while in the program, and the student's personal maturity and interpersonal skills. It also seeks to identify deficiencies in any of the above areas very soon in the student's time in the program so that deficiencies may be addressed and resolved.

The specific components of the program are as follows:

1. Students are expected to maintain an overall GPA within the program of 3.0. If, at the end of a semester, the student's overall GPA falls below 3.0, the student will be placed on program probation for one semester and will be expected during that semester to raise his/her GPA to at least 3.0. If, following this semester, the student has obtained an overall GPA of 3.0 or better, probation will be terminated. If, following the first semester of probation the student's semester and overall GPAs remain below 3.0, the student will be dismissed from the program for unsatisfactory academic performance. If, following this second semester, the semester GPA is 3.0 or better but the overall GPA remains below 3.0, the student will be placed on probation for one more semester. Following that semester, if the semester and overall GPA's are 3.0 or better, probation will be terminated. If her/his semester or overall GPA remains below 3.0, the student will be dismissed from the program for unsatisfactory academic performance. Again, if a student is dismissed, every effort will be made to counsel the student regarding other career alternatives.

Additionally, any student who, during the entire course of his or her program, earns a sum total of three grades less than "B," will be dismissed from the

program for unsatisfactory academic performance. Once again, if and when this occurs, every effort will be made to counsel the student regarding other career alternatives.

2. At the end of each semester of the first year of the student's program, each faculty member with whom the student has significant contact (course, research assistant, graduate assistant, etc.) will be asked to complete an evaluation of the student's performance in the activity and of the student's personal attributes. These evaluations will be reviewed with the student by his or her advisor, with specific attention paid to any deficiencies, academic or personal, which will need to be addressed. In cases of serious deficiencies noted, the entire clinical faculty and the department chair will be consulted. This consultation may result in the development of specific plans to attempt resolution thereof. Should such serious deficiencies exist that dismissal from the program is contemplated, every effort will be made to counsel with the student regarding other career alternatives.
3. At the end of the first year of clinical course work each student shall take and pass an examination concerning general knowledge in psychopathology and psychodiagnosis, ethical and legal issues, psychometrics, and psychotherapy. Additionally, the examination taken by students in the Clinical Psychology track will include coverage of basic core knowledge of the assessment of intelligence and the assessment of personality and psychopathology. Should a student not pass this examination, he or she would then retake the examination at the beginning of the fall semester of what would be the student's second year in the program. If the student does not pass this reexamination, he or she will be dismissed from the program. Once again, if and when this occurs, every effort will be made to counsel with the student regarding other career alternatives.
4. Prior to starting the internship experience, each student shall have taken and passed all of the core clinical courses and at least nine credit hours of course work of the specialty emphasis requirements. Exceptions to this criterion can be made with the approval of the student's advisor, the clinical faculty, and the department chair. In addition, each student shall take a multiple-choice examination modeled on the Examination for Professional Practice in Psychology, the examination used by Kentucky and other states to license and certify psychologists. This examination consists of eight content domains covering the major topic areas covered in the program curriculum. The student will receive feedback on their overall performance and on their performance on each of the content domains. He or she will be informed that, in his or her oral comprehensive examination, special emphasis will be given to the areas of weakness noted in the eight content domains.
5. Finally, at the end of his or her internship experience, each student must take and pass a comprehensive oral examination administered by a committee of three faculty. The committee must include two clinical psychology faculty members and one experimental/academic psychology faculty member, chosen by the student. The examination will revolve around a presentation of a

case from the student's internship, recognizing that there will be modifications in the outline due to weaknesses noted from the EPPP-modeled examination.

Department of Mathematics & Computer Science

(606) 783-2930

105 Lappin Hall

Full Graduate Faculty

R. Hammons (Chair), L. Jaisingh

Degree

Not available

There is not a 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

(606) 783-2914

123 Lappin Hall

Full Graduate Faculty

H. Cain, R. Hunt, B. Malphrus, J. Whitworth

Degree

Not available

There is not a 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.

Description of Courses

NOTE: Courses are arranged alphabetically by discipline. (3-0-3) following course title means three hours class, no laboratory, three 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
AGR.....	Agricultural Sciences
ART.....	Art
BIOL.....	Biology
BIS.....	Business Information Systems
CIS.....	Computer Information Systems
CMAP.....	Communication (Advertising/Public Relations)
CMEM.....	Communication (Electronic Media)
CMJN.....	Communication (Journalism)
CMSP.....	Communication (Speech)
COMM.....	Communication (General)
CRIM.....	Criminology
CTE.....	Career and Vocational Guidance
ECON.....	Economics
EDAH.....	Education (Adult and Higher)
EDEC.....	Education (Early Childhood)
EDEL.....	Education (Elementary)
EDF.....	Education (Foundations)
EDGC.....	Education (Guidance and Counseling)
EDIL.....	Education (Instructional Leadership)
EDMG.....	Education (Middle Grades)
EDSE.....	Education (Secondary Education)
EDSP.....	Education (Special)
EDUC.....	Education (Professional)
EET.....	Electricity-Electronics Technology
ENG.....	English
FIN.....	Finance
FNA.....	Fine Arts
FRN.....	French
GEO.....	Geography
GEOS.....	Geoscience
GOVT.....	Government and Public Affairs
HIS.....	History
HLTH.....	Health
HPS.....	Health, Physical Education, and Sport Sciences
HS.....	Human Sciences
IECE.....	Interdisciplinary Early Childhood Education

IET	Industrial Education
LSIM	Library Science and Instructional Media
MATH	Mathematics
MFT	Manufacturing Technology
MKT	Marketing
MNGT	Management
MUSC	Music (Conducting)
MUSE	Music (Education)
MUSG	Music (Class Applied)
MUSH	Music (History and Literature)
MUSM	Music (Ensembles)
MUSP	Music (Private Applied)
MUST	Music (Theory)
MUSW	Music (Research)
PHED	Physical Education
PHIL	Philosophy
PSY	Psychology
RAPP	Regional Analysis and Public Policy
REC	Recreation
SCI	Science Education
SOC	Sociology
SPA	Spanish
SPM	Sport Management
SWK	Social Work
THEA	Theatre

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 611. Accounting Analysis for Decision Making. (3-0-3); on demand.

Prerequisite: six hours of accounting or ACCT 600. Development of accounting information for use in the processes of managerial decision making. Topics include: cost-volume-profit analysis; alternative choice analysis; EOQ analysis; linear investment evaluation.

ACCT 650. Financial Accounting. (3-0-3); on demand. *Prerequisites: graduate standing and 21 hours of undergraduate accounting courses, or consent of instructor.* An advanced financial accounting course covering topics relevant to financial accounting practitioners. The course specifically examines the financial accounting standard setting process, the location and form of authoritative support concerning generally accepted accounting principles (GAAP), and the research techniques used by accounting professionals to comply with GAAP.

ACCT 670. Directed Research. (1 to 3 hrs.); on demand. *Prerequisite: 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 683. Auditing Applications. (3-0-3); on demand. *Prerequisites: graduate standing and 21 hours of undergraduate accounting courses, or consent of instructor.* Auditing in a computer environment; audit sampling for tests of control and substantive testing; detail audit cycles; specialized reporting; compliance auditing; operational auditing.

ACCT 687. Tax Accounting Research and Planning. (3-0-3); on demand. *Prerequisites: ACCT 387 and 487.* This course will examine tax case problems and utilize a solutions approach by referencing the Internal Revenue Code and case law. Additionally, this course will explore how the code and case law establish policy and provides a foundation for tax planning.

ACCT 690. Emerging Issues in Management Accounting(3-0-3); on demand. *Prerequisites: graduate standing and 21 semester hours of undergraduate accounting courses, or consent of instructor.* This course examines the accounting information needs of management in support of emerging management strategies. The primary focus is on identification of accounting information needs to support management decisions in companies pursuing emerging strategies such as, but not limited to e-commerce and the advanced management practices of Just-In-Time, Theory of Constraints, and Total Quality Management. This is a directed research format that stresses both the practical and academic view to meet the needs of business students.

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 a 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 600. Impact of Technology. (3-0-3); I. *Prerequisite: consent of instructor.* A study of the impact of technology on individuals, society, and the environment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Cross listed with HS 600 and IET 600.

AGR 603. Quality Assurance in Science and Technology. (3-0-3); I. *Prerequisite: consent of instructor; MATH 353 or 354 recommended.* A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control within technical and industrial applications. Cross listed with HS 603 and IET 603.

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. (6 hrs.); I, II, III. Independent research and thesis writing.

Art

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

ART 504B. Drawing. (2-2-3); I, II. *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: consent of instructor.* A studio course involving research in an art area of the student's choice.

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

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

ART 604B. Drawing. (2-2-3); I, II, III. 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 consent 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: consent of instructor.* 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 608A. Advanced Graphic Design. (2-2-3); I, II. *Prerequisite: consent of instructor.* Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 608B. Advanced Graphic Design. (2-2-3); I, II. *Prerequisite: consent of instructor.* 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: consent of instructor.* 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 611A. 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 611B. 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 613A. Painting.** (2-2-3); I, II, III. *Prerequisite: consent of instructor.* For art majors and area students who wish to do graduate work on techniques in art.
- ART 613B. Painting.** (2-2-3); I, II, III. *Prerequisite: consent of instructor.* 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: consent of instructor.* 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: consent of instructor.* Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.
- ART 651A. Graduate Printmaking Studio.** (2-2-3); I, II, III. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.
- ART 651B. Graduate Printmaking Studio.** (2-2-3); I, II, III. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.
- ART 655A. Advanced Ceramics.** (2-2-3); I, II, III. *Prerequisite: consent of instructor.* Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.
- ART 655B. Advanced Ceramics.** (2-2-3); I, II, III. *Prerequisite: consent of instructor.* 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. 18th and 19th Century European and U. S. 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. 20th Century 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 667. Native American Art.** (3-0-3); I alternate years. This course will provide a survey of the visual arts of the indigenous tribes of North America from the beginning of their recorded history through the present.

- ART 668. Appalachian Arts.** (3-0-3); II alternate years. This course will provide a survey of the arts of Appalachia from pre-Colonial times to the present.
- ART 670. Directed Research in Art.** (1 to 3 hrs.); I, II, III. *Prerequisite: research methods or six hours of relevant studio experience.* No more than six hours may be taken.
- ART 672. Ancient Art.** (3-0-3); I alternate 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 alternate 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 alternate years. The history of European painting, sculpture, and architecture from c. 1525 until c.1750.
- ART 676. Directed Graduate Study.** (1 to 3 hrs.); I, II, III. *Prerequisite: consent of instructor.* 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: consent of instructor.* A survey of the major philosophical movements and how they relate to the changing emphasis given to art education in America.
- ART 681E. German Art of the 20th Century.** (3-0-3); I. This course will examine the visual expression of German artists from the turn of the 20th Century to the 1970s, including Die Brücke, Der Blaue Reiter, German Dada, Neue Sachlichkeit, Surrealism, Bauhaus, "Nazi" Art, and Post-War developments in the art of both West and East Germany. Particular emphasis will be placed on art and artists in relationship to political and social events of the time, in particular the two world wars, the rise of National Socialism, and the Cold War.
- ART 682. Contemporary World Art.** (3-0-3); on demand. This course will provide a world-wide survey of contemporary visual arts in historical context and will explore current issues in contemporary art.
- ART 687. 35mm Photography.** (2-2-3); I, II. *Prerequisite: ART 373 or consent of instructor.* Advanced small format shooting and darkroom techniques exploring various subjects and styles.
- ART 688A. Photo Studio.** (2-2-3); I, II. *Prerequisite: consent of instructor.* Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.
- ART 688B. Photo Studio.** (2-2-3); I, II. *Prerequisite: consent of instructor.* 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 consent of instructor.* 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: consent of instructor.* Exploration of techniques in metal casting. A study of foundry construction, operation, and maintenance.

ART 694A. Sculpture. (2-2-3); I, II. *Prerequisite: consent of instructor.* An advanced approach to sculpture with extensive use of various materials and techniques.

ART 694B. Sculpture. (2-2-3); I, II. *Prerequisite: consent of instructor.* 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: consent of instructor.*

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); II. *Prerequisites: BIOL 210, 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); II. *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. *Prerequisites: BIOL 210 and 380 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); I in even years. *Prerequisite: BIOL 210.* The anatomy, physiology, systematics, ecology, zoogeography, natural history, and evolution of fishes. Emphasis on collection, identification, and classification of freshwater fishes of eastern North America and marine fishes of the Atlantic and Gulf coasts. Field trips required.

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 reptiles 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 543. Graduate Clinical Lab Procedures.** (2-3-3), II. *Prerequisites: BIOL 232 and 301 or equivalent.* The clinical laboratory plays a significant role in the ever changing arena of modern medicine. It is the purpose of this course to provide current technical and clinical information about laboratory procedures to permit the student to adequately understand, select and interpret each specific procedure.
- BIOL 544. Organ Systems Physiology.** (4-0-4); II. *Prerequisites: BIOL 232 and 301 or equivalent.* Specific focus on three integrating themes: the interrelationships of human organ systems, homeostasis, and the complementing relationship of structure and function. Homeostatic regulatory mechanisms between interactive organ systems will be continually emphasized, as well as, how the body meets its changing demands during the onset of various pathological conditions.
- 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: consent 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 M.S. 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 580. History of Science.** (3-0-3); III. See SCI 580.
- BIOL 590. Biochemistry.** (4-0-4); I. *Prerequisite: CHEM 327 or equivalent, or consent 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/Co-requisite: 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 labeling, and statistical analysis of experimental data.
- BIOL 599. Selected Workshop Topics.** (1 to 4 hrs.); on demand. *Prerequisite: 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); II, even years. *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 odd years. *Prerequisite:* 12 hours of biology. Vertebrate classes; emphasis on their evolution, phylogeny, nomenclature, morphology, physiology, behavior, and ecology. Field trips required.

BIOL 608. Taxonomy of Vascular Plants. (2-2-3); I 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. *Prerequisite:* BIOL 334 or consent of 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. *Prerequisite:* BIOL 317, and CHEM 326 or consent of instructor. Advanced concepts in the physiology and cytology of microorganisms.

BIOL 620. Advanced Plant Physiology. (2-2-3); on demand. *Prerequisites:* BIOL 426 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); II odd years. *Prerequisites:* 12 hours of biology; BIOL 301 and CHEM 201 or 326 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. *Prerequisite:* 12 hours of biology; BIOL 301 and CHEM 201 or 326 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 consent 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, BIOL 301, and CHEM 201 or 326 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 hrs.); I, II, III. *Prerequisite: undergraduate major or minor in biology or environmental science or equivalent, or consent of department chair.* 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. Required of all non-thesis option students.

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 670 (Directed Research) or BIOL 699 (Thesis). Required of all graduate students in biology.

BIOL 676. Directed Study. (1 to 3 hrs.); I, II, III. *Prerequisite: 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: consent 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.

Business Information Systems

BIS 620. Integrating Technology in Teaching and Learning. (3-0-3); I, II, III. Designed for K-16 educators to learn more about how information technology can be integrated into instruction to enhance student learning. Participants interact with a wide variety of educational resources on the World Wide Web and gain experience with practical curriculum applications and assessment techniques. The online course format allows participants to tailor the learning experience to their specific curricular areas or interests. Cross listed with EDUC 620.

BIS 621. Instructional Innovations in Business and Information Technology Education. (3-0-3); III. Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

BIS 630. Managerial Communications. (3-0-3); on demand. Emphasis on development of communications skills as a strategic competency for managers in an organization. Provides practical applications of managerial communications

within the contemporary corporation, government agency, and nonprofit organization. Underscores the role of the manager as the beacon for effective communication in organizations.

BIS 640. Research Strategies in BIS. (3-0-3); on demand. This course allows the student to explore and investigate the current trends and issues related to the field of business information systems, become more educated consumers of research related to information technology literature, and to design scholarly methods of inquiry.

BIS 676. Directed Study. (1 to 3 hrs.); on demand. Research in business education.

BIS 698. Advanced Supervised Field Experience. (1 to 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.

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

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 625. Web Information Systems & Internet Technologies. (3-0-3); on demand. *Prerequisite: graduate standing in the MBA program, CIS 615, or consent of instructor.* Concepts fundamental to understanding Internet-based information systems. The course addresses a wide range of Internet and Intranet applications and strategies for business. Topics include infrastructure technologies; Internet-driven electronic commerce with database access; Intranet development and strategies for transforming internal business processes; information appliances; bandwidth; smart card information technologies; security devices including an encrypted public key; third-party object-oriented controls; Web site creation and Web server implementation.

CIS 632. Computer Productivity Tools. (3-0-3); on demand. *Prerequisite: CIS 615 or consent of instructor.* Course focuses on concepts fundamental in achieving computer usage for organizational administration. Topics include advanced application skills, development in database management, document processing, spreadsheet analysis, Internet and World Wide Web design and development resources, electronic commerce, and local area networking development.

CIS 634. Management of Telecommunications and Networking. (3-0-3); on demand. Concepts fundamental to achieving telecommunications in a computer environment. Topics will include LANS, WANS, distributed networks, the Internet, Intranets, computer telephony integration and management issues related to the analysis and application of the systems. Technology including network protocols and the OSI model; media including twisted pair, coaxial, hybrid coax and fiber; connectivity technology including bridges, routers and gateways; cellular, satellite and microwave, wireless. Students will create a Web page using HTML to simulate the use of Internet technologies for corporate intranets.

CIS 635. Seminar in Information Systems. (3-0-3); on demand. *Prerequisite:* CIS 615 or consent of instructor. This is a seminar on the management of information services within a business entity. Major topics in the management of the information systems function - whether at a corporate or business unit level are covered. The course incorporates a lecture series approach using IS speakers who will describe current management of IS issues/trends in local organizations. Current IS trends and issues will be investigated.

CIS 636. Global Information Systems. (3-0-3); on demand. *Prerequisite:* CIS 615 or consent of instructor. Integration of current information technology issues in an international context. The contemporary global organization must effectively integrate information technology and communication technology into its activities. These technologies are increasingly fundamental to an expanding range of activities within the organization. This integration must include the managerial, operating, and strategic dimensions of the organization's information systems with an awareness of cultural diversity. Includes international logistics, worldwide communications networks and standards, collaboration mechanisms, systems integration, adapting the information infrastructure across international boundaries and global management issues.

CIS 638. Database Systems Design, Implementation, and Management. (3-0-3); on demand. *Prerequisite:* CIS 615 or consent of instructor. Focus on the overall management of data needs of an organization and on the design and development of database applications. Coverage of database design concepts and procedures. Examination of dominant database models, emphasizing the relational model. Principles and techniques of logical database design. Introduction to physical representation and storage of data in a computer system. DBMS tools to retrieve and manipulate data.

CIS 640. Systems Planning and Implementation. (3-0-3); on demand. *Prerequisite:* CIS 615 or consent of instructor. The fundamental theory and conceptual framework for the planning and implementation of information systems designed to serve global-reach enterprises of all sizes. Strategic vision formulation and opportunity identification. Tactical approaches and formal solution design models.

CIS 642. Systems Security. (3-0-3); on demand. *Prerequisite:* CIS 615 or consent of instructor. An overview of systems security for global-reach enterprises of all sizes. Topics include confidentiality, integrity, and availability; formal systems security architectures; common threats and countermeasures; methodologies for access control, authentication, and authorization; cryptographic and biometric initiatives; principles of telecommunications and networked applications security; risks and contingency planning; law, privacy, and ethics considerations.

CIS 650. Innovation, Technology and Organizational Change. (3-0-3); on demand. *Prerequisite:* graduate standing in the MBA program or consent of instructor. This course examines the literature on innovation, technology, and organizational change in order to understand the variables that impact organizational development, growth, and performance. The primary focus is on strategic planning and leadership for effective implementation of organizational change. It

examines key elements of technology and innovation that can transform and energize businesses and public entities. These elements include commerce, knowledge management, and business operations. This course stresses both the practical and academic view to meet the needs of business students.

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.

Communication (Advertising/Public Relations)

CMAP 510. Advanced Public Speaking. (3-0-3); II on demand. Exposure to traditional preparation and delivery of the study, complex speeches. Cross listed with CMSP 510.

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

CMAP 580. Issues in International Public Relations. (3-0-3); on demand. This course examines the ethics of and current issues, problems, and trends in international public relations.

CMAP 584. Psychology of Advertising. (3-0-3); I. *Prerequisite: 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. Cross listed with ENG 591.

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

CMAP 603. Seminar. (3-0-3); on demand. *Prerequisites: graduate standing and consent 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. Cross listed 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. Cross listed with ART 611A.

CMAP 655. Advertising. (3-0-3); on demand. *Prerequisites: CMAP 383 and 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. Cross listed 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. Cross listed with MNGT 665.

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

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

CMAP 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. Cross listed with MNGT 698.

Communication (Electronic Media)

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

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

CMEM 562. Media Criticism. (3-0-3); on demand. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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.

Communication (Journalism)

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

CMJN 560. Reviews and Criticism. (3-0-3); on demand. *Prerequisite: 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. *Prerequisite: senior standing.* Cultural, social and psychological nature of public opinion and its influence on mass media.

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

Communication (Speech)

CMSP 510. Advanced Public Speaking. (3-0-3); on demand. Exposure to traditional preparation and delivery of the study, complex speeches. Cross listed with CMAP 510.

CMSP 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.

CMSP 522. Contemporary Rhetorical Theory. (3-0-3); on demand. *Prerequisite: CMSP 521 or consent of instructor.* The study of rhetorical and communications theory from the Renaissance to the present.

CMSP 523. Rhetorical Criticism. (3-0-3); on demand. Application of classical and modern rhetorical theory analysis and criticism of selected speeches.

CMSP 527. American Public Address. (3-0-3); on demand. Major speeches, speakers, and movements in America from the Colonial Period to the New Deal.

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

CMSP 567. Organizational Communication. (3-0-3); I. Study of the functions of communication within organizations and professional environments. Students may be assessed a fee for materials distributed in class. Cross listed with CMAP 567.

CMSP 570. Parliamentary Procedure. (3-0-3); on demand. Study of procedural rules used in meetings.

CMSP 583. Advanced Small Group Communication. (3-0-3); on demand. Study of current theory and concepts pertaining to the discussion process.

CMSP 603. Seminar. (3-0-3); on demand. *Prerequisite: graduate standing and consent of instructor.* To explore problems in speech with special research projects. Students may be assessed a fee for materials distributed in class.

Communication (General)

COMM 539. Cooperative Education. (1 to 4 hrs.); I, II, III. Prior application and approval by department chair required.

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

COMM 605. Communication Theory. (3-0-3); I. Study of theories related to communication and the influence of communication on human behavior.

COMM 610. Bibliographic Research and Writing. (3-0-3); I. Construction of working research bibliographies through 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. An examination of quantitative research in communication and participation in research using content analysis, survey, laboratory, or field research methods.

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

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 and approval by department chair are 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 516. Working with Offenders. (3-0-3); II. Learn the basic structure of the counseling process with offenders including techniques and practice skills.

CRIM 561. Sociology of the Law. (3-0-3); on demand. Provide a clear understanding of the manner in which laws are formed to protect certain groups and marginalize others who are often perceived as threatening. Deconstruct specific laws by analyzing the formation of criminal law from its incipient stages of development in American society. Cross listed with SOC 561.

CRIM 600. Advanced Topics in Criminology. (3-0-3); on demand. Topics will vary each time the course is offered.

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

CRIM 602. The Realities of Prison Life. (3-0-3); I. Provide an intensive analysis of the realities of prison life. Emphasis will be placed on issues surrounding the daily routine of incarcerated individuals. Special needs offenders will also be examined.

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

CRIM 670. Directed Research. (1 to 3 hrs.); I, II, III. *Prerequisite: consent of instructor and department chair.* Qualified students may arrange with criminology staff for a research project on a topic in criminology.

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 criminology.

Career and Technical Education (CTE)

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

CTE 640. Administration and Supervision of CTE. (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.

CTE 650. Organization and Administration of CTE. (3-0-3); on demand. Continuation and practical application of the vocational education theories of administration and supervision examined in CTE 640. Additional study of state and federal legislation, fiscal requirements, community relations, and professional staff development is included.

CTE 660. Trends and Issues in CTE. (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.

CTE 685. Principles and Philosophy of CTE. (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.

CTE 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.

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 602. Survey of Quantitative and Financial Analysis. (3-0-3); on demand. Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making. Cross listed with MNGT 602.

ECON 645. Public Policies Toward Business. (3-0-3); on demand. *Prerequisite: 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 deregulation of business; regulatory agencies and their policies.

ECON 661. Managerial Economics. (3-0-3); I, II. *Prerequisites: ECON 201 and 202 or MATH 152E and 354 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, judgmental methodologies, and economic models.

ECON 670. Directed Research. (1 to 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. (3-0-3); 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. (3-0-3); II. Individual and 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 consent 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. *Prerequisites: 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 on the project required for department's permanent file of completed projects.

EDAH 676. Directed Study. (1 to 3 hrs.); I, II. *Prerequisites: 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 3 hrs.); I, II, III. *Prerequisite: admission to candidacy.* Supervised experience in activities appropriate to areas of specialization.

EDAH 688. Seminar in Adult Education. (3-0-3); II. 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. *Prerequisites: 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); on demand. 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); on demand. 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); on demand. *Prerequisites: EDEC 527 and 528; admission to the Teacher Education Program.* Students assigned to a preschool 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.); 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.

EDEC 637. Early Childhood Education. (2-1-3); I, II, 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, *Prerequisites: EDF 600, completion of 15 graduate hours, advisor approval, and consent of advisor and chair.* 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, *Prerequisites: completion of 15 graduate hours and advisor approval, and consent of advisor and chair.* 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.); on demand.

Education (Elementary)

EDEL 516. Educational Computing. (3-0-3); I, 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.

EDEL 599. Workshop. (1 to 3 hrs.); on demand. 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); 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 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 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); on demand. *Prerequisite: EDEM 330, 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 640. Contemporary Instructional Practices in Grades P-9. (3-0-3); I, II, III. This course will explore a variety of models of teaching and the relationship between instruction and the learner, including active learning, critical thinking, questioning strategies and grouping structures. A focus will be on learner characteristics of multiple intelligences, gender diversity, and learning styles.

EDEL 662. Remedial Reading. (2-2-3); III. *Prerequisites: 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, *Prerequisites: EDF 600, one course from the major, completion of 15 graduate hours, and advisor and chair approval.* Supervised research investigating 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); on demand. 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, 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); I, III. 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 681. Advanced Seminar in Contemporary Educational Thought. (3-0-3); I, II. *Prerequisite: EDEL 680.* Group discussion and individual research on problems in the historical, philosophical, and social foundations of education. Includes formal writing; oral presentations; group discussion. Students may repeat the course for credit once.

EDEL 682. Advanced Curriculum Development. (3-0-3); I, III. *Prerequisites: EDEL 630, 632 or EDMG 636.* A study of the principles of evaluating, developing and writing curriculum for local schools, grades K-12. The course will also deal with significant historical curriculum projects and organizational approaches for curriculum development for schools in the United States.

EDEL 685. Collaboration for Teachers. (3-0-3); I, II. This course will explore the various types of collaborative involvement found in schools today-between teachers, between teachers and administrators, between educators and parents, and between educators and the community.

EDEL 686. Seminar for Experienced Teachers in Grades P-9. (3-0-3), I, II. This course is designed as an advanced graduate seminar and serves as a culminating experience. Through group study, oral reports, independent investigation, and discussion, students will explore current educational issues related to the teacher's expanding role in the community and the profession. Self-evaluation and reflection on professional practices are an integral part of this seminar. This course cannot be taken until the student has completed: 24 hours if enrolled in the Ed.S/Rank I degree; 30 hours if enrolled in the Rank I from Fifth Year Program.

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

EDEL 699A. Applied Project. (6 hrs.); I, II, III. *Prerequisites: 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. Attention given to the educational curriculum framework.

EDF 610. Advanced Human Growth and Development. (3-0-3); I, II, III. *Prerequisite: PSY 154.* Developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. Cross listed with 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 consent 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.
- EDGC 620. Psycho-Social and Multicultural 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 consent 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 non-testing procedures. Investigations of major types of tests; administration, scoring, and interpretation of test results.
- EDGC 662. Individual Inventory Techniques.** (3-0-3); II. *Prerequisite: consent 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 668. Legal and Ethical Issues in Counseling. (3-0-3); I, II. *Prerequisite: EDGC 656.* This course will examine legal and ethical aspects relevant to professional issues in counseling. Current legislation impacting the profession of counseling in various settings will be examined as will recent case law. Ethical codes of the major professional organizations will be examined as will related codes of certification and licensure bodies. Special attention will be given to issues such as the rights of minors, emancipated minors, HIV status, and others.

EDGC 669. A, B, C. Practicum in Guidance and Counseling. (6 hrs.); I, II. *Prerequisites: EDGC 619*, 620*, 656, 665, 666, 667, and approved practicum application.* *May be taken the same semester as practicum. Weekly class instruction in techniques of counseling and supervised field experiences counseling individuals and groups. Must fill out application for practicum the semester prior to enrolling and submit to the advisor. 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. *Prerequisites: 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 of 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: consent 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. *Prerequisites: 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 in Guidance and Counseling. (6 hrs.); I, II. *Prerequisites: admission to the Rank I or Ed.S. program in Counseling, EDGC 683, and approved practicum application.* 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 consent 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. Advanced Counseling Theory. (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 multi-modal approaches to counseling.

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

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

Education (Instructional Leadership)

EDIL 601. Introduction to School Leadership Administration. (3-0-3); I, II, III. A study of modern administrative theories, processes, techniques and responsibilities, with an emphasis on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning. Emphasis will be given to the organization and administration of the elementary school, middle grade school, and secondary school.

EDIL 610. School Leadership Practicum. (3-0-3); I, II. *Prerequisite: consent of instructor.* An opportunity to understand the role of the principal with an emphasis on changes in society and in the schools through time spent interacting with practicing school administrators at school site locations.

EDIL 618. School Finance and Support Services. (3-0-3); I, II. A study of the concepts of school finance and school business management to include national, state, and local issues; school support services including transportation, facility planning and maintenance, food service, and risk management.

EDIL 619. Technology and Best Practices for School Improvement. (3-0-3); I, II. A study of best practices for school improvement documented by research and application 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, and basic competency in word processing, spreadsheet, database, and presentation software. Use of Internet for instructional and administrative purposes.

EDIL 621. Research for Instructional Leadership. (3-0-3); I, II, III. Study of school leadership and administrative responsibilities, with emphases on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning.

EDIL 628. School Law & Ethics. (3-0-3); I, III. A study of state and federal laws impacting the administration of school pupils and personnel. An investigation of legal and ethical issues as related to practical problems of school administration.

EDIL 631A. Practicum in District Administration/Supervisor. (1 hr.); I, II. *Prerequisites: admission to certification program for supervisor of instruction and completion of 18 program hours.* 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 years at a supervisor's level and is approved by the faculty of the educational administration programs.

EDIL 631B. Practicum in District Administration/Superintendent. (3 hrs.); I, II. *Prerequisites: admission to certification program for school superintendent and completion of six program hours.* This course is a combination of clinical field experience and class experience related to the role and responsibility of the superintendent. The field experiences will be with a cooperating school administrator who has successfully completed a minimum of three years at the superintendent's level and must be approved by the faculty of the instructional leadership program. Students will be required to record 100 hours of field experience, participate in online instructor-developed exercises, and attend at least five instructor-approved seminar sessions.

EDIL 634. Leadership for Human Resources Development in Schools. (3-0-3); I, II, III. A study of human resources development practices in school systems, with emphasis on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. Content includes organizing groups, group dynamics, conducting effective meetings, and resolving conflict.

EDIL 637. Leadership for School Program Collaboration. (3-0-3); I, II. A study of integrated instructional support programs in schools and districts and the leadership requirements needed to facilitate collaboration among school and community-based programs that provide and support student learning.

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.* 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.* 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 647. Leadership for School Community Relations. (3-0-3); I, II. A study of the issues and responsibilities relating to the establishment and administration of a school community relations program at the district and the school building levels.

EDIL 649. School System Administration. (3-0-3). This focuses on school system operations, management of finances, auxiliary services, human resources, federal and state programs, facilities, and instructional support.

EDIL 650. Leadership for School Program Improvement. (3-0-3); I, II. A study of how school leaders guide, facilitate and support curriculum, instruction, and assessment and create a learning environment that promotes student achievement. Included are studies of techniques used for developing and implementing staff development programs.

EDIL 659. Strategic Planning in Education. (3-0-3). The course focuses on the development of planning, implementation, and leadership skills needed to direct strategic decision-making within educational settings.

EDIL 669. Leadership for School Problem Solving. (3-0-3); I, II. A study of the principles and methods of systematic site-based problem identification, diagnosis, and solution for the improvement of practice in school settings.

EDIL 685. Research Problems of the Instructional Leader. (1 to 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, 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 socioeconomic 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 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.

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. *Prerequisites: EDF 600, consent 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. *Prerequisites: 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 551. Curriculum for Pre-School Exceptional Children. (2-2-3); I, II, III. *Prerequisites: EDSP 230 and 360.* Designed to prepare teachers to work with preschool 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); on demand. 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 those with learning and behavior problems.

EDSP 557. Content Areas and Career Preparation for Exceptional Students. (2-2-3); II, 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); on demand. *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); III and as needed. 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); II. *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, 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. Instructional 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) II, III. 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 641. Conceptions and Identification of Gifted Children and Youth. (3-0-3); I, III. This course is designed to examine the meaning of giftedness, and methods of identifying school-age individuals who are gifted. Students will investigate theories of giftedness and origins of the concept. The course also will examine issues such as genetics and intelligence, high-IQ, and legal and ethical questions related to the public education of gifted individuals.

EDSP 642. Meeting the Individual Needs of Gifted Children and Youth. (3-0-3); II, III. *Prerequisite: EDSP 641.* This course is designed to provide students with an understanding of the relationship between gifted and talented students' abilities in the areas of academics, leadership, creativity, the visual and performing arts, and individualized program planning. The course also will address issues such as motivational needs of the population, under represented groups such as females and ethnic minorities, student and family counseling, underachievement, and the development of model programs and their evaluation.

EDSP 643. Teaching the Elementary Gifted and Talented Child. (3-0-3); II, III. *Prerequisite: EDSP 641.* Course is designed to prepare the classroom teacher in developing strategies and materials appropriate for the gifted and talented child in the elementary and middle grades (K-9). Students will become familiar with a variety of program approaches, with technology emphasized, as well as materials, and specific instructional strategies for the gifted and talented through field experiences and investigating current literature.

EDSP 644. The Gifted Adolescent and Young Adult. (3-0-3); III in even years. *Prerequisite: EDSP 641.* This course addresses the following topics: the gifted individual in adolescence and adulthood, teaching for career education, teaching for talent education, models of instruction for the older gifted student.

EDSP 645. Practicum in Gifted Education. (3-0-3); I, II, III. *Prerequisites: EDSP 641, 642, and 643 or 644.* Placement in an approved setting for gifted education on the basis of one week placement for each credit hour unit.

EDSP 655. Teaching the Exceptional Child. (Three hours for each subsection 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, *Prerequisites: EDF 600 or equivalent, completion of 15 graduate hours, advisor approval, and consent of chair.* 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 the director of student teaching.)

EDSP 676. Directed Study. (1 to 3 hrs.); I, II. *Prerequisites: consent of department chair, 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.

Education (Professional)

EDUC 550. Supervised Practice in Teacher Education I. (3 to 6 hrs.); I. *Prerequisite: admission to the MAT Program or consent of the dean of the College of Education.* Teaching experiences in a public school setting supervised by University personnel and a selected public school supervisor or mentor. In addition, students will complete a variety of learning activities to document proficiency in relation to each of the New Teacher Standards.

EDUC 551. Supervised Practice in Teacher Education II. (3 to 6 hrs.); II. *Prerequisites: admission to the MAT Program or consent by the dean of the College of Education.* Teaching in the public schools with supervision by University faculty and selected public school supervisors or mentors. In addition, students will complete a variety of learning activities to document proficiency in relation to each of the New Teacher Standards.

EDUC 582. Discipline and Classroom Management. (3-0-3); I, II, III. Admission to TEP required. 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 620. Integrating Technology in Teaching and Learning. (3-0-3); I, II, III. Designed for K-16 educators to learn more about how information technology can be integrated into instruction to enhance student learning. Participants interact with a wide variety of educational resources on the World Wide Web and gain experience with practical curriculum applications and assessment techniques. The online course format allows participants to tailor the learning experience to their specific curricular areas or interests. Cross listed with BIS 620.

EDUC 629. Reading Programs: The Role of the Administrator. (3-0-3); on demand. 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 677. Applied Research for Classroom Teachers I. (3-0-3).III
Prerequisite: EDF 600. Individual research problems and writing for publication; review of current educational research; investigation of qualitative and quantitative classroom-based research methods; formal writing and presentations; classroom discussion; field-based research activities.

EDUC 678. Applied Research for Classroom Teachers II. (3-0-3).I
Prerequisite: EDUC 677. Individual research problems and writing for publication; implementation of classroom-based research project proposed in EDUC 677; formal writing and presentations; classroom discussion.

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 programmers and portable computers will also be covered.

EDUC 682. The At Risk Student. (3-0-3); on demand. 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); on demand. 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.

EDUC 693. Teaching the Arts in Education. (3-0-3); on demand. Skills and knowledge addressed in creative writing, dance, drama, music, and visual arts for P-12 classroom. Audience participation, classroom connections, techniques of integration, and methodology of the arts taught according to the Kentucky Core Content for the Arts and Humanities.

Electricity-Electronics Technology

EET 500. Digital Signal Processing I. (2-2-3); I. *Prerequisite: EET 344 or consent of the instructor.* This course provides an introduction to the exciting world of signal processing. Upon completion the student will be familiar with the fundamentals of DSP methods and applications using the interactive MATLAB signal processing tool box. Designed for students who have some basic familiarity with electric signal analysis.

EET 550. Digital Signal Processing II. (2-2-3); II. *Prerequisite: EET 500 or consent of the instructor.* This course provides an introduction to advanced topics in digital signal processing--linear estimation and prediction analysis, signal modeling, lattice filters, spectral estimation and adaptive filters; signal processing algorithms and techniques used in a broad range of applications.

English

ENG 500. Studies in English for Teachers. (3-3-6); on demand. *Prerequisite: Admission to Teacher Education Program and senior standing or admission to the Master of Arts in Teaching Program.* Effectively prepare secondary English Language Arts teachers in the areas of attitudes, content knowledge, and pedagogy. Six hours of credit include traditional on-campus class meetings and 38 clock hours of field experiences.

ENG 501. Semantics. (3-0-3); on demand. A linguistic approach to the study of meaning in language.

ENG 505. Linguistics: Grammar. (3-0-3); on demand. Principles of grammar from current theoretical perspectives.

ENG 509. Theories of Teaching Writing. (3-0-3). on demand. *Prerequisite: consent of instructor.* An in-depth study of composition theory and research with a heavy emphasis on the analysis and critique of important sources in the field of composition and rhetoric. Students are expected to complete a 10-hour assignment in the Writing Center or assisting a full-time composition teacher in his/her class.

ENG 528. Literary Criticism. (3-0-3); on demand. 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); on demand. Development of the English novel from its beginnings to the twentieth century.

ENG 534. Chaucer. (3-0-3); on demand. 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); on demand. Intensive reading of Milton's poetry and major prose.

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

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

- ENG 553. Modern Drama.** (3-0-3); on demand. Representative dramas from the advent of realism to the present.
- ENG 561. Studies in American Literary Periods.** (3-0-3); on demand. The study of the writers and genres of an American literary period.
- ENG 563. American Fiction.** (3-0-3); on demand. The development of American fiction from Charles Brockden Brown to Faulkner.
- ENG 570. Introduction to Film Literature.** (3-0-3); on demand. An introduction to the study of film as literature with extensive reading in the history of film and viewing of selected film classics.
- ENG 576. Directed Studies.** (1 to 3 hrs.); on demand. *Prerequisites: consent of instructor and 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); on demand. *Prerequisite: consent of 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); on demand. *Prerequisite: consent of 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); on demand. Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement. Cross listed with CMAP 591.
- ENG 599. Special Courses.** (1 to 3 hrs.); on demand. *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 608. Morehead Writing Project Summer Institute.** (3-0-3); I. *Prerequisites: unconditional acceptance to the graduate program; completion of formal application/interview/selection process and consent of instructor.* Students must be co-enrolled in ENG 609. An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers. Includes a yearlong follow-up obligation.
- ENG 609. Morehead Writing Project Summer Institute.** (3-0-3); II. *Prerequisites: unconditional acceptance to the graduate program; completion of formal application/ interview/selection process and consent of instructor.* Students

must be co-enrolled in ENG 608. An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers. Includes a yearlong follow-up obligation.

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

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

ENG 622. Major Modern American Novelists. (3-0-3); on demand. Intensive study of such major modern novelists as Dreiser, Fitzgerald, Faulkner, Hemingway, Wolfe, and Steinbeck.

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

ENG 633. Old English Literature. (3-0-3); on demand. 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); on demand. *Prerequisite: an undergraduate course in Shakespeare or consent of instructor.* A detailed study of various aspects of Shakespeare's plays.

ENG 645. Selected British Writers 1500-1660. (3-0-3); on demand. 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); on demand. Poetry and prose of major British writers from 1660-1780.

ENG 648. Selected British Writers 1780-1832. (3-0-3); on demand. The works of Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Selected British Writers 1832-1900. (3-0-3); on demand. The works of Tennyson, Arnold, Browning, Newman, Huxley, Ruskin, and others.

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

ENG 666. Contemporary Literature. (3-0-3); on demand. 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 hrs.); on demand. *Prerequisite: departmental chair 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); on demand. Stresses syntactical studies primarily in the English language, and specifically in the use of American English structures.

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

ENG 697. Sociolinguistics. (3-0-3); on demand. 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 600. Survey of Finance. (3-0-3); on demand. *Prerequisite: graduate standing.* Covers the topics required to understand the concepts basic to the financial management of the firm: financial analysis and planning, working capital management, capital budgeting, and international financial management. This course does not satisfy the requirements of the 36-hour MBA program.

FIN 602. Survey of Financial Analysis. (3-0-3); on demand. Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making.

FIN 620. Financial Markets. (3-0-3); on demand. *Prerequisites: ECON 201 and 202 or consent of instructor.* Institutional and business factors that influence demand and supply of funds, effect on price movements, detailed analysis of money, and capital markets.

FIN 622. Financial Services Marketing. (3-0-3); on demand. Examines the marketing of financial services from a managerial perspective. Includes nature of services, managing the service encounter, service quality, and the marketing and management of financial services. Cross listed with MKT 622.

FIN 625. Advanced Bank Management. (3-0-3); on demand. Banking from a managerial perspective. Includes topics on regulation, legislation, flow of funds, asset management, liability management, mergers and acquisition, international banking.

FIN 628. Asset and Liability Management. (3-0-3); on demand. An in-depth look at how banks and other financial institutions manage their investment in assets and their financing of operations.

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.

FIN 672. Investment Management. (3-0-3). Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria for evaluation and measurement of performance; impact of governmental regulation. Evaluation of current theory, its significance for financial management decision making, and consideration of relevant empirical evidence are covered.

FIN 673. Chartered Financial Analyst Level I Review Course. (1-0-1); II. Covers the topics required to pass the Level I Chartered Financial Analyst Exam. Topics include: ethics and standards, quantitative methods, economics, financial markets, financial analysis, valuation, securities, and portfolio management.

FIN 674. Chartered Financial Analyst Level II Review Course. (1-0-1); II. The course prepares students for the Level II Chartered Financial Analyst Exam and includes the following topics: Ethical and Professional Standards, Economics, Equity Securities Valuation, Debt Securities Valuation, Alternative Investments, Quantitative Methods, Markets & Instruments, Financial Statement Analysis, Corporate Finance, and Portfolio Management.

FIN 675. Chartered Financial Analyst Level III Review Course. (1-0-1); II. The course prepares students for the Level III Chartered Financial Analyst Exam and includes the following topics: Ethical and Professional Standards, Economics, Equity Securities Valuation, Debt Securities Valuation, Alternative Investments, and Portfolio Management.

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: consent of instructor.* Intensive practice in reading of the French language, with rapid and correct idiomatic translation as the aim.

FRN 576. Directed Studies. (1 to 3 hrs.). *Prerequisites: consent of instructor and 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 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 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); on demand. 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 550. Geography for Teachers. (3-0-3); on demand. A study of the basic concepts, materials and techniques for the teaching of geography.

GEO 599. Selected Workshop Topics in Geography. (1 to 4 hrs.); on demand. Credit toward degree program must be approved by student's advisor.

GEO 600. Political Geography. (3-0-3); on demand. A systematic study of the interrelationships 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: consent of instructor.* Supervised comprehensive investigation of selected problems in the field of geography. (May be repeated to a maximum of six hours.)

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.

Geoscience

GEOS 599. Selected Topics. (3-0-3); on demand. *Prerequisites: GEOS 300 and senior or graduate standing.*

Government and Public Affairs

GOVT 576. Directed Study in Government. (1 to 3 hrs.); on demand. *Prerequisites: consent of instructor and senior or graduate standing.* Original research project or readings in a particular subject area of government and politics.

GOVT 600. Seminar: State and Local Government. (3-0-3); on demand. *Prerequisites: GOVT 141 and 242 or consent of instructor.* Intensive and detailed study of state and local government problems of metropolitan areas; interstate and local cooperation; compacts and regional planning.

GOVT 676. Directed Study. (1 to 3 hrs.); on demand. *Prerequisite: consent of 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 576. American History: Directed Readings. (1 to 3 hrs.); on demand. *Prerequisite: consent of department chair.*

HIS 577. European History: Directed Readings. (1 to 3 hrs.); on demand. *Prerequisite: consent of department chair.*

HIS 578. Non-Western History: Directed Readings. (1 to 3 hrs.); on demand. *Prerequisite: consent of department chair.*

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); on demand. The characteristics of and services rendered by men and women who have played leading roles in the history of the nation.

HIS 676. Directed Study. (1 to 3 hrs.); on demand. Individually planned study on a particular topic. Program to be approved by chair of the department.

HIS 680. History for Teachers. (3-0-3); on demand. Designed as a "refresher" course, interpretations of history and method, for the public school teacher.

Health

HLTH 508. General School Safety. (3-0-3); on demand. Review of principles and practices in establishing and maintaining a healthful and safe school environment.

HLTH 514. Principles of Epidemiology. (3-0-3); I. *Prerequisite: senior or graduate classification.* A study of the factors and causes of disease in a population for the purpose of its control and prevention. The course will introduce students to the discipline of epidemiology and its application to public health issues and practices.

HLTH 518. Use and Abuse of Drugs. (3-0-3); on demand. 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, III. *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); on demand. 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 615. Education in Drug Abuse Prevention/Intervention. (3-0-3); II. *Prerequisite: HLTH 518 recommended but not required.* (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. *Prerequisites: EDF 600 and consent 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: approval of thesis topic by thesis committee.* Research and writing of an approved thesis. Maximum of six semester hours allowed.

Health, Physical Education, and Sport Sciences

HPS 600. Research Methods in Health, Physical Education and Recreation. (3-0-3); I. Skills and knowledge in the selection, delineation, and statement of a research problem, techniques of bibliography building, methods or organization, recognized methods of investigation, application of statistical methods to research problems, and style standards for research writing in the Health, Physical Education, Recreation, Exercise Science and Sports Administration fields.

HPS 601. Interpretation of Data. (3-0-3); II, 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.

HPS 602. Wellness Promotion. (3-0-3); III, alternate scheduling. A philosophical consideration of all dimensions of wellness promotion: physical, psychological, social, spiritual, cultural, environmental.

HPS 610. Readings and Graduate Seminar. (3-0-3); I. The course is designed to develop a broad philosophical framework for health/physical education and recreation professionals through the examination of a variety of professional materials for their relevance to such a framework. The course requires reading, discussing and interacting in relation to issues of contemporary and future concerns by conceptualizing health/physical education and recreation processes in the realization of individual, societal, and professional goals.

Human Sciences

HS 510. Advanced Clinical Dietetics. (3-32-6); I. *Prerequisite: all previous program requirements.* An advanced course focusing on the assessment and nutritional management of persons requiring medical nutrition therapy in general medicine. Weekly written assignments by students, supervisor evaluation reports, and communication with program faculty will be used to monitor the student's progress.

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 532. Clinical/Community Dietetics. (3-32-6); I. *Prerequisite: all previous program requirements.* An advanced course focusing on the nutrition management of persons with conditions requiring medical nutrition therapy in critical care, hospice, home health, extended care and other community nutrition programs.

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 537. Administrative Dietetics/Food Service Management. (3-32-6); II. *Prerequisites: all previous program requirements.* This course covers the elements and effective practice management and administration in the health care environment. Students are provided experience in cost analysis, productivity evaluation, quality assurance and supervision skills.

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 540. Food Service Systems Administration. (3-32-6); on demand. *Prerequisite:* all previous program requirements. This course provides an understanding of the roles and responsibilities of all levels of food service systems management. Topics include school food service, catering, food merchandising, cafeteria and vending in addition to employee educational training, personnel management and labor relations.

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, 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, alternate years. *Prerequisite:* HS 241. Original garments created by draping on the dress form. Dress form will be constructed in the course.

HS 546. Food Service Systems Administration/Specialty Practice. (3-32-6); III. *Prerequisites:* HS 510, 532, 537 and 540. An advanced course that provides the student supervised practice in food service administration and training in selected areas of specialty dietetics through lectures, projects, class presentations and supervised practice.

HS 555. The Child and the Family. (3-0-3); on demand. Environmental factors favoring family life and family interaction; stages of family life and the changing role of occupational, and adult classes, or in the home.

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 Family and Consumer Sciences. (3-0-3); I. *Prerequisite:* HS 470. Development of secondary and post-secondary home economics programs; review of home economics curriculum for 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:* consent 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 600. Impact of Technology. (3-0-3); I. *Prerequisite:* consent of the instructor. A study of the impact of technology on individuals, society, and the envi-

ronment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Cross listed with AGR 600 and IET 600.

HS 603. Quality Assurance in Science and Technology. (3-0-3); I. *Prerequisite: consent of instructor; MATH 353 or 354 recommended.* A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control with-in technical and industrial applications. Cross listed with AGR 603 and IET 603.

HS 642. Textiles and Clothing Workshop. (1 to 6 hrs.); III. *Prerequisite: degree in human sciences.* 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 human sciences.* 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. Family and Consumer Science Education. (1 to 3 hrs.); on demand. *Prerequisite: degree in human sciences.* 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 Family and Consumer Sciences. (3-0-3); on demand. *Prerequisite: degree in human sciences.* The nature, function, and techniques of supervision of home economics in high school and adult programs.

HS 675. Current Problems in Family and Consumer Sciences Education. (3-0-3); on demand. *Prerequisite: degree in human sciences 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 human sciences.* 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: admission to the Teacher Education Program.* Designed to develop professional and technical competencies of pre-service 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, 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 600. Impact of Technology. (3-0-3); I. *Prerequisite: consent of instructor.* A study of the impact of technology on individuals, society, and the environment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Cross listed with AGR 600 and HS 600.

IET 603. Quality Assurance in Science and Technology. (3-0-3); I. *Prerequisite: consent of instructor; MATH 353 or 354 recommended.* A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control within technical and industrial applications. Cross listed with AGR 603 and HS 603.

IET 619. Total Quality Control. (3-0-3); on demand. *Prerequisite: IET 419 or consent of instructor.* An advanced study of total quality management principles and techniques and their impact on the products' quality in organizations.

IET 645. Computer Interfacing and Applications. (2-2-3); II. *Prerequisite: EET 445 or consent of instructor; basic knowledge of electronics recommended.* A study of the computer architecture, interfacing basics, programmable interface devices, serial/parallel data communications, programmable timers, control devices and circuits, and microprocessor interfacing.

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 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 report 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 680. Networking Technology. (2-2-3); on demand. *Prerequisite: EET 445 or consent of instructor.* Advance study of data communications and networking technology. The topics include digital modulation, transmission media characteristics, interface standards, network configurations, and testing equipment.

IET 688. Computer Integrated Manufacturing. (2-2-3); on demand. *Prerequisite: MFT 488 or consent of instructor.* This course will provide an in-depth analysis of principles involved in computer-integrated manufacturing. Emphasis will be placed on planning operations, sequence, tooling, setup and programming NC/CNC machines and robots to design and manufacture a product.

IET 698. Research Methods in Technology. (3-0-3); I. *Prerequisite: consent of instructor; IET 603 and 619 recommended.* A study of the research concepts and procedures, formulating and defining a problem, critically reviewing the literature, writing a research proposal, developing data collection instruments, collecting and analyzing the data, and writing the research report.

IET 699. Thesis. (6 hrs.); I, II, III. Independent research and thesis writing.

Interdisciplinary Early Childhood Education

IECE 615. Parents of Young Children. (3-0-3). *Prerequisite: HS 555.* This course will address ways in which parents and professionals can collaborate with parents of young children, typical and atypical.

IECE 657. Interdisciplinary Early Childhood Education Professional Assessment. (3-0-3); I, II. *Prerequisite: admission to graduate school.* During this course, graduate students who are seeking a teaching certificate in the area of Interdisciplinary Early Childhood Education will complete a portfolio and assessment requirements.

IECE 675. Practicum in Early Childhood Education. (4-0-4); on demand. *Prerequisite: all program requirements except IECE 657.* Supervised practice in working with young children.

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.

LSIM 522. Literature and Materials for Adults. (3-0-3); II. Investigation of adult reading interests and library's role in adult education.

Mathematics

MATH 504. Topology. (3-0-3); on demand. *Prerequisite: MATH 300 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 410.* Topological properties of Euclidean space; theory of differentiation and integration; sequences and series of functions.

MATH 511. Functional Analysis. (3-0-3); on demand. *Prerequisites: MATH 301 and 510 or consent of instructor.* Linear spaces; normed and branched spaces; Hilbert spaces; applications to sequence spaces, and Fourier series.

- MATH 553. Concepts in the Design of Experiments.** (3-0-3); I. *Prerequisites:* 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. *Prerequisites:* MATH 353, 354, or 365. A course in basic nonparametric methods with applications.
- MATH 573. Projective Geometry.** (3-0-3); on demand. *Prerequisite:* MATH 370 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.); I, II, III. *Prerequisite:* consent of instructor. New curricula developments in mathematics.
- MATH 605. Advanced Topics.** (3-0-3); on demand. *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, III. *Prerequisite:* consent of 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.

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 and Financial Analysis. (3-0-3); on demand. Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making. Cross listed with ECON 602.

MNGT 606. Operations Analysis. (3-0-3); on demand. *Prerequisites: MATH 152 and 354, or consent of the instructor.* Managerial organization for production, plant design and layout, control of production, investment in equipment.

MNGT 610. Legal Issues in Business Transactions. (3-0-3); on demand. A review of the legal environment of business with a focus on the features of law which impact business transactions.

MNGT 612. Organizational Theory. (3-0-3); I. *Prerequisites: MKT 304 and MNGT 301.* An analysis of the development of management theory as found in the major schools of thought and of current literature. Executive characteristics, interdisciplinary contributions to management thought, and influences that have molded management as a profession will be covered in this course.

MNGT 620. Quantitative Business Analysis. (3-0-3); I, II. *Prerequisites: 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 650. Innovation, Technology and Organizational Change. (3-0-3); on demand. *Prerequisite: graduate standing in the MBA program or consent of instructor.* This course examines the literature on innovation, technology, and organizational change in order to understand the variables that impact organizational development, growth, and performance. The primary focus is on strategic planning and leadership for effective implementation of organizational change. It examines key elements of technology and innovation that can transform and energize businesses and public entities. These elements include commerce, knowledge management, and business operations. This course stresses both the practical and academic view to meet the needs of business students.

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. *Prerequisites: senior undergraduate or graduate standing and consent 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 661. Human Resource Topics. (3-0-3); on demand. The primary purpose of this course is to enable students to learn about HR issues by performing in-depth analyses. Students are required to perform library and Internet research on each topic. In addition, students will be prepared to discuss their findings and policy recommendations each class period.

MNGT 662. Human Resource Development. (3-0-3); on demand. Emphasis on development and training of human resources in the dynamic business organization. Provides practical application of the training and development functions in contemporary corporations, governments agencies, and nonprofit organizations. Underscores the role of the manager as the leader in facilitating the learning of a job-related knowledge, skills, and behaviors.

MNGT 663. Compensation and Benefits. (3-0-3); on demand. Detailed study of organizational compensation systems (employee pay, benefits) and human resource systems. Provides practical applications in contemporary businesses, government agencies, and nonprofit organizations. Underscores the role of the manager as the leader in facilitating the use of incentive systems; knowledge-based systems, and job design and evaluation.

MNGT 664. Employee 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 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. (3-0-3). This course 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 668. Organizational Strategies for E-commerce. (3-0-3); on demand. *Prerequisite: graduate standing in the MBA program or consent of instructor.* This course examines the literature on strategies that organizations can use in order to understand the variables that impact organizations as they enter the world of e-commerce. The primary focus is on strategic planning and leadership for effective implementation of e-commerce throughout the entire organization. It examines key elements of e-commerce that have the potential to transform and change the manner in which businesses and public entities conduct their operations. These elements include operations within the organization, business-to

consumer (B2C) and business-to-business (B2B) activities. This course stresses both the practical and academic view to meet the needs of business students. Cross listed with MKT 668.

MNGT 670. Directed Research. (1 to 3 hrs.); on demand. *Prerequisites: 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 680. Health Care Organization and Management. (3-0-3); on demand. A broad orientation to the health services industry. Involves a study of the structure, function, and management issues of several key components of the health services industry.

MNGT 682. Trends in the Health Care Industry. (3-0-3); on demand. A study of significant trends in the health care industry and their management implications. The course focuses on such topics as managed care, mergers and acquisitions in health care, and the increased emphasis on quality and efficiency in service delivery.

MNGT 684. Health Care Financial Management. (3-0-3); on demand. An in-depth study of the unique application of accounting and finance methods to the health care industry. It includes a focus on the planning for and acquisition of financial resources. It involves an overview of methods for the allocation and management of financial resources. It includes consideration of cost analysis, internal controls and reimbursement issues in the health care industry.

MNGT 691. Business Policies and Procedures. (3-0-3); I, II. *Prerequisites: completion of or concurrent enrollment in ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, and MNGT 665.* 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.

Marketing

MKT 600. Survey of Marketing. (3-0-3); on demand. *Prerequisite: graduate standing.* This course will address the foundations of marketing theory, focusing on how products, pricing, distribution, and promotion facilitate exchange.

Specific topics to be covered include components of the marketing mix, consumer behavior, global issues, ethical practices, and societal influences. This course does not satisfy requirements of the 36-hour MBA program.

MKT 622. Financial Services Marketing. (3-0-3); on demand. Examines the marketing of financial services from a managerial perspective. Includes nature of services, managing the service encounter, service quality, and the marketing and management of financial services. Cross listed with FIN 622.

MKT 650. Marketing Administration. (3-0-3); I. *Prerequisites: MKT 304 and MNGT 301.* 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. *Prerequisites: MATH 354 and MKT 304.* 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 images, and developing coordinated campaigns. Actual campaign to be developed by each student; stress on ideas and concepts rather than mechanics.

MKT 665. Consumer Psychology in Online Marketing. (3-0-3); on demand. *Prerequisite: undergraduate basic psychology and consumer behavior or consent of instructor.* This course will address the foundations of consumer behavior and motivation based in marketing strategy, focusing on the online business environment. Specific topics to be covered include consumer attitudes and preferences, intended behaviors, personality and societal influences.

MKT 668. Organizational Strategies for E-commerce. (3-0-3); on demand. *Prerequisite: graduate standing in the MBA program or consent of instructor.* This course examines the literature on strategies that organizations can use in order to understand the variables that impact organizations as they enter the world of e-commerce. The primary focus is on strategic planning and leadership for effective implementation of e-commerce throughout the entire organization. It examines key elements of e-commerce that have the potential to transform and change the manner in which businesses and public entities conduct their operations. These elements include operations within the organization, business-to-consumer (B2C) and business-to-business (B2B) activities. This course stresses both the practical and academic view to meet the needs of business students. Cross listed with MNGT 668.

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.

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: consent of 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 599. Graduate Music History Review. (3-0-3); I. A review of the history of music in Western Europe, Russia, and America from its ancient Greek beginnings to the present. This is a review course based on the outcomes of diagnostic entrance exams.

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 Euphonium 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 579. University Orchestra

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 Singers.

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 consent of the music department chair.

Music (Theory)

- MUST 531. **Arranging.** (2-0-2); on demand. *Prerequisite: MUST 237 or 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. 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); I. Knowledge and skills in the area of fitness evaluation, exercise prescription, and delivery of exercise programs to normal and special populations.

PHED 576. Special Problems in Physical Education. (1 to 3 hrs.); I, II, III. 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 task orientation in physical education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

PHED 606. Physiology: Metabolic and Neuromuscular. (3-0-3); I. *Prerequisites: BIOL 231 and 232, PHED 432* This course is focused on the metabolic and neuromuscular aspects of exercise physiology including energy balance, nutrients, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 607. Physiology: Cardiac and Pulmonary. (3-0-3); II. *Prerequisites: BIOL 231 and 232, PHED 432.* This course is focused on the cardiovascular and pulmonary theory and skill acquisition in the area of exercise physiology.

PHED 608. Seminar in Motor Learning and Development. (3-0-3); on demand. *Prerequisite: PHED 315.* This course is designed to survey the research in motor development theories and examine the hereditary and environmental determinants of motor development. Motor behavior of infancy through adulthood is covered, along with techniques of assessing motor development and developing a comprehensive motor development program for a specified population (infants, youth, adults, or seniors).

PHED 611. Issues in Health and Physical Education. (3-0-3); on demand. Students will be asked to deal with current professional issues and to apply reasoning skills to arrive at professional positions taken and to account for the implications of these decisions.

PHED 612. Program Design, Implementation and Assessment. (3-0-3); III. *Prerequisites: PHED 212, 300, and 303 (or comparable undergraduate coursework).* Students will design and plan implementation procedures for content learning activities, policies, and assessments through participation in a variety of curriculum development activities.

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 617. Advanced Adapted Physical Education. (3-0-3); on demand. *Prerequisite: PHED 475 or equivalent course.* This course is designed to provide students with a detailed understanding of the physical and motor characteristics of persons with developmental disabilities as they relate to programming in physical education. The course will focus on a review of individual differences along with in-depth study of the past and present research regarding legislation, assessment tools and procedures, and physical education programming for students with developmental disabilities.

PHED 625. Adaptations 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 631. Sports and Recreation Administration Seminar. (3-0-3); III. This graduate level course will compare and contrast the field of sports with problems involving organizational patterns and administrative functions essential to effective program organization. Special emphasis on staffing, scheduling, records, equipment, fund-raising, equipment liability, ticketing, current sports issues and legal issues.

PHED 634. Sports Nutrition. (3-0-3); on demand. This course is designed to assist students in understanding theory, current research findings, and methods for analysis regarding nutritional aspects of sport and physical activity. Topics to be addressed include history of sports nutrition, research methods, testing, and analysis techniques and interpretation in various sports, and specific nutrient needs of athletes engaged in various types of sports (e.g., anaerobic, mixed aerobic-anaerobic, and aerobic activities).

PHED 640. Foundations of Athletic Training. (3-0-3); I. This course is the basic foundation for beginning athletic training students. Students will gain knowledge in prevention, recognition, evaluation, and treatment of athletic injuries. The study of strapping, taping techniques, and fitting of protective equipment commonly used in athletic training will also be addressed.

PHED 641. Lower Extremity Assessment. (3-0-3); II. This course is the study of techniques in preventing, evaluating, assessing, and managing common lower body injuries and illnesses that are seen in the profession of athletic training.

PHED 642. Upper Extremity Assessment. (3-0-3); I. This course is the study of techniques in preventing, evaluating, assessing, and managing common upper body injuries and illnesses that are seen in the profession of athletic training.

PHED 643. Therapeutic Modalities. (3-0-3); I. This course is the study of theory and therapeutic application of modalities such as cryotherapy, thermotherapy, low and high volt electrical currents, intermittent compression, traction, and massage in the treatment and rehabilitation of athletic injuries.

PHED 644. Therapeutic Exercise. (3-0-3); I, II. This course is the study of principles and procedures of therapeutic exercise. Students will gain knowledge, skills, and practical application in muscle testing, goniometry, flexibility, and progressive resistive exercises in the rehabilitation of common injuries that occur in athletics.

PHED 645. Non-Orthopedic Assessment. (3-0-3); I. This course is designed to address the non-orthopedic conditions and illnesses that are common in athletics. Students will gain knowledge and skills in recognizing and assessing the signs, symptoms and treatment of such conditions.

PHED 646. Organization and Administration of Athletic Training. (3-0-3); II. This course is designed to teach the study of standards, policies, procedures, liability issues, organization and administration of an athletic training program/athletic training room.

PHED 650. Internship in Athletic Training. (6 hrs.); I, II. This course is a culminating experience in which students will be assigned to clinical sport rotations with the University's intercollegiate athletic teams.

PHED 651. Advanced Clinical Exercise Testing and Prescription. (3-0-3); II. *Prerequisite: PHED 551.* This course will provide the student with advanced guidelines and experience related primarily to cardiac and pulmonary rehabilitation, but also including metabolic, orthopedic, immunological, inflammatory, and neuromuscular disease populations.

PHED 653A. Corporate Practicum. (3 to 6 hrs.); I, II, III. *Prerequisites: completion of all core courses and PHED 606, 607, and 651.* This course will provide students with practical experience in a corporate fitness/wellness setting.

PHED 653B. Clinical Practicum. (3 to 9 hrs.); I, II, III. *Prerequisites: completion of all core courses and PHED 606, 607, and 651.* This course will provide students with practical experience in a clinical based setting that includes cardiac rehabilitation, pulmonary rehabilitation and/or sports medicine.

PHED 670. Directed Research. (1 to 3 hrs.); I, II, III. *Prerequisites: EDF 600 and consent 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 672. Graduate Seminar in Exercise Physiology. (3-0-3). II. This course is a culminating experience in which students will review and use the knowledge, skills and abilities acquired during their graduate program to prepare to take the professional clinical exams required to secure desirable employment.

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 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. *Prerequisites: PSY 156 and 282 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 584. Sensation & 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. *Prerequisites: PSY 154 and EDSP 581 or MATH 353.* Intensive study of more influential historical systems of psychology, including structuralism, functionalism, associations, behaviorism. Gestalt psychology and psychoanalysis, and a treatment of contemporary developments.

PSY 586. Motivation. (2-2-3); on demand. *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); 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.); on demand. 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 hr.). 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 604. Sport Psychology. (3-0-3). *Prerequisite: admission into the MA program in Clinical or Counseling Psychology, or HPS program and PSY 154 or equivalent.* Designed to assist students in understanding the theory and research regarding psychological aspects of sport and physical activity. Topics addressed include history of sport psychology, research methods and testing in sports environments, and how psychological principles (e.g., learning, personality, attention, arousal, intervention, motivation, attribution, aggressive, leadership, group dynamics, audience effects) impact sport performance.

PSY 609. Educational Psychology. (3-0-3); on demand. 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. Cross listed with EDF 610.

PSY 611. Computer Packages for the Life Sciences. (3 hrs.). *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 612. Advanced Experimental Design and Analysis I. (2-2-3). Advanced survey of psychological research methodology with emphasis on experimental design, computer-assisted statistical analysis, and writing APA style empirical reports. The course will focus on experimental designs with one independent and one dependent variable. Laboratory experiences are an integral part of this course.

PSY 613. Advanced Experimental Design and Analysis II. (2-2-3). *Prerequisite: PSY 612.* Advanced survey of psychological research methodology with emphasis on experimental design, computer-assisted statistical analysis, and writing APA style empirical reports. The course will focus on experimental designs with multiple independent and dependent variables. Laboratory experiences are an integral part of this course.

PSY 621. Advanced Physiological Psychology. (2-2-3); II. *Prerequisites: PSY 154 and 421.* 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. *Prerequisites: 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 636. Seminar in Cognitive Psychology. (3-0-3); on demand. *Prerequisite: admission to graduate school in psychology or consent of instructor.* Involves the intensive examination of theories and methods in cognitive psychology. The focus is on theory, classic issues and techniques, connectionist models, and neurocognition.

PSY 654. Seminar in Social Psychology. (3-0-3); on demand. *Prerequisite:* admission to graduate school in psychology or consent of instructor. An intensive examination of history, theory, methods, and application of social psychological concepts and research.

PSY 656. Psychometrics. (3-0-3); I. *Prerequisite:* admission to graduate study in psychology or consent of instructor. This course will give the student extensive information concerning classical test theory, and aspects thereof, including reliability, validity, and item analysis, as well as item response theory and computer-assisted testing. Additionally, basic information will be developed and presented concerning the major psychological test instruments most frequently used in clinical practice.

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. (2-2-3); I. *Prerequisite:* admission to the MA program in Clinical or Counseling 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, as well as learning practical skills in interviewing and 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 MMPI, the 16 PF, figure drawings, the TAT, and sentence completion measures.

PSY 663. Marriage and Family Therapy. (3-0-3). *Prerequisite:* admission to the graduate program in clinical/counseling psychology or consent of 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. (3-0-3); III. *Prerequisite:* consent 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 665. Child and Adolescent Psychotherapy. (3-0-3); on demand. *Prerequisites:* PSY 673 and admission into the MA program in Clinical or

Counseling Psychology. This course will cover a wide array of topics in the therapeutic treatment of children and adolescents, from traditional play and insight-oriented to behavioral and cognitive-behavioral approaches.

PSY 670. Directed Research. (1 to 3 hrs.); I, II, III. *Prerequisites:* 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 hrs.); I, II, III. *Prerequisite:* consent of instructor. 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 hrs.); I, II, III. *Prerequisite:* consent of instructor. 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 hrs.); I, II, III. *Prerequisite:* consent of instructor and advisor. 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.).

Regional Analysis and Public Policy

RAPP 610. Ideology and Policy Development in Appalachia. (3-0-3); every third semester. *Prerequisite:* graduate status in biology or sociology or consent of instructor. An examination of the Appalachian region with special emphasis on the interplay of historical, cultural, social, and political systems in "producing" Appalachia and Appalachian images. Specific attention is devoted to the following: the Appalachian Regional Commission, structural characteristics of Appalachia, industrial transformation of Appalachia, images of Appalachia, Appalachian histories and futures.

RAPP 620. Economic Development. (3-0-3); every third semester. *Prerequisite: graduate status in biology or sociology or consent of instructor.* Analysis of economic change and development processes and their consequences with emphasis upon regional rural areas. Special emphasis on the role of physical and cultural landscapes in shaping economic development.

RAPP 630. Graduate Seminar in Regional Issues. (3-0-3); every third semester. *Prerequisite: 18 hours of graduate course work or consent of instructor.* Exploring problems in contemporary regional analysis, including forum discussions of recent research, development of interdisciplinary solutions to social and environmental problems, and presentations of current research. Special emphasis on regional issues and regional policy.

Recreation

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

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.

Science Education

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 for Middle and High School Teachers. (3-0-3); II. *Prerequisite: consent of instructor.* Selected topics from the geological sciences.

SCI 571. Earth Science for Elementary Teachers. (3-0-3); I, II. *Prerequisite: consent of instructor. Because the course is online and assignments involve work with children, it is important that students talk with the instructor before registering.* An earth system science approach to studying essential questions that elementary teachers can explore with their students. Assignments include hands-on activities that students conduct with elementary-aged children.

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. *Prerequisites: 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: consent 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 hrs.); on demand.

SCI 622. Chemistry and Your Environment. (3-0-3); on demand. *Prerequisite: consent 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: consent 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. *Problem must be approved by the chair of the Department of Physical Sciences prior to registration.* Independent research in science education.

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. An analysis of aging designed to provide the student with a knowledge of the social factors involved in the aging process as well as the effects of social, political, and economic conditions on the welfare of the elderly.

SOC 545. Death and Dying. (3-0-3); I. (See SWK 545.)

SOC 555. Qualitative Research for the Social Sciences. (3-0-3); on demand. *Prerequisite: SOC 450 or consent of instructor.* This course is designed to introduce students to the methods and issues of qualitative social science research. Topics to be covered will include the theory-method link, qualitative research design, qualitative techniques of field research (observation, in-depth interviewing, and document study), case studies and content analysis, and ethical issues.

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 561. Sociology of the Law. (3-0-3); on demand. Provide a clear understanding of the manner in which laws are formed to protect certain groups and marginalize others who are often perceived as threatening. Deconstruct specific laws by analyzing the formation of criminal law from its incipient stages of development in American society. Cross listed with CRIM 561.

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. *Prerequisites: SOC 101 and/or 405 or by consent of instructor.* 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. *Prerequisites: SOC 450 and 451 or consent of instructor and department chair.* Advanced study in behavioral research methodology; empirical generalizations, proposition formation and analysis, data gathering & interpretation, instrumentation, scaling techniques, and supervised application of methods.

SOC 620. Sociology of Education. (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 hrs.); 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. (6 hrs.). Students electing to write a thesis will work under the supervision of a faculty member and must present a thesis approved by the graduate faculty.

Spanish

SPA 576. Directed Study. (1 to 3 hrs.). *Prerequisite: consent of instructor and 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. A maximum of nine semester hours may be earned through independent or special problem courses.

SPA 599. Special Courses. (1 to 3 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. A maximum of nine semester hours may be earned through independent or special problem courses.

SPA 670. Directed Research. (1 to 3 hrs.). Original research of an approved subject under faculty supervision. A maximum of nine semester hours may be earned through independent or special problem courses.

SPA 676. Directed Study. (1 to 3 hrs.). Individually planned study of a specific topic under direction of the faculty. A maximum of nine semester hours may be earned through independent or special problem courses.

Sport Management

SPMT 605. Planning and Designing Sport and Physical Activity Facilities. (2-0-2); II on demand. Facilities, equipment, site selection, building plans, and equipment placement in programs of physical education.

SPMT 630. Sport Marketing. (3-0-3); I. This graduate level course will provide techniques of fund raising to prepare individuals to assume the responsibility for athletic and sports fund raising at the high school, collegiate, professional and business levels. In addition, the course work will include an overview of sports marketing and will examine the application of marketing principles to collegiate and professional sports events.

SPMT 632. Management and Administration of Sports Programs. (3-0-3); I or II. The course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements for a successful career as a sports and recreation administrator.

SPMT 635. Legal Issues in Sports and Physical Activity. (3-0-3); I or II. The course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements in regard to legal issues for a successful career as a sports and recreation administrator.

SPMT 650. Financing the Sport Enterprise. (3-0-3); II The course is designed for students to study financial theories and practical application as they affect sport revenues and expenditures including both private and public economic influences. Topics to be addressed include purchasing, budgeting, risk management, operational procedures and auditing guidelines.

SPMT 655. Leadership and Ethics in Sport and Physical Activity. (3-0-3); III. This course is intended as an examination of leadership and ethical issues that commonly arise in sport business. The course provides an analysis of leadership styles and theories and ethical issues facing youth, interscholastic, inter-collegiate, Olympic, professional, and business sport entities.

SPMT 660. Socio-Cultural Issues in Sport. (3-0-3); I. This course is designed to acquaint the graduate student with advanced principles and applications of social issues within the sport industry. The course will provide in-depth looks at how amateur/professional sport, and sport business enterprises reflect societal values and issues in the arena of sport. Topics such as gender, disability, race and ethnicity, aggression, politics, religion, and class and social mobility will be studied.

SPMT 661. Sport Relations. (3-0-3); II This course has been developed to introduce the student to the components necessary to manage a successful sport relations program. The preparation of information for distributions, media outlets, and various constituencies will be covered. In addition, employee, community and customer relations will be discussed as well as components for enhancing the image of a sport organization.

SPMT 671. Sport Management Internship. (3-0-3). I, II, III. *Prerequisites: completion of EDF 600, HPS 601 and 602, REC 604 and SPMT 630.* This course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements for a successful career as a sports administrator.

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 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 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. *Prerequisites: THEA 100, 200 or consent 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 Theater III. (4-0-4); III. *Prerequisite: 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. *Prerequisites: THEA 100, 200 or consent 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 consent 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 consent 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 consent 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.)

Administrative Directory

Board of Regents

James H. Booth, Inez
 L. Gene Caudill, Staff Regent
 Jean M. Dorton, Paintsville
 Virginia G. Fox, Frankfort
 Joshua R. Gruenke, Student Regent
 Buckner Hinkle, Jr., Lexington
 Sylvia Lovely, Lexington
 John C. Merchant, Cincinnati
 Charles Morgan, Jr., Faculty Regent
 Helen C. Pennington, West Liberty
 Jerry W. Umberger, Ashland

Officers of the Board

Buckner Hinkle, Jr., Chair
 James H. Booth, Vice Chair
 Michael R. Walters, Treasurer
 Carol Johnson, Secretary

Office of the President

Ronald G. Eaglin, President
 Carol Johnson, Assistant to the President
 Jane V. Fitzpatrick, General Counsel

Division of Academic Affairs

Michael R. Moore, Provost and Executive Vice President
 Alan R. Baldwin, Assistant to the Provost
 Deborah Abell, Associate Vice President for Undergraduate and Graduate Programs
 Susan W. Maxey, Coord. of Graduate Programs & Graduate Certification Officer
 Beverly McCormick, Assistant Vice President for Academic Affairs
 Marshall Chapman, Honors Program Director
 Larry Besant, Director of Libraries
 Patty Eldridge, Testing Coordinator
 Loretta Lykins, Registrar
 Carole Morella, Director of Research, Grants & Contracts
 Robert E. Frank, Associate Dean for International Education
 David R. Rudy, Dean of Institute for Regional Analysis & Public Policy
 Dan Connell, Associate Vice President for Academic Outreach and Support
 William E. Hudson, Associate Dean for Academic Support and Retention
 Jack Webb, Director of MSU at Ashland
 Jefferson Edgens, Director of MSU at Jackson
 Janet Kenney, Director of MSU at Mt. Sterling
 Lula Bowling, Director of MSU at Prestonsburg
 Jonell Tobin, Director of MSU at West Liberty
 P. Michael Hopper, Career Services Director

College of Business

Robert Albert, Dean
 Bruce Grace, Chair, Department of Accounting, Economics & Finance
 Elizabeth A. Regan, Chair, Department of Information Sciences
 Lary Cowart, Interim Chair, Department of Management, Marketing & Real Estate

College of Education

Dan Branham, Dean
 Mary Anne Pollock, Chair, Department of Elementary, Reading & Special Education
 Vacant, Chair, Department of Leadership and Secondary Education
 Dayna Brown, Chair, Department of Health, Physical Education & Sport Sciences

Caudill College of Humanities

Michael Seelig, Dean
 Robert Franzini, Chair, Department of Art
 Robert H. Willenbrink, Chair, Department of Communication & Theatre
 Philip Krummrich, Chair, Department of English, Foreign Languages & Philosophy
 Yvonne Baldwin, Chair, Department of Geography, Government & History
 John Karaus, Chair, Department of Military Science
 M. Scott McBride, Chair, Department of Music
 Ted Marshall, Chair, Department of Sociology, Social Work & Criminology

College of Science & Technology

Gerald DeMoss, Dean
 Marilyn Y. Sampley, Assistant Dean
 R. Lane Cowser, Chair, Department of Agricultural & Human Sciences
 David Magrane, Chair, Department of Biological & Environmental Sciences
 Ahmad Zargari, Chair, Department of Industrial Education & Technology
 Rodger Hammons, Chair, Department of Mathematics & Computer Science
 Antonino Carnevali, Chair, Department of Physical Sciences
 Bruce Mattingly, Chair, Department of Psychology
 Janet Gross, Coordinator, Baccalaureate Nursing Program, Department of Nursing and Allied Health Sciences
 Janet Corley, Coordinator, Associate Nursing Program, Department of Nursing and Allied Health Sciences
 Barbara Dehner, Coordinator, Radiologic Technology, Department of Nursing and Allied Health Sciences
 Ben Malphrus, Director of Space Science Center, Science and Technology Office of the Dean
 Rita Wright, Water Testing Lab Manager, Science and Technology Office of the Dean
 Patrick Hawkins, Multimedia Resource Center Director, Science and Technology Office of the Dean

Division of Administration & Fiscal Services

Michael R. Walters, Vice President for Administration and Fiscal Services
 James Fluty, Director of Accounting and Budgetary Control
 Bill Redwine, Director of Auxiliary Services

Steven Hoyng, Director of Food Services
 Roger Barker, Director of Human Resources
 K. Joe Hunsucker, Director of Internal Audits
 Dana Baldrige, Director of Payroll
 L. Gene Caudill, Director of Physical Plant
 William R. Hardin, Director of Support Services
 Dan Cornett, Manager of University Golf Course
 Elaine Parish, Postmaster

Division of Planning & Technology

Beth Patrick, Vice President for Planning and Technology
 Gary Van Meter, Senior Director of Information Technology
 Andrea Cornett, Director of Institutional Research and Computer Applications
 Michael Eldridge, Director of Telecommunications
 Drew Henderson, Director, Computer Center Operations
 Teresa C. Johnson, Budget & Management Information Director
 Brent Jones, Director of Technical Services

Division of Development & Alumni Relations

Barbara Ender, Vice President for Development & CEO of MSU Foundation, Inc.
 Mindy C. Highley, Director of Development
 Tami B. Jones, Director of Alumni Relations
 James Hampton, Finance Manager, MSU Foundation, Inc.

Division of Student Life

Madonna Weathers, Vice President for Student Life
 Myron Doan, Dean of Students
 Carol Becker, Director of Financial Aid
 Francene Botts-Butler, Director of Multicultural Student Services
 Joseph S. Cline, Director of Public Safety
 Kenitha King, Nurse Administrator, Counseling and Health Services
 Joel Pace, Director of Admissions
 Chip Smith, Director of Athletics
 Kenny White, Director of Housing

Division of University Relations

Keith Kappes, Vice President for University Relations
 Jeffrey Liles, Assistant Vice President for Marketing
 James M. Gifford, Senior Editor, Jesse Stuart Foundation, Inc.
 Paul Hitchcock, General Manager, Morehead State Public Radio
 Matt Collinsworth, Director of Kentucky Folk Art Center
 Don Rigsby, Director of Kentucky Center for Traditional Music
 Pauline Young, Director of University Communications
 Jami Hornbuckle, Web Marketing Director
 Cindy Trent, Manager of Document Services

Full & Associate Members of the Graduate Faculty

The faculty is listed alphabetically in the following order: name, rank, highest degree, and the institution where the highest degree was earned.

- Lola Aagaard, Asst. Prof. of Leadership & Sec. Ed., Ph.D., Univ. of Oklahoma
 Deborah Abell, Assoc. Prof. of Leadership & Secondary Ed., Ph.D., Indiana State
 Annie Adams, Assistant Professor of English, Ph.D., Bowling Green State Univ.
 Lawrence Albert, Professor of Speech, Ph.D., Pennsylvania State University
 Robert Albert, Associate Professor of Finance, Ph.D., University of Cincinnati
 Timothy Ashmore, Assistant Professor of Speech, Ph.D., University of Utah
 Lindsey Back, Professor of Government, Ph.D., University of Tennessee
 Victor Ballestero, Asst. Prof. of Educational Admin., Ed.D., Univ. of Kentucky
 David Barnett, Asst. Prof. of Leadership & Sec. Ed., Ed.D., Univ. of Kentucky
 David Bartlett, Professor of Art, M.F.A., University of Michigan
 Michael Biel, Professor of Radio-Television, Ph.D., Northwestern University
 Edward Breshel, Associate Professor of Sociology, Ph.D., Duke University
 Dayna Brown, Associate Professor of H.P.S., Ed.D., University of Kentucky
 Roland Buck, Professor of Economics, Ph.D., Texas A&M University
 Robert Bylund, Professor of Sociology, Ph.D., Pennsylvania State University
 H. Wade Cain, Associate Professor of Chemistry, Ph.D., Auburn University
 James Canipe, Assistant Professor of Adult Education, Ph.D., Univ. of Tennessee
 Vicente Cano, Professor of Romance Languages, Ph.D., University of Georgia
 Rosemary Carlson, Professor of Finance, D.B.A., University of Kentucky
 Haiwook Choi, Asst. Prof. of Information Systems, Ph.D., Sou. Illinois Univ.
 Glen Colburn, Associate Professor of English, Ph.D., University of Texas
 Laurie Couch, Associate Professor of Psychology, Ph.D., Univ. of Tennessee
 Lary Cowart, Associate Professor of Real Estate, Ph.D., University of Georgia
 Thomas Creahan, Associate Professor of Economics, Ph.D., Univ. of Cincinnati
 Susan Creasap, Associate Professor of Music, D.M.A., Ball State University
 Darrin DeMoss, Associate Professor of Biology, Ph.D., Marshall University
 Gerald DeMoss, Professor of Biology, Ph.D., University of Tennessee
 Dale Dickson, Assistant Professor of Psychology, Ph.D., Kansas State University
 Greg Detweiler, Assistant Professor of Music, D.M.A. University of Illinois
 E. Noel Earl, Assistant Professor of Speech, Ph.D., Ohio University
 George Eklund, Associate Professor of English, M.F.A., University of Iowa
 David Eisenhour, Associate Professor of Biology, Ph.D., Southern Illinois
 Stephen Eliason, Assistant Professor of Sociology, Ph.D., Oklahoma State Univ.
 Terry Elliott, Associate Professor of Accounting, M.B.A., Morehead State Univ.
 Donna Everett, Associate Professor of Business Education, Ph.D., Univ. of Houston
 Dixon Ferrell, Associate Professor of Art, M.F.A., University of Mississippi
 Lynne Fitzgerald, Professor of H.P.S., Ed.D., Temple University
 Robert Frank, Assistant Professor of Speech, Ph.D., University of Georgia
 Robert Franzini, Professor of Art, M.F.A., University of Iowa
 Kent Freeland, Professor of Education, Ph.D., University of Iowa
 Julie Gawne, Assistant Professor of Art, M.F.A., Northern Illinois University
 Geoffrey Gerner, Professor of Biology, Ph.D., Texas A&M
 Deeno Golding, Assoc. Professor of Art, M.F.A., Savannah College of Art & Design
 Bruce Grace, Assistant Professor of Finance, Ph.D., Louisiana State University
 Daniel Grace, Associate Professor of Education, Ph.D., University of Oregon
 William Green, Professor of Government, Ph.D., State University of New York
 Joy Gritton, Assistant Professor of Art, Ph.D., UCLA

Robert Grueninger, Professor of H.P.S., Ph.D., University of Oregon
Lynn Haller, Associate Professor of Psychology, Ph.D., Miami University
Diana Haleman, Assistant Professor of Education, Ed.D., University of Kentucky
L. Curtis Hammond, Assistant Professor of Music, D.M., Florida State Univ.
Charles Rodger Hammons, Professor of Mathematics, Ph.D., Univ. of Kentucky
Constance Hardesty, Associate Professor of Sociology, Ph.D., Univ. of Kentucky
Teresa Hardman, Associate Professor of H.P.S., Ph.D., Southern Illinois Univ.
Michael Harford, Professor of Management, J.D., Wake Forest University
Kitty Hazler, Assistant Professor of Education., Ph.D., Ohio University
Frances Helphinstine, Professor of English, Ph.D., Indiana University
Kenneth Henderson, Assistant Professor of Marketing, Ph.D., Florida State Univ.
Sylvia Henneberg, Assistant Professor of English, Ph.D., University of Georgia
Christopher Hensley, Associate Professor of Sociology, Ph.D., Mississippi St.Univ.
Ishappa Hullur, Associate Professor of Finance, Ph.D., University of Kentucky
C. Steven Hunt, Professor of Information Systems, Ed.D., University of Georgia
Richard Hunt, Associate Professor of Chemistry, Ph.D., University of Chicago
Michael Hypes, Assistant Professor of H.P.S., Ed.D., Tennessee State University
Terry Irons, Associate Professor of English, Ph.D., Univ. of Missouri-Columbia
Lloyd Jaisingh, Professor of Mathematics, Ph.D., Texas Tech University
Pamela Jones, Asst. Prof. of Acct., Econ., & Fin., MBA, Mississippi State Univ.
Adam Kantrovich, Asst. Prof. of Ag. & Human Sci., Ph.D., Virginia Poly. Institute
Rebecca Katz, Associate Professor of Sociology, Ph.D., University of Oklahoma
George Kelley, Asst. Prof. of Computer Info. Systems, Ph.D., Texas A&M Univ.
Janet Kenney, Assoc. Professor of Communication, Ph.D., University of Oregon
Shari Kidwell, Assistant Professor of Psychology, Ph.D., Wayne State University
Beverly Klecker, Asst. Prof. of Leadership & Sec. Ed., Ph.D., West Virginia Univ.
James Knoll, Professor of Education, Ph.D., Syracuse University
Michelle Kunz, Associate Professor of Marketing, Ph.D., Univ. of Tennessee
Karen Lafferty, Associate Professor of Education, Ed.D., Indiana Univ. of Penn.
Gary LaFleur, Associate Professor of Speech, Ph.D., University of Massachusetts
Nancy Landrum, Assistant Professor of Mgt., Ph.D., New Mexico State Univ.
William Layne, Professor of Theatre, Ph.D., Northwestern University
Lesia Lennex, Associate Professor of Education, Ed.D., University of Tennessee
Wanda Letendre, Associate Professor of Education, Ph.D., West Virginia Univ.
Ricky Little, Assistant Professor of Music, D.M.A., The Ohio State University
Travis Lockhart, Professor of Theater, Ph.D., University of Texas
Edith Lombardo, Associate Prof. of Education, Ed.D., West Virginia University
Monica Magner, Associate Professor of H.P.S., Ed.D., West Virginia University
David Magrane, Professor of Biology, Ph.D., University of Arizona
Benjamin Malphrus, Professor of Science, Ed.D., West Virginia University
Maurice Martin, Asst. Professor of H.P.S., Ph.D., University of South Carolina
Bruce Mattingly, Professor of Psychology, Ph.D., University of Kentucky
Donna McAlister-Kizzier, Assoc. Prof. of Info. Systems, Ed.D., Univ. of Neb.-Lincoln
Paul McGhee, Professor of Education, Ph.D., Syracuse University
Elisabeth Mesa-Gaido, Associate Professor of Art, M.F.A., Ohio University
Gary Mesa-Gaido, Associate Professor of Art, M.F.A., Ohio University
Richard Miles, Associate Professor of Music, Ph.D., Florida State University
Green Miller, Professor of Economics, Ph.D., University of Kentucky
Timothy Miller, Associate Professor of Education, Ed.D., Ball State University
Kathryn Mincey, Associate Professor of English, M.A., Morehead State Univ.

John Modaff, Professor of Speech, Ph.D., Southern Illinois University
 Wayne Morella, Professor of Industrial Education, Ph.D., Southern Illinois Univ.
 Adele Moriarty, Associate Professor of Education, Ed.D., University of Alabama
 Charles Morgan Jr., Professor of Psychology, Ph.D., University of Florida
 Ronald Morrison, Professor of English, Ph.D., University of Kansas
 Sarah Morrison, Professor of English, Ph.D., University of Kansas
 Layne Neeper, Associate Professor of English, Ph.D., Pennsylvania State Univ.
 John Newsome, Assistant Professor of H.P.S., Ph.D., Florida State University
 Sean O'Keefe, Asst. Prof. of Biology, Ph.D., Univ. of California at Berkeley
 David Olson, Associate Professor of Psychology, Ph.D., Oklahoma State Univ.
 Dean Owen, Professor of Education, Ph.D., University of Florida
 T. Ross Owen, Assistant Professor of Adult Education, Ph.D., Univ. of Tennessee
 David Oyen, Assistant Professor of Music, D.M.A., The Ohio State University
 Charles Patrick, Prof. of Industrial Education, Ph.D., Virginia Polytech. Institute
 Chien-Chih Peng, Asst. Prof. of Acct., Econ. & Fin., Ph.D., Univ. of Kentucky
 Anna Pennell, Asst. Professor of Ed., Ph.D., Univ. of North Carolina-Greensboro
 John Perego, Asst. Prof. of Leadership & Secondary Ed., Ph.D., Syracuse Univ.
 David Peterson, Assoc. Prof. of Education, Ed.D., East Tennessee State
 Nancy Peterson, Associate Professor of English, Ph.D., University of Texas
 David Peyton, Assistant Professor of Biology, Ph.D., Univ. of Kentucky
 Mary Anne Pollock, Associate Professor of Education, Ed.D., Univ. of Kentucky
 Roma Prindle, Associate Professor of Music, D.M.A., University of Hartford
 Robert Pritchard, Associate Professor of Music, D.M.A., Boston University
 Manuel Probst, Assistant Professor of H.P.S., Ed.D., University of Kentucky
 Elizabeth Regan, Associate Professor of Information Systems, Ph.D., Univ. of Conn.
 Brian Reeder, Professor of Biology, Ph.D., The Ohio State University
 Edward Reeves, Professor of Sociology, Ph.D., University of Kentucky
 Sean Reilley, Assistant Professor of Psychology, Ph.D., University of Cincinnati
 Allen Risk, Associate Professor of Biology, Ph.D., University of Tennessee
 C. Brent Rogers, Associate Professor of Agriculture, Ph.D., Univ. of Arkansas
 Robert Royar, Associate Professor of English, Ph.D., University of Louisville
 David Rudy, Professor of Sociology, Ph.D., Syracuse University
 Marilyn Sampley, Professor of Human Sciences, Ph.D., Texas Woman's Univ.
 David Saxon, Professor of Biology, Ph.D., Southern Illinois University
 Edna Schack, Associate Professor of Education, Ed.D., Illinois State University
 Markham Schack, Professor of Education, Ed.D., Oklahoma State University
 J. Michael Seelig, Professor of Social Work, J.D., Capital University
 Shirley Serini, Assistant Professor of Communication, Ph.D., University of Iowa
 Ehsan Sheybani, Asst. Prof. of Ind. Ed. & Tech., Ph.D., Univ. of South Florida
 Mee-Ryoung Shon, Asst. Professor of Education, Ph.D., Texas A&M University
 Ron Skidmore, Asst. Prof. of Leadership & Sec. Ed., Ph.D., Univ. of Kentucky
 David Smith, Associate Professor of Biology, Ph.D., Univ. of North Texas
 Shane Spiller, Assistant Professor of Management, Ph.D., University of Alabama
 Judith Stafford, Associate Professor of Social Work, Ph.D., Ohio State Univ.
 Wanda Staley, Associate Professor of Education, Ph.D., Kent State University
 Rodney Stanley, Associate Prof. of Ind. Ed. & Tech., Ed.D., Univ. of Kentucky
 Suzanne Tallichet, Associate Professor of Sociology, Ph.D., Penn. State Univ.
 Paul Taylor, Associate Professor of Music, D.M.A., University of Wisconsin
 Timothy Thomas, Asst. Prof. of Leadership & Sec. Ed., Ph.D., Univ. of Virginia
 Stephen Tirone, Associate Professor of Art, M.F.A., University of Wisconsin
 Cynthia Trombino, Asst. Prof. of Biology, Ph.D., Northern Illinois Univ.

Craig Tuerk, Associate Professor of Biology, Ph.D., University of Colorado
 James Turner, Assistant Professor of Management, D.B.A., Louisiana Tech Univ.
 Sharon Walters, Associate Professor of Accounting, M.B.A., Morehead State Univ.
 Ilsun White, Associate Professor of Psychology, Ph.D., Indiana University
 Wesley White, Associate Professor of Psychology, Ph.D., Indiana University
 Joan Whitworth, Associate Professor of Science, Ph.D., University of Colorado
 Judith Willard, Associate Professor of Agriculture, Ph.D., Univ. of Kentucky
 L. Kim Williams, Professor of Accounting, D.B.A., University of Kentucky
 Melinda Willis, Associate Professor of Education, Ed.D., University of Kentucky
 Wayne Willis, Professor of Education, Ph.D., University of Oklahoma
 Carol Wymer, Assistant Professor of Biology, Ph.D., Pennsylvania State University
 Scott Wymer, Assistant Professor of CIS, Ph.D., Pennsylvania State University
 Mesghena Yasin, Associate Professor of Economics, Ph.D., Univ. of Cincinnati
 Ahmad Zargari, Assoc. Prof. of Industrial Education, Ph.D., Bowling Green State

Faculty Emeriti

Palmer Adkins, Assistant Professor of H.P.E.R.
 John Alcorn, Associate Professor of Accounting
 David Anderson, Associate Professor of Music
 Reedus Back, Professor of Education
 Woodrow Barber, Associate Professor of Biology
 Anne Beane, Instructor of Music
 James Beane, Associate Professor of Music
 Joe Bendixen, Professor of Agriculture
 Earl Bentley, Professor of H.P.E.R.
 William M. Bigham, Professor of Music
 Jack Bizzel, Professor of Government
 Harold Leo Blair, Associate Professor of Music
 Laradean Brown, Assistant Professor of H.P.E.R.
 David Brumagen, Professor of Biology
 Janice Brumagen, Associate Professor of Nursing
 Roland Burns, Professor of Geography
 Fred Busroe, Associate Professor of Biology
 Rodger Carlson, Professor of Marketing
 Betty Clarke, Assistant Professor of English
 William Clark, Professor of Geography
 Diane Cox, Assistant Professor of Education
 Gary Cox, Professor of Geography
 David Cutts, Professor of Physics
 Larry Dales, Assistant Professor of Journalism
 Richard Daniel, Professor of Education
 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
 Gretta Duncan, Assistant Professor of Education
 John Duncan, Professor of Education
 Johnson Duncan, Professor of Music
 Maurice Esham, Professor of Science

Ronald Fiel, Professor of Science
Don Flatt, Professor of History
R. Jay Flippin, Associate Professor of Music
Ben Flora, Professor of Mathematics
Jerry Franklin, Assistant Professor of Education
Johnnie Fryman, Associate Professor of Mathematics
E. Glenn Fulbright, Professor of Music
Carol Ann Georges, Assistant Professor of Education
Shirley Gish, Professor of Speech
Robert Gould, Professor of Geography
John Graham, Assistant Professor of Accounting
Nancy Graham, Assistant Professor of Human Sciences
Colleta Grindstaff, Assistant Professor of Education
Oval Hall, Assistant Professor of Education
Bernard Hamilton, Assistant Professor of German
Coleene Hampton, Instructor of Education
Robert Hayes, Associate Professor of Industrial Education
Jack Henson, Assistant Professor of Business Education
Charles Holt, Professor of History
Ryan Howard, Professor of Art
Bernice Howell, Instructor of Education
Jerry Howell, Professor of Biology
David Hylbert, Professor of Geoscience
Broadus Jackson, Professor of History
Glenn Johnston, Professor of Mathematics
Charlie Jones, Associate Professor of Mathematics
John Kleber, Professor of History
Allen Lake, Associate Professor of Biology
Joyce LeMaster, Associate Professor of English
Perry LeRoy, Professor of History
Robert Lindahl, Professor of Mathematics
Noah Logan, Associate Professor of Education
Robert Lorentz, Associate Professor of Marketing
Earle Louder, Professor of Music
Sue Luckey, Professor of Business Education
Nell Mahaney, Assistant Professor of Mathematics
Frank Mangrum, Professor of Philosophy
James Mann, Associate Professor of Mathematics
Jose Maortua, Professor of Art
James Martin, Associate Professor of Agriculture
Les Meade, Professor of Biology
Robert Meadows, Professor of Management
Rodney Don Miller, Professor of Education
Mark Minor, Professor of English
Dixie Moore, Assistant Professor of Mathematics
Thomas Morrison, Professor of Economics
Edward Morrow, Assistant Professor of English
Olga Mourino, Professor of Spanish
Elizabeth Nesbitt, Assistant Professor of H.P.E.R.
Larry Netherton, Assistant Professor of Radio-TV
Barbara Niemeyer, Associate Professor of Education

Gordon Nolen, Associate Professor of Mathematics
Hazel Nollau, Assistant Professor of Education
Helen Northcutt, Assistant Professor of Business Education
Phyllis Oakes, Professor of Education
John Oakley, Assistant Professor of Sociology
Rose Orlich, Professor of English
Gretta Gaye Osborne, Assistant Professor of H.P.E.R.
James Osborne, Assistant Professor of H.P.E.R.
John Osborne, Assistant Professor of Accounting
Gail Ousley, Assistant Professor of Business Education
Ted Pass, Professor of Biology
Margaret Patton, Associate Professor of Sociology
Charles Payne, Professor of Chemistry
Essie Payne, Assistant Professor of English
Lamar Payne, Professor of Chemistry
Charles Pelfrey, Professor of English
Jack Peters, Associate Professor of Management
John Philley, Professor of Geoscience
Toney Phillips, Associate Professor of Chemistry
Bill Pierce, Professor of Marketing
Sibbie Playforth, Assistant Librarian
Betty Porter, Professor of Nursing
James Powell, Professor of Education
Madison Pryor, Professor of Biology
James Quisenberry, Professor of Speech
Paul A. Raines, Professor of H.P.E.R.
Meade Roberts, Associate Professor of I.E.T.
James R. Robinson, Assistant Professor of Geography
Harold Rose, Professor of Education
Layla Sabie, Professor of Education
Mohammed Sabie, Professor of H.P.E.R.
George Sadler, Associate Professor of H.P.E.R.
Joe D. Sartor, Associate Professor of Art
Joyce Saxon, Associate Professor of Mathematics
Howard Setser, Professor of Biology
John K. Stetler, Associate Professor of Music
Lucretia M. Stetler, Associate Professor of Music
George Tapp, Professor of Psychology
Stephen S. Taylor, Professor of Education
Dan S. Thomas, Professor of Education
M.K. Thomas, Professor of English
Charles Thompson, Professor of H.P.E.R.
Pepper Tyree, Assistant Professor of I.E.T.
Vasile Venettozzi, Professor of Music
William Weikel, Professor of Education
Randall Wells, Professor of Education
Sue Wells, Assistant Professor of Education
Alban Wheeler, Professor of Sociology
Jack Whidden, Professor of Physics
Mont Whitson, Professor of Sociology

Patsy Whitson, Associate Professor of Social Work

Marium Williams, Associate Professor of Education

Betty Jean Wilson, Librarian IV

Jack Wilson, Professor of Speech

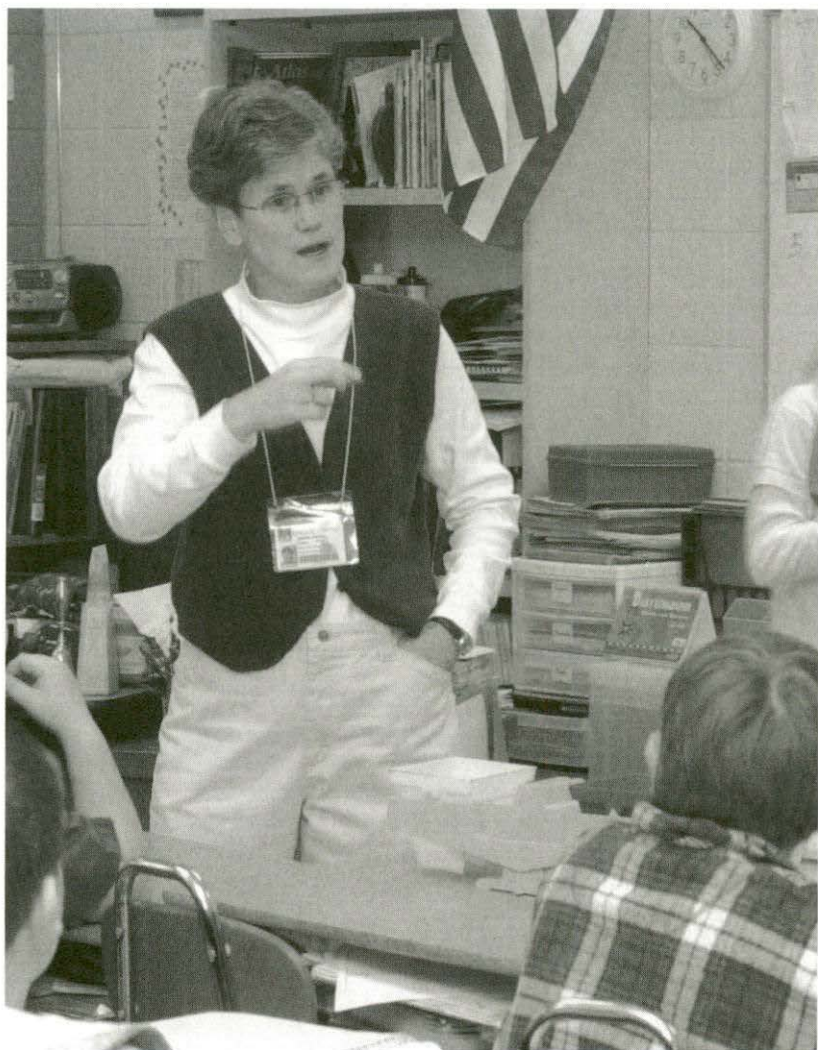
Robert Wolfe, Associate Professor of Agriculture

Clark D. Wotherspoon, Professor of Education

Thomas Yancy, Associate Professor of Radio-TV

Don B. Young, Assistant Professor of Art

Steve Young, Professor of Education



Index

A

Academic Calendar.....	2
Academic Grievance Procedure	38
Academic Honesty Policy.....	18
Academic Information	7
Accreditation.....	1
Administrative Directory	197
Admission to Graduate Study.....	31
Catalog Applicable	34
Changing Your Program.....	33
General Requirements.....	31
Second Master's Degree	34
Special Admission	33
Time Limitation	35
Transfer Credit	35
Types of Admission	31
African-American Graduate Assistantships	28
Alumni Association	13
Applications	6
Applying for Certification	36
Applying for the Degree	36
Auditing Courses	38
Automobile Registration	13

B

Board of Regents	197
------------------------	-----

C

Campus Map.....	213
Career Services	13
Catalog Applicable	34
Caudill College of Humanities	95
Department of Art.....	95
Department of Communication & Theatre.....	98
Department of English, Foreign Languages & Philosophy	100

Department of Geography, Government & History	102
Department of Music	102
Certificate for Vocational Education Supervision and Coordination.....	122
Certification	
Director of Special Education.....	67
Interdisciplinary Early Childhood Education	68
Learning and Behavior Disorders, P-12	64
P-5	62
Provisional Elementary/Secondary Guidance Counselor	73
Teaching Students with Moderate and Severe Disabilities	66
Changing your program.....	33
College of Business	42
College of Education	46
Department of Elementary, Reading & Special Education	46
Department of Health, Physical Education & Sport Sciences	89
Department of Leadership & Secondary Education.....	69
College of Science & Technology	111
Department of Agricultural & Human Sciences	111
Department of Biological & Environmental Sciences	111
Department of Industrial Education & Technology	117
Department of Mathematics & Computer Science.....	130
Department of Physical Sciences	130
Department of Psychology	123
Commencement	36
Comprehensive Exit Examination	36
Cooperative Doctoral Program with the University of Kentucky	39
Counseling and Health Services	14
Course Load	36
Course Numbering	37
Course substitution	35

D

Degree requirements	34
Dietetic Internship.....	120
Distance Learning	14

E

Extended Campus Programs.....	12
-------------------------------	----

F

Faculty Emeriti	203
Fees	26

	209
Fifth-Year Program.....	57
Elementary Education Teachers 5-9.....	59
Elementary Education Teachers P-5.....	58
Non-Degree.....	57
Fifth-Year Program in Secondary Education	86
Final Examinations	36
Financial Aid.....	29
Financial Information	26

G

GMAT - Graduate Management Admission Test	18
Grading Policies and Procedures	29
Grading System.....	37
Graduate Assistantships	27
Graduate Committee	11
Graduate Faculty.....	201
Graduate Study Administration	11
GRE - Graduate Record Exam	18
Grievance Procedure	38
Gulf Coast Research Laboratory	117

H

Housing.....	15
--------------	----

I

International Education Programs	15
International Students Health Insurance	16

L

Leadership and Secondary Education Certification	
Alternative Admission Plan	83
Director of Pupil Personnel Services	80
Leadership Electives.....	82
School Superintendent	81
Supervisor of Instruction, K-12	80
Library	16

M

Major James Scott DeHart Graduate Fellowship	28
Master of Arts	
Adult and Higher Education	70
Education - Secondary	78
Education - Guidance	72
School Administration	75
Teaching - Secondary	77
Master of Arts in Art	95
Master of Arts in Clinical Psychology	125
Master of Arts in Communication	98
Master of Arts in Education-Elementary	46
Elementary (K-4 or P-5)	47
International Educators	52
Middle Grades.....	50
Reading and Writing Specialist Endorsement	53
Master of Arts in English	100
Master of Arts in General/Experimental Psychology.....	123
Master of Arts in Health, Physical Education and Sport Sciences	89
Master of Arts in Sociology	106
General Sociology Option	107
Criminology Option	107
Gerontology Option	107
Regional Analysis and Public Policy Option	108
Master of Arts in Teaching	77
Master of Business Administration	42
Admission Requirements	42
Foundation Course Sequence	43
Requirements for the Degree	44
Master of Music	102
Emphasis on Music Education	103
Exit Examination	105
Specialized Teaching Area in Music	104
Master of Science in Biology	112
Emphasis in Regional Analysis and Public Policy.....	115
Master of Science in Career and Technical Education	118
Master of Science in Industrial Technology.....	118
MAT - Miller's Analogy Test	18
Multicultural Student Services	17
Music Fees	105

N

Non-Degree requirements	34
-------------------------------	----

P

Private Applied Music	105
-----------------------------	-----

R

Rank I Program	
Elementary Teachers with the Fifth-Year	60
Guidance Counselors	87
Non-Degree.....	87
Teachers of Exceptional Children	61
Reminders for Master's/Non-degree applicants	6
Repeating Courses	38

S

Second Master's degree	34
Sexual Harassment Policy	19
Specialist in Education (Ed.S.)	
Adult and Higher Education	83
Guidance and Counseling.....	84
Instructional Leadership	85
Specialist in Education Degree.....	59
Strategic Plan	10
Core Values.....	10
Mission Statement.....	10
Strategic Goals	11
Vision Statement.....	10
Student Trip Insurance.....	17
Students' Rights to Access to Records.....	24
Substitution.....	35

T

Technology Resources	17
Testing Center	18
Thesis	35
Time Limitation	35

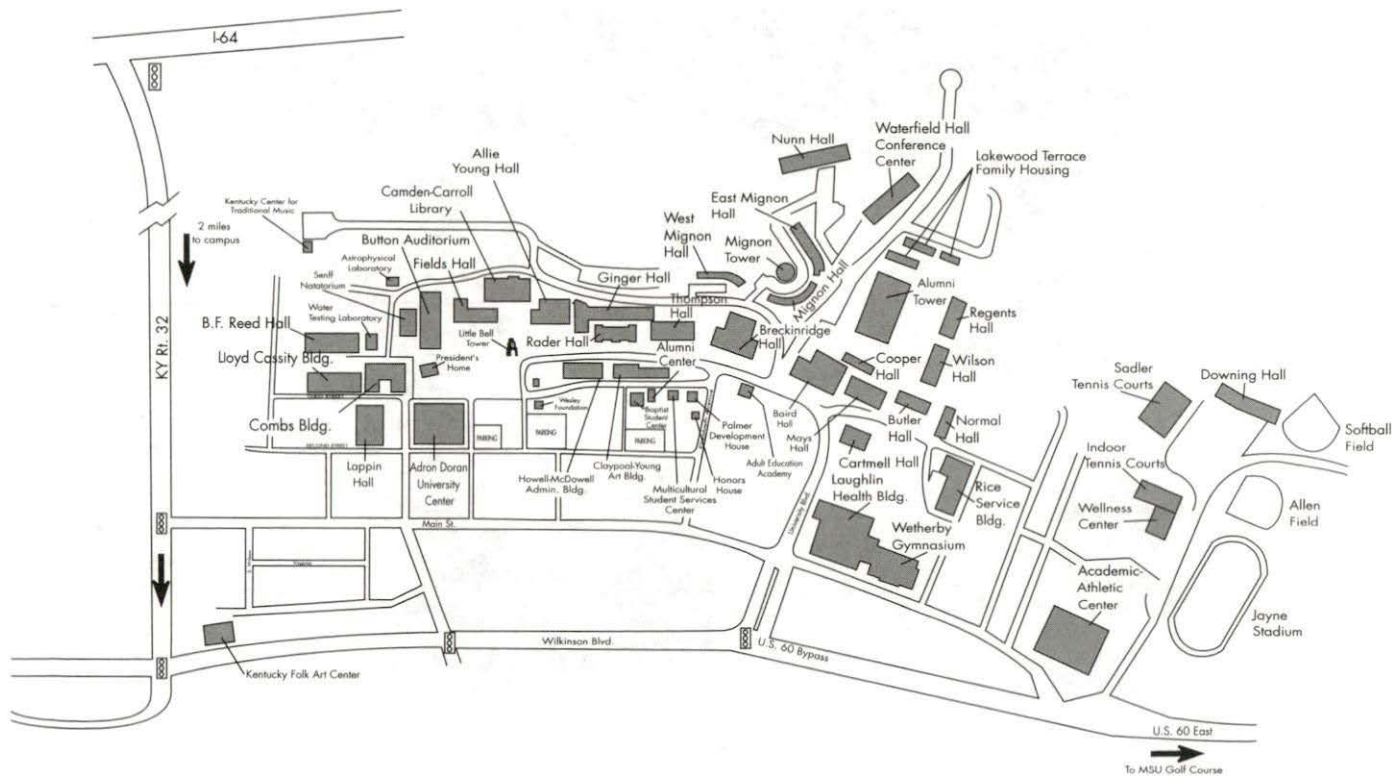
U

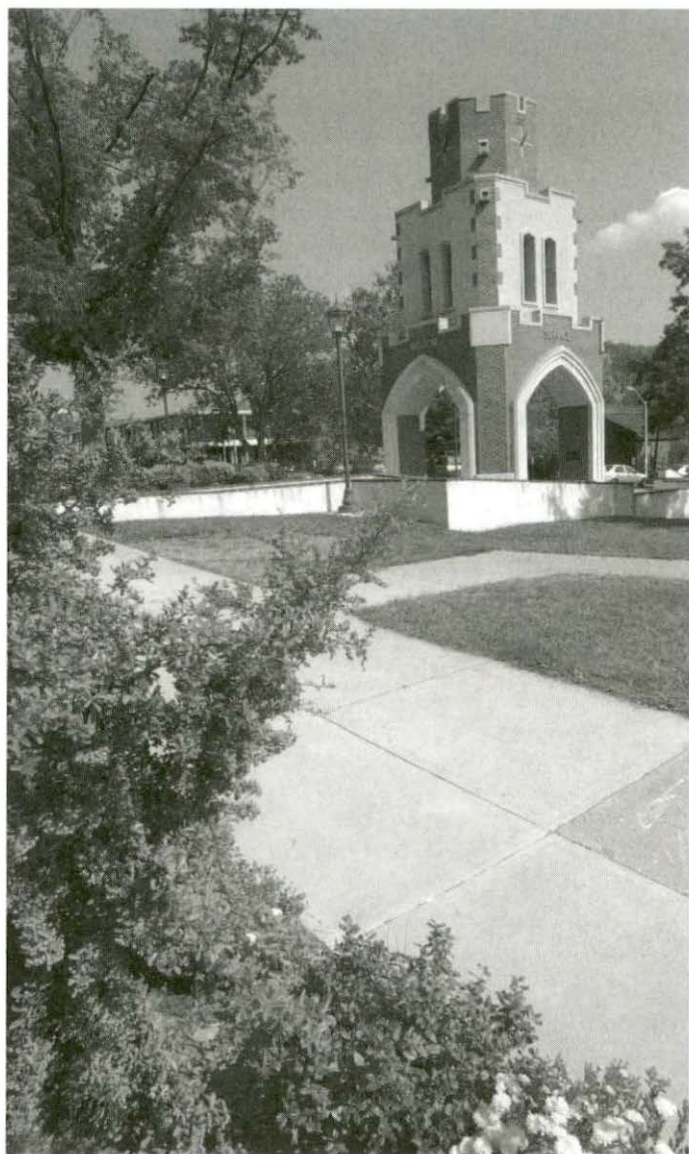
University Keys	28
University Services	13
Alumni Association	13
Automobile Registration.....	13
Career Services	13
Counseling and Health Services	14
Cultural, Religious, and Social Opportunities	14
Distance Learning.....	14
Food Services	14
Housing.....	15
International Education Programs	15
International Students Health Insurance Requirements	16
Library.....	16
Multicultural Student Services	17
Student Publications	17
Student Trip Insurance	17
Technology Resources	17
Testing Center.....	18

V

Vocational School Principal	122
Vocational Education Supervision and Coordination	122

Campus Map





Notes



**EDUCATION
PAYS**

www.moreheadstate.edu





Learn more!