Morehead State University
Graduate Catalog 2000-2002

Membership
- 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

Accreditation
- Association of Collegiate Business Schools and Programs
- National Association of Schools of Music
- National Council for the Accreditation of Teacher Education
- Southern Association of Colleges and Schools

Morehead State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033: Telephone 404-679-4501) to award Associate, Baccalaureate, Master’s and Specialist degrees.

Volume 63
Date August 2000
Toll Free Number 800-585-MSU1 (6781), Graduate Admissions
Web address: http://www.moreheadstate.edu

Changes
Morehead State University reserves the right to change its academic regulations, policies, fees, and curricula without the action of the Ky Council on Postsecondary Education and/or the Morehead State University Board of Regents. Material included in this catalog is based on information available at the time of publication.

Equal Opportunity
Morehead State University is committed to providing equal educational opportunity to all persons regardless of race, color, national origin, age, religion, marital status, sex, or educationally-unrelated disabilities in its educational programs, activities, employment policies, and admission of students to any program of study as required by Title IX, Title IV, and Section 504. Inquiries should be addressed to the Affirmative Action Officer, Morehead State University, 101 Howell-McDowell Ad. Bldg., Morehead, KY 40351.

Printing
This catalog was prepared by Morehead State University and printed with state funds per KRS 57.375.

University August
Fall Semester
August
- Campus-wide departmental
- Business Days
August 16 Wednesday - Class schedule
- Business Days
August 17 Thursday - Class schedule
- Business Days
August 18 Friday - Class schedule
- Business Days
August 21 Monday - All on-campus
- Late fee in
- Business Days
August 25 Friday - Last day for (partial or
- Business Days
August 28 Monday - Last day to
- Business Days

September
- Labor Day (no
- Business Days
September 4 Monday - Labor Day
- Last day for
- Business Days

October
- First half-
- Mid-term grades
- 9:00 a.m.
16 Monday  - Second half-semester classes begin
- Last day to add a second half-semester class

25 Wednesday - Last day to drop a full-term course or withdraw from school
with an automatic grade of "W"

**November**

6 Monday  - Fall Break (no classes)

7 Tuesday - Presidential Election (no day or night classes, or office hours)

13 Monday

16 Thursday - Advance Registration for Spring 2001

17 Friday  - Last day to drop a second half-semester class with a grade of "W"

22 Wednesday

24 Friday  - Thanksgiving Break (no classes)

27 Monday  - Classes resume

**January**

10 Wednesday - Campus-wide department meeting

11 Thursday - Late Registration - Business Day

12 Friday  - Business Day

15 Monday  - Martin Luther King, Jr. Day

22 Monday  - Last day for withdrawal)

**February**

11 Monday  - Last day for withdrawal)

12 Monday  - Last day for withdrawal)

16 Monday  - Last day to automatic grade

**December**

11 Monday  - FINAL EXAMINATIONS

12 Tuesday

13 Wednesday - Reading day for final exams (no classes)

14 Thursday - FINAL EXAMINATIONS

15 Friday  - FINAL EXAMINATIONS

16 Saturday - Commencement, 10:30 a.m., Fall Semester closes at noon

18 Monday  - Grades due in Registrar’s Office by 9:00 a.m.

**Spring Semester - 2001**

12 Monday
16 Friday - Spring Break (no classes)

19 Monday - Last day to drop a full-term course or withdraw from school with automatic grade of "W"

April
6 Friday - Last day to drop a second half-semester class with a grade of "W"

9 Monday

12 Thursday - Advance Registration for Summer I, II and Fall 2001

May
7 Monday
8 Tuesday - FINAL EXAMINATIONS

9 Wednesday - Reading day for final exams (no classes)

10 Thursday
11 Friday - FINAL EXAMINATIONS

12 Saturday - Commencement, 10:30 a.m., Spring Semester closes at noon

14 Monday - Grades due in Registrar’s Office by 9:00 a.m.

Reminders for Master’s/Non-Degree Applicants

Document | Due date
--- | ---
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 or before 12 hours have been completed. To schedule the exam call 1-800-GRE-CALL.

Course contract or checksheet | Application for Degree/Non-Degree-At the time of application or before 12 hours have been completed. To schedule the exam call 1-800-GRE-CALL.

Computations, credit and checksheet acceptance | Comprehensive Exit Examination-

Thesis (if required by program) | During the last two weeks of the program

Remainder for Master’s/Non-Degree Applicants

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General Information

Mission Statement
Morehead State University shall seek to provide high-quality instruction.

Geographic Region
The programs shall be oriented in the service region to the institution under guidelines established by the Council on Higher Education and Admissions. The University shall admit students under prepared student, specified time frame. Through this access and high-quality programs.

Institutional Admission
The University shall have the institutional, and institutional admissions, and institutional guidelines for the admission of students. The University shall have the following institutional guidelines for the admission of students:

Degree Levels
University shall have the following institutional guidelines for the admission of students:

Strategic Directions/Programs
The University shall have the following institutional guidelines for the admission of students:

Instruction Programs by Level
- Fine arts [B, M-50]
- English and literature [B, M-45]
Enhancement of Instruction

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

Service and Research Functions

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

Collaborative Ventures

Emphasis shall be placed on developing and delivering cooperative programming with other higher education institutions and area as well as partnerships with business and industry.

The University shall develop and employ technological resources to communicate with other institutions in the fulfillment of its mission. Student advising, articulation agreements, curriculum development, and electronic technology will be employed to facilitate transfer of credits from other institutions toward degree completion.

Efficiency and Effectiveness

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

Statement of Ideals

The University shall

C Be a community of students, faculty, administrators, and staff where all pursue intellectual, creative, ethical, and technical development;
C Foster an environment in which knowledge may be discovered, integrated, disseminated for concerns of social significance for the excitement of research or free inquiry;
C Be a place where students, faculty, and staff are committed to excellence and integrity;
C Build upon the achievements and values of the past to respond to the demands of the present and challenges of the future;
C Promote the development of those qualities of leadership necessary to meet the diverse and changing needs of the state, nation, and world; and
C Continually evaluate, develop, and improve programs to fulfill its specific mission of serving the economic, educational, social, and cultural needs of northern and eastern Kentucky.

Vision Statement

How does a university plan strategically? It creates a vision of what it wants to be and then plans how to achieve that vision. At MSU, our new vision statement contains a goal:

1. To make sure our academic programs and support services are of the highest quality and clearly focused on the needs of our students and the regional community,
(2) To make sure our personnel are dedicated to student success,
(3) To make sure our students are able to achieve academic success,
(4) To make sure that we effectively produce the highest quality experience,
(5) To make sure that we effectively produce the highest quality experience,
(6) To make sure that internal decision making is effective and articulated through the Council on General Education.

About the University

With a coeducational enrollment of over 3,000, Morehead State University draws students from throughout the nation and draws faculty from around the world in its diverse academic programs.

Graduate Study

Administration

The Dean

The dean of graduate programs governs graduate study.

The Graduate Committee

The Graduate Committee consists of the dean, the registrar, and the dean of graduate study. It recommends policies and regulations in the execution of these policies and hears graduate student complaints.

Advisors

When the graduate student is ready to declare a major field of study, an advisor is appointed. The advisor should be knowledgeable about the graduate program and the student's interests.

Objectives

The graduate programs offer

1. professional education for those working toward a non-degree goal;
2. research training for those individuals who plan to pursue advanced degrees;
3. those individuals who plan to pursue advanced degrees;
A. Further develop abilities to...
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 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.

Regional Campus Study

The University conducts an extensive regional-campus education program. Graduate As a member of the Cooperative
instruction is offered at regional centers/sites in Ashland, Prestonsburg, Whitesburg, West Liberty, Jackson, Maysville, and Mt. Sterling. All courses carry resident credit. For further information concerning regional study contact the regional coordinators or regional directors/coordinators as listed.

Ashland
Ashland Area Extended Campus Center
1401 Winchester Avenue
Ashland, KY 41101 (606)-327-1771-800-648-5370

Jackson
P.O. Box 602
1170 Main Street
Jackson, KY 41339 (606)-666-2800 1-800-729-5225

Maysville
Maysville Community College
8061 Stonelick Road
Maysville, KY 41056 (606)-759-7549

Mt. Sterling
Miller Community Center
209 N. Maysville Street
Mt. Sterling, KY 40353 (606)-498-8784

Pikeville
Appalachian Graduate Consortium
Pikeville, KY 41501 (606)-432-9320

University Services

International Education

Morehead State University offers opportunities in various countries for academic credit upon successful completion of programs that awards academic credit, the standards which they would normally be eligible to earn at MSU.

MSU is a participant in the Keck Externship Program, in which students may spend a semester at one of several institutions in Belgium, Greece, Spain, Germany, China, and South Africa. Programs are scheduled during the fall semester. Students can enroll in the program in which they are enrolled.

Additional information about various international education programs is available at the International Education Office in the Student Services Building.

English Language Center

Students take intensive courses in pronunciation, comprehension, and developmental study, and are able to enroll at MSU without

...
Library

Camden-Carroll Library is the information center of Morehead State University. Library's collection of books, periodicals, government documents, and non-print media contains resources that support 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 participate in today's service-oriented economy. The Library's online catalog, the Kentucky Digital Library, and a galaxy of online databases accessible through the World Wide Web allow 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 for obtaining the information needed. Through its Interlibrary Loan services, the Library participates in state and 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 multi-media center containing software, video recordings, audio cassettes and CDS, kits, and teaching aids that support children's literature and a pre-school-grade 12 collection of textbooks and auxiliary guides. In addition, a University microcomputer lab is located in LRC.

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. - 11:00 p.m.; Friday 7:30 a.m. - 6:00 p.m.; Saturday 9:00 a.m. - 5:00 p.m. and Sunday 1:00 p.m. - 11:00 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 website at http://www.morehead-st.edu/library.

Technology Resources

Morehead State University through the Office of Information Technology provides a variety of computing resources in support of instructional, administrative, and research activities. These resources include a Hewlett-Packard 600 used for instructional and research purposes and a Hewlett-Packard K360 used for administrative purposes. Several other minicomputer systems and ALR servers are maintained to support faculty and other academic and administrative functions. Over 1600 microcomputers located in classrooms, labs and offices are replaced on a four-year cycle to maintain the latest 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 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, and billing payments is available to students and prospective students through the campus website at www.morehead-st.edu. The University instructional programs utilize computer-aided education for programming, problem solving, computer-assisted instruction, simulation, spreadsheets, keeping, word processing, electronic mail, research, and other activities.

Testing Center

The Testing Center provides information on many forms of testing on campus. Information and registration forms are available in the Counseling Center, the Learning Resource Center, the Information Technology office, and at the Counseling Center web site at http://www.morehead-st.edu/units/counseling-center.
who make an annual contribution to the MSU Foundation, Inc., and request membership. Active members receive benefits such as discounts on concert tickets and season football or basketball tickets. Alumni grant eligibility for dependent children or grandchildren, and invitations to special events such as concerts. 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, a prestigious alumni awards banquet, and other activities tailored to alumni interests.

### 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 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, but the apartments are not needed for assignment to married couples or single parents.

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

### Food Services

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

Dining concepts in the Adron Doran University Center include traditional American and international entrees and vegetables as well as food court selections such as soups and salads, deli sandwiches, and pasta. The Adron Doran University Center also includes national chain restaurants such as Pizza Hut and Wingstop.

Students may use food services on a cash basis or by depositing money on their MSU Diner's Club account. The Diner's Club dollars may be used by presenting the MSU student ID card to the cashiers in any food service location.

### Automobile Registration

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

### Student Trip Insurance

Student trip insurance is available for students accompanying faculty and staff on University sponsored field trips, including overseas travel. The cost is minimal. 

### Student Publications

The Trail Blazer is the official student publication on the campus. Inscape is the biannual literary magazine, which features creative writing, poetry, and sketches from University students. Raconteur is a student-produced full-color format.

### Cultural, Religious, and Social Life

Students may take advantage of the many cultural, religious, and social activities offered on the campus. Art exhibits, concerts, lectures, and films are presented throughout the year. Morehead State University is a denominational institution, and opportunities exist to attend the many churches located in the area. For those interested in church life, there are many opportunities on the campus to attend worship services and other events at the various denominations and organizations encompassing the University. Art exhibits, concerts, lectures, and films are presented throughout the year.

### Sexual Harassment Policy

The purpose of this policy is to establish the University's position on claims of sexual harassment. This policy applies to all employees of the University, guests and subcontractors of the United States. This policy shall not be construed to supplant or modify existing state or federal laws and regulations governing the careers of students, staff and faculty of the Commonwealth of Kentucky or the United States. This policy is available from the Office of Public Safety.
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 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, 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 which occurs when power inherent in a faculty member, administrator, or supervisor relationship to students, advisees, or subordinates is unfairly exploited; that is, when harassment takes place in part because of a power differential which occurs in the 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 professional power differential exists.

Because of the volatile nature of a claim of sexual harassment, the procedures 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 so as to ensure the dignity of all parties.

Consenting Relationships

Consenting romantic and sexual relationships between faculty/staff and students or between supervisor and employee are a fact of the adult university community. Nevertheless, while such relationships are not forbidden, they may be deemed inappropriate and may be deemed inappropriate, especially in situations where there is a power differential between the supervisor 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 consensual 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 where the facts establish that a faculty/staff/student or supervisor-subordinate relationship to students, advisees, or subordinates is unfairly exploited; that is, when harassment takes place in part because of a power differential which occurs in the 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 professional power differential exists.

Sanctions for violation of Morehead State University’s sexual harassment policy 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 procedures for the complaint. All others should be ignored. The President of the University or the President’s designee will be responsible for enforcement of University policy. The President or the President’s designee shall be the person responsible for enforcement of the sexual harassment policy promulgated hereunder. The complainant may wish to bring a complaint before the procedures set forth below are invoked, but the President or the President’s designee shall be the person responsible for enforcement of University policy.

Although the President of the University, as the chief executive officer, is ultimately responsible for enforcement of University policy, the complaint procedures set forth herein constitute the exclusive procedures for the complaint. All others should be ignored. The President or the President’s designee will be responsible for enforcement of University policy. The President or the President’s designee shall be the person responsible for enforcement of the sexual harassment policy promulgated hereunder. The complainant may wish to bring a complaint before the procedures set forth below are invoked, but the President or the President’s designee shall be the person responsible for enforcement of University policy.

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 academic performance or creating an intimidating, hostile, or offensive working or academic environment.

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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. This written 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 necessary to simply repeat the prohibitions against sexual harassment stated in the official university policy.) The complainant may use as many paragraphs as she 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 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 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 a complaint. It is the responsibility of the complainant to ensure that the complaint reaches the appropriate official, preferably by hand delivery by the complainant (or designee). 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.

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 necessary to simply repeat the prohibitions against sexual harassment stated in the official university policy.) The complainant may use as many paragraphs as she 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 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 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 a complaint. It is the responsibility of the complainant to ensure that the complaint reaches the appropriate official, preferably by hand delivery by the complainant (or designee). 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.
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" maintained by the University. 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 direct access to medical, psychiatric, or similar records which are used solely in connection with treatment purposes. Students have been allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.

4. Students do not have the right of access to records maintained by the University's law enforcement officials.

5. Procedures have been established by the University for granting the required access to records within a reasonable time, not to exceed 45 days from the date of the request.

6. The University shall provide students an opportunity for a hearing to challenge the content of their records to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. This approval does not limit the right of the student to inspect their records.

III. Provisions for Students Requesting Access to Their Records

A. Written consent of the student or former student is required before the information is furnished. The information is furnished under subpoena, upon condition that the information is used solely in connection with treatment purposes.

B. The University is not required to make available to students confidential letters of recommendation placed in their files before January 1, 1975.

C. Students are allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.

IV. Provisions for Authorized Persons Requesting Access to Students' Records

A. Written consent of the student or former student is required before the information is furnished. The information is furnished under subpoena, upon condition that the information is used solely in connection with treatment purposes.

B. The institution is not required to make available to students confidential letters of recommendation placed in their files before January 1, 1975.

C. Students are allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.

V. Financial Information

Fees

The proposed registration fee (2 credit hours) in Fall, Spring, or Summer is $1,150.00. The proposed registration fee (2 credit hours) in Fall, Spring, or Summer is $1,150.00. The proposed registration fee (2 credit hours) in Fall, Spring, or Summer is $1,150.00. The proposed registration fee (2 credit hours) in Fall, Spring, or Summer is $1,150.00.
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 hours credit each semester. Twenty hours a week must be devoted to the duties of a full assistantship. While non-resident students are not required to pay out-of-state tuition, all recipients must pay the regular Kentucky resident and incidental fees. All graduate assistants qualify for free University housing. The housing rate is based on a double occupancy in Cartmell Hall.

If the student desires to reside in University housing outside of Cartmell Hall, they will be responsible for paying the difference in the room rates. Likewise, if the student's housing is lower in cost the student will not be eligible for a refund of the difference. Students are eligible to receive a graduate assistantship for two years. Failure to maintain a 3.0 g.p.a 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 eighteen (18) graduate semester hours in his/her teaching field and must be supervised by a graduate faculty member with teaching experience in the same field. The graduate assistant's supervision on the part of the faculty member must include inservice training and evaluation.
4. Any grievance must be routed through the supervising faculty, department chair, or director and the Graduate Dean.
5. A student for whom English is a second language may be employed as a graduate assistant only when a test of spoken English or other reliable evidence of the applicant's proficiency in oral communication and speech indicates that the appointment is appropriate.

Basic Procedures for Graduate Assistant (GA) Awards

1. The Graduate Office notifies, by April 1, the Deans/Department Chairs or Heads of 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.

University Keys

Students employed as graduate assistants may obtain University keys necessary for performance of their duties by initiating the same procedure. The form must indicate a date that the key is needed. Only key services between the hours of 8 a.m. to 5 p.m. Monday through Friday.

Financial Aid

Low-interest federal loans available in the Office of Financial Aid include Federal Direct Loans and an MSU Student Financial Aid (FAFSA) and an MSU Student Financial Aid (FAFSA). The phone number is (606)-783-2011.

Financial Aid Satisfactory Progress

The Higher Education Act mandates standards of satisfactory progress for each student who receives financial aid. This means that a student must make satisfactory progress during each term that he/she receives financial aid in the same field. At Morehead State University, in order to demonstrate satisfactory academic progress, each student is required to maintain a minimum cumulative grade point average of 3.0 for all coursework attempted.

1. A student must successfully complete a minimum of 24 hours attempted during the term in which the student receives a grade of D or better. This purpose is defined as hours attempted for this purpose is defined as hours attempted during the term in which the student receives a grade of D or better.
2. A student must maintain a minimum cumulative grade point average of 3.0 for all coursework attempted.
3. A student has attempted no academic coursework for the term, the student has attempted no academic coursework for the term.
of K or P are received are not figured in the calculation of a student's average.

5. If otherwise eligible, students will be given financial aid during a term in which they may be repeating a course.

6. A student who fails to maintain satisfactory progress as defined will not be permitted to receive federal, state, or institutional financial aid.

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

Students who fail to meet satisfactory progress standards as defined may appeal the ruling to the Office of Financial Aid if they believe extenuating circumstances led to their failure to maintain satisfactory progress. Those desiring to appeal must do so in writing on the Satisfactory Progress Appeals Form and must attach supporting documentation. Copies of the appeal form may be obtained in the Office of Financial Aid. Students will be notified in writing of the action taken on their appeal.

Reinstatement of Financial Aid Eligibility

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

Veterans Administration (V.A.) Educational Assistance

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 Office of Graduate Education, 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
Academic Information

Graduate Degree Programs

Master of:

- Business Administration ..................................................... 31
- Music .................................................................... 91
- Music Education ........................................................ 92
- Performance .......................................................... 92

Master of Arts in:

- Adult and Higher Education .................................................. 59
- Art ....................................................................... 85
- Studio Art ................................................................ 85
- Communications ............................................................ 86
- Advertising/Public Relations .............................................. 86
- Electronic Media ......................................................... 86
- Journalism ................................................................ 86
- Speech ................................................................ 86
- Theater .................................................................... 86

Education ................................................................ 37
- Elementary Education P-5 ................................................ 37
- Middle Grades 5-9 .................................................. 39
- Reading/Writing Specialist ........................................... 41
- International Educators .............................................. 40

Special Education .......................................................... 45
- Secondary Education 8-12 ................................................ 55
- Elementary/Secondary Guidance ...................................... 56

English .................................................................... 89
- Health, Physical Education, Recreation ......................... 68
- Health & Physical Education ......................................... 69
- Exercise Physiology .................................................... 69
- Sports & Recreation Administration. ................................. 69

Psychology ................................................................. 72
- Clinical ................................................................... 72
- Counseling ............................................................... 73
- General ................................................................. 77

School Administration ...................................................... 63
- Sociology (General) ................................................... 80
- Criminology ............................................................. 81
- Gerontology ................................................................ 1

Master of Science in:

- Biology ..................................................................... 99
- Vocational Education/Technology ....................................... 95
- Agriculture ............................................................. 95
- Human Sciences ........................................................ 95
- Industrial Education ...................................................... 95

Post Master's Degrees in:

- Ed.S. ...................................................................... 60
  - Elementary .............................................................. 60
  - Adult and Higher Education Curriculum and Instruction. 60
  - Instructional Leadership ........................................... 60
  - Ed.D. (Cooperative with U.K.) ...................................... 60
  - Educational Policy Studies and Administration ............. 60

Graduate Non-Degree Programs

Fifth Year Programs in:

- Rank 1 in: ................................................................ 60
  - Elementary .............................................................. 60
  - Guidance and Counseling .......................................... 60
  - Secondary ............................................................ 60
  - Special Education ...................................................... 60
  - Vocational Education ................................................. 60

Certification Programs in:

- Director of Pupil Personnel Services .............................. 62
- Director of Special Education ........................................... 62
- Elementary Guidance Counselor ..................................... 62
- Gifted Education ........................................................... 62
- Interdisciplinary Early Childhood Special Education .......... 62
- K-12 Principal ............................................................. 62
- Learning & Behavior Disorders ......................................... 62
- Moderate & Severe Disabilities ........................................ 62
- Reading & Writing ........................................................ 62
- Secondary School Guidance Counselor ......................... 62
- Superintendent ........................................................... 62
- Supervisor of Instruction ................................................. 62
- Vocational Education Supervision ..................................... 62
- Vocational School Principal ............................................. 62

Admission to Graduate
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 University graduate students with a minimum grade point average (g.p.a.) of 2.5 on all undergraduate work and a minimum total Graduate Record Examination score of 1000 for most programs are required for unconditional admission. However, some programs require a higher g.p.a and GRE score.

For admission to the MBA program the Graduate Management Admissions Test is required.

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

Types of Admission

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

1. Unconditionally - 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 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.

3. Unclassified - a student who meets the requirements for admission to graduate study, and for a particular program. A separate application must also be made in the Office of Teacher Education.

4. To qualify - a student whose undergraduate g.p.a is slightly below 2.3. A student so admitted may, after completing a minimum of six semester hours of graduate work with at least a g.p.a. of 3.0, be considered for admission to a degree program. Upon admission to a program, six of the twelve semester hours of graduate credit may be counted toward meeting degree requirements.

5. To a 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.

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 needed.

7. Senior at the University - a student in the final semester of undergraduate study, who has a minimum g.p.a. of at least 2.5 may apply to enroll concurrently in undergraduate and graduate work.

If the work for a baccalaureate degree is completed prior to the combined course load is not to exceed twelve graduate credit hours made to the Registrar, a transcript of previous work is required.

Semester Hours of Undergraduate Credit Needed

needed for admission to most graduate programs. A copy of the teaching certificate is also required for education students wishing to change in rank or to pursue additional certifications.

Special Admission

There are two groups of students who may be granted special admission to graduate study has been granted.

1. International students, when qualified for admission to a particular program. This is a temporary classification, and must be changed as soon as the specified conditions are satisfied.

2. Graduates of non-accredited colleges and universities.

3. Undergraduate Credit

General Information
**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 work may be necessary to meet the degree requirements.)
3. pass a final examination.

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

1. present satisfactory Graduate Record Examination scores;
2. complete a minimum of 15 graduate semester hours of Morehead State University residence credit. (In meeting specific degree requirements, a total of 18 semester hours will be required if only 12 semester hours of work was done for the Fifth-Year);
3. pass a final examination.

**Catalog Applicable**

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

**Degree Requirements**

The University requirements for all master's degrees are:

1. A minimum of 30 graduate semester hours without a thesis, or 24 graduate semester hours with an acceptable thesis.
2. No credit earned by correspondence or through testing programs may be applied beyond the minimum requirements for the Master's degree.
3. Residence credit is given for all MSU course work completed on the campus or at the regional study centers. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the master's degree.
4. Fifty percent of these 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 these 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, and no credit is allowed for a mark below C.
7. A minimum of 20 semester hours must be earned in regular, organized classes (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), contact your advisor.

**Time Limitation**

From the date a student begins work which to complete it. If a degree suitable courses must be completed within the

**Transfer Credit**

A maximum of nine semester hours may be dedicated toward meeting requirements. Additional work may be earned based on the date on which the graduate credit was taken. The work is accepted as credit from which to transfer is sought. The courses to be transferred are approved by the department chair and graduate dean. Approval is granted based on the criteria: length of course work, availability of like requirements, and faculty must.

Transfer credits taken during the completion until official transcripts Office. In order to transfer a course the MSU course than the one listed on the prior to beginning work on a thesis, contact your advisor.

**Course Substitution**

The course substitution form is to be submitted to the approval of the department chair, and graduate dean. Course to be substituted must be new and must be relevant to the requirements. A minimum of two copies of the form must be submitted to the department chair, must be submitted to the graduate dean, and the graduate dean via the path in which the student. At least one prefix is first alphabetized in writing to the appropriate de

**Thesis**

A minimum of two copies of the final manuscript must be submitted to the department chair, and the graduate dean. The thesis must be written in accordance with the guidelines from the Graduate Office.

**Final Examinations**

Any student with more than two final examinations entitled to have the examination for another time during the final examination must be rescheduled. In the case of the lowest 1 credit prefix is first alphabetized in writing to the appropriate department.
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 by the end of the semester prior to commencement—oral and/or written—in the fall and spring semesters, and a minimum of two weeks prior to the end of the summer term. There is a $10 graduation fee which must be paid by the degree candidate prior to graduation.

Applying for Certification

The student must file an application for completion of non-degree certification programs in the Graduate Office. It is expected that this be done at the beginning of the term in which the student plans to complete the program. Certain graduate programs are designed to meet certification standards required by public or private agencies outside the University. Completion of these academic programs usually provides the basis for a recommendation for certification or entry into the certification examination. Final determination of the student's eligibility rests with the certifying agency at the time of application.

Commencement

Commencement exercises are held at the close of the fall and spring semesters. All students who have met degree requirements are expected to participate in the graduation exercises unless given prior permission to be absent. Forms for requesting permission to graduate in absentia are available in the Office of the Registrar, located in 201 Ginger Hall.

Student Course Load

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

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

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 course title mean that it is open only to graduate credit. In courses numbered 500-599, graduate students will be expected to meet additional course requirements beyond those expected of undergraduates.

Marking System

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

- A - Superior work
- B - Average
- C - Below average, but counts as credit
- D - No credit allowed
- E - No credit allowed
- IP - Thesis, applied project, or research course that cannot be finer graded, only passing or failing grade. The faculty will also determine the point average as follows: A, B, C, D, E, I, U. An IP grade will remain a neutral point average: A, B, C, D, E, I, U. The Pass/Fail option is not available. Audit credit may be utilized for students who are not enrolled in a degree or certificate program. Audit enrollment will not be allowed for courses taken for credit. An audit grade will not be recorded on the transcript. A WY (Audit Withdrawal) entry will be made on the transcript for an auditor who withdraws from a course for any reason. The auditor is responsible for determining overload.

Repeating Courses

A course in which a student receives a grade of D or F may be repeated for a second time. However, both grades are used in determining the graduation point average: A, B, C, D, E, I, U. An IP grade is used to denote the research project undertaken in lieu of the thesis. No credit allowed. Audit credit may be utilized for students who are not enrolled in a degree or certificate program. Audit enrollment will not be allowed for courses taken for credit. An audit grade will not be recorded on the transcript. A WY (Audit Withdrawal) entry will be made on the transcript for an auditor who withdraws from a course for any reason. The auditor is responsible for determining overload.

Auditing Courses

Any student who enrolls in a graduate-level course for academic credit. The same registration and enrollment requirements apply as to a full-time student. A student may be granted an audit status for a course only by written permission of the instructor, and after reviewing the student's transcript, the auditor must complete an audit enrollment form. The candidate will not be allowed to participate in or receive credit for the course work. Audit credit may be utilized for students who are not enrolled in a degree or certificate program. Audit enrollment will not be allowed for courses taken for credit. An audit grade will not be recorded on the transcript. A WY (Audit Withdrawal) entry will be made on the transcript for an auditor who withdraws from a course for any reason. The auditor is responsible for determining overload.

Regular class attendance is expected by all students. Students who do not attend regularly may be required to withdraw from the course. Students interested in auditing courses are encouraged to consult with the instructor prior to enrollment. The auditor who wishes to withdraw from a course being taken for audit status must do so before the last day to add.
by the last day to add a class. Deadlines for change of registration status are published in the current Directory of Classes. Refunds for withdrawals from audited courses will be prorated on the same basis as refunds for withdrawals from courses taken for credit.

Academic Grievance Procedure

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

Step 1
It is recommended the student discuss the complaint with the person involved. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the beginning of the following semester. If the student is not enrolled the subsequent semester, a letter of inquiry must be mailed, within the first two weeks of the beginning of the following semester, to the instructor and the instructor's department chair. If the complaint is not resolved at this stage, the student has 30 days to file a formal complaint.

Step 2
If the question is not resolved at the instructor level, or if the student feels it is not practical to contact the instructor, the student may present the question to the chair of the department to which the instructor is assigned. Prior to any action by the department chair, the student will be required to complete a Student Grievance Form. The Student Grievance Form is available in the Office of the Executive Vice President for Academic Affairs and must be completed and returned to the chair of the department involved. The department chair will request a response in writing from the instructor, addressing the questions raised by the student. Within one week after the response is filed in the department chair's office, a meeting will be arranged. The meeting will consist of the student filing the grievance, the department chair, and the dean of the respective college. The student will be in attendance. The student may have his or her advisor present. It will be the purpose of the department chair and the respective college dean to review the grievance and attempt to mediate a settlement. The department chair's and the college dean's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding. Records of this meeting, including recommendations by the department chair and college dean, will be sent to the Executive Vice President for Academic Affairs and to all parties concerned.

Step 3
If the recommendations presented by the department chair and the college dean are not acceptable to the student, he or she may appeal to the Graduate Committee. The student must petition a hearing before the Graduate Committee within one week following the meeting with the college dean and the department chair. Requests are to be in writing and made to the Executive Vice President for Academic Affairs. If the procedure has been followed, the executive vice president will submit to the chair of the Graduate Committee records of all action to date. Within two weeks following the application of appeal, the Graduate Committee will meet and review data and previous recommendations. The committee may request additional information and/or the parties involved to appear before the committee.

The committee's decision will be sent to the Executive Vice President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, department chair, and the faculty member's college dean. The executive vice president for academic affairs is responsible for enforcing the committee's decision. The Graduate Committee's decision is final.
Full bleed pix

General Information

College of

Departments: Accounting, Economics, Marketing & Real Estate

(606)-783-2183
213D Combs Building
e-mail: MSU-MBA@morehead-st.edu

Full Graduate Faculty: Albert (Dean), T. Elliott, D. Everett, R. Hatfield, S. Walters, L.K. Williams, and M.

Degree: Master of Business Administration

Master of Business Administration

The MBA degree program is designed to provide students with business skills to implement business strategies in programs in any area. Persons with a baccalaureate degree and a minimum of 36 semester hours of general business core may complete the program with a minimum of 36 semester hours in business core may complete the program of study. Program Director at 606-783-2183 or

Admission Requirements

1. General admission to graduate school
2. Admission is determined by an INDEX = (undergraduate g.p.a. * 100). Although no minimum GMAT is required, a GMAT predictor of success in the MBA program is accepted in lieu of the GMAT.
3. Only 12 semester hours of graduate credit toward admission will be counted toward the degree.
4. International students must take the TOEFL. A score of 525 on this test is required. A score of 525 will not be admitted to the program.
5. In special circumstances, the Program Director may approve a waiver of one or more admission requirements.
6. The Foundation Course Sequence must be completed prior to full admission to the program. A C in any course.

Foundation Course Sequence

ACCT 600 Survey of Accounting
or ACCT 281 & ACCT 282 or equivalent  
MATH 354, MATH 152 or equivalent  
ECON 600 Survey of Economics .............................................................. 3 hrs.  
MGT 600 Survey of Management and Organizational Behavior .................... 3 hrs.  
Total Foundation Course Sequence ......................................................... 12 hrs.  

Note: None of the four graduate level survey courses (ACCT 600, MNGT 602, ECON 600 or MNGT 600) satisfy the requirements of the 36 hour MBA program. They are prerequisite courses only. Students applying to the MBA Program must demonstrate a working knowledge of word processing and spreadsheet programs.

Dismissal from MBA Program
A student will be placed on probation if that student receives two grades of C in any MBA class. A student will be dismissed from the MBA program if that student receives three grades of C or below in any MBA class.

Requirements for the Degree
1. Satisfy general degree requirements.  
2. Completion of the MBA program with a minimum cumulative g.p.a 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  
MNGT 665 Organizational Behavior ....................................................... 3  
MNGT 691 Business Policies and Procedure ........................................... 3  
MKT 650 Marketing Administration ....................................................... 3  
Approved 600-level electives ............................................................... 12

Total Hours Required .......................................................... 36

Specialty Options
The 36 hour program is comprised of eight required courses (24 semester hours) and four electives (12 semester hours). For the elective requirement, any combination of approved electives may be chosen, but students may concentrate in the areas of accounting, finance, economics, management, or marketing, or mix electives to suit their own needs. In addition, professional options in Accounting, Bank Management, Human Resource Management, and Computer Information Systems are available.

SPECIALITY OPTION COURSE REQUIREMENTS

Accounting
ACCT 650 Financial Accounting ....................................................... 3  
ACCT 683 Auditing Applications ......................................................... 3  
ACCT 687 Tax Accounting Research & Applications .................................. 3  
ECON 660 Emerging Issues in Management ............................................ 3  

Bank Management
FIN 620 Financial Markets ................................................................. 3  
FIN 622 Financial Services Market .......................................................... 3  
FIN 625 Advanced Bank Management ................................................... 3  
FIN 628 Asset and Liability Management ................................................ 3

Computer Information Systems (s)
CIS 625 Web Information Systems ......................................................... 3  
CIS 632 Computer Productivity Tools ..................................................... 3  
CIS 634 Management of Telecommunications ........................................... 3  
CIS 635 Seminar in Information Systems ................................................ 3  
CIS 636 Global Information Systems ..................................................... 3  
CIS 638 Database Systems Design .......................................................... 3  
CIS 650 Innovation, Technology and Change ........................................... 3

Human Resource Management
MNGT 661 Human Resource Topics ...................................................... 3  
MNGT 662 Human Resource Development ............................................... 3  
MNGT 663 Compensation and Benefits ................................................... 3  
MNGT 664 Employee Relations ............................................................. 3

Student Competencies
1. A strong understanding of integrated skills in organizational leadership.  
2. An improved ability to manage and solve problems in professional presentations.  
3. A combination of conceptual and practical skills to think and act strategically.  
4. The capability to anticipate and manage interdependencies among functions.  
5. A broad-based knowledge across disciplines to combine this information in a strategic manner.

Means of Assessing Student Competencies
1. Competencies in functional areas are assessed in each course in which they occur.  
2. Completion of the MBA capstone, Business Policies and Procedure.  
3. Students are expected to participate in the MBA capstone
Exit Exam

All students will complete a comprehensive written case while enrolled in the capstone MBA class, MNGT 691, Business Policies and Procedure. Students who receive a failing grade on this written case will be allowed, upon their petition to the MBA Committee, to complete one additional comprehensive written case. Any student who receives a failing grade on this comprehensive written case will be dismissed from the MBA program without being granted the degree.
College of Education and Behavioral Sciences

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

Department of Elementary, Reading and Special Education
(606)-783-2598
301 Ginger Hall

Full Graduate Faculty: Barlow, K. Freeland, D. Grace, K. Herzog, J. Knoll, K. Lafferty, P. McGhee, T. Miller, B. Niemeyer, P. Oakes, M. Pollock (Interim Chair), L. Sabie, E. Schack, M. Schack, W. Willis

Degrees: Master of Arts in Education (Elementary Education P-5 and 5-9, International Educators, Reading, Special Education); Specialist in Education; Cooperative Doctoral

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, Certification for Learning and Behavior Disorders, Moderate and Severe Disabilities, Interdisciplinary Early Childhood Education, and 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 special education, or provisional certificate for teachers of exceptional children, he or she may, through different curricular experiences, qualify for a corresponding master's degree. No classes completed to meet initial certification may be counted on a graduate program.

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.

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

Requirements for the Degree

1. Satisfy general degree requirements
2. If a student has not become unclassified hours, he/she will no longer classify as an undergraduate
3. Students are required to apply for and must have advisor permission before oral examinations may be required
4. The student must apply for graduation
5. Maintain a 3.0 g.p.a. in all courses taken after admission
6. Completion of one of the following programs

Master of Arts in Education - Elementary certificates K-4 or 5-9

Professional Education ............
EDF 600 Research Methods in Education
EDF 620 Reading in the Elementary Classroom
EDF 632 Elementary School Curriculum
EDF 680 History and Philosophy of Education
EDL 640 Contemporary Instruction
EDL 650 Guidelines for the Teacher of the Exceptional Child
EDL 660 Multicultural Education
EDL 670 Clinical Experiences
EDL 680 Assessment
EDL 690 Special Education
EDL 700 Professional Education
EDL 710 Professional Education
EDL 720 Professional Education
EDL 730 Professional Education
EDL 740 Professional Education
EDL 750 Professional Education
EDL 760 Professional Education
EDL 770 Professional Education
EDL 780 Professional Education
EDL 790 Professional Education
EDL 800 Professional Education
EDL 810 Professional Education
EDL 820 Professional Education
EDL 830 Professional Education
EDL 840 Professional Education
EDL 850 Professional Education
EDL 860 Professional Education
EDL 870 Professional Education
EDL 880 Professional Education
EDL 890 Professional Education
EDL 900 Professional Education
EDL 910 Professional Education
EDL 920 Professional Education
EDL 930 Professional Education
EDL 940 Professional Education
EDL 950 Professional Education
EDL 960 Professional Education
EDL 970 Professional Education
EDL 980 Professional Education
EDL 990 Professional Education

Electives ...................

Area of Specialization ............
Select one of the options listed below or develop a new option with the approval of the department.

OPTION 1.
Select nine hours of content area courses from:
1. English 501, 503, 505, 544, 591
2. Mathematics 575, 595, 605, 631, 633
3. Biology 553, 580, Science 570, 572
4. Geography 515, 525, 545, 560, 603, 620
5. Psychology 583, 584, 586, 589,

OPTION 2.
Select nine hours from the reading:
EDL 624, EDEL 625, EDEL 626, EDEL 627
OPTION 3.
Select nine hours from the special education courses listed below.
EDSP 537, EDSP 551, EDSP 602, EDSP 604, and EDSP 607.

OPTION 4.
Select nine hours from the early childhood courses listed below.
EDEC 527, EDEC 528, EDEC 529, EDEC 599, EDEC 670, and EDEC 676.

TOTAL HOURS REQUIRED ................................................ 33

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

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

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

Assessment Procedures
Exit Examination After completing at least 27 semester hours and the seven required courses, the student is required to complete an exit examination. The exit exam is a multiple-choice examination covering the selected courses. Even if transfer courses are accepted, the student must complete the same number of credits as required courses on the exam. The exam must be taken during the summer terms; it is scheduled and administered by the department chair. Students should apply to take the exam. Students should arrange to complete the exam and application for graduation. Course requirements may change if certification is necessary. No course used for the initial teaching certificate may be counted on this program.

Master of Arts in Education
A certificate of Arts in Education is offered for grades K-6 or 5-8 or Professional Education.

Professional Education
EDF 600 Research Methods in Education.
EDF 611 Adolescent Development.
EDMG 636 Middle School Curriculum.
EDF 680 History and Philosophy.
EDEL 640 Contemporary Instruction.
EDEC 637 Early Childhood.
Electives .............................................. (Select three hours of advisor approval will not count for electives).
Area of specialization (select one)

OPTION 1
Select 12 hours from one of the following:
1. English 503, 505, 545, 580
2. Mathematics 575, 595
3. Biology 553, 580, 589, 609, 634
4. Economics 690, Government 599, 620, 584, 589, 609, 634
5. Special Education 551, 580, 589, 609, 634

OPTION 2
Select 12 hours from component listed in option 1.

OPTION 1 Only those courses listed on this program.

TOTAL HOURS REQUIRED ..........

Students should check with their advisor for approval of courses before the first term of those courses. The student is responsible for meeting requirements for admission, the exit examination, and application for graduation. Course requirements may change if certification is necessary. No course used for the initial teaching certificate may be counted on this program.
to candidacy, exit exam and application for graduation. Course requirements may change if certification requirements change. All students must have 12 hours outside education. No courses counted to meet initial teaching certification may be counted for the Master's degree.

Student Competencies
1. An in-depth understanding of selected subject matter and related teaching methods appropriate for middle grade instruction and/or an increased awareness of Core Courses (EDF 611, EDMG 636, EDF 600 Research Methods in Education, EDEL 677, 640).
2. A basic understanding of methods and tools of educational research, and their applications to middle grade education (EDF 600).
4. An understanding of educational history and philosophy and its relevance to middle grade children (EDF 611, EDEL 677, EDMG 636, and EDEL 640).
5. Competence in adjusting instructional methods to meet individual needs of middle grade children (EDF 611, EDEL 677, EDMG 636, and EDEL 640).
6. The ability to diagnose children's learning difficulties, prescribe developmental, corrective or remedial instruction (EDF 677). 
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).
8. A knowledge of the diversity among people and the contributions of different cultures to a democratic social order (EDEL 680 and EDF 611).
9. Knowledge reflective of professional values and ethics (EDF 611 and EDEL 680).
10. Knowledge of KERA and the importance of KERA upon schools (EDF 600, EDEL 640, 677, 680, and EDMG 636).

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, 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 two times at least two weeks prior to the scheduled date of the exam. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. All students must pass. The student's responsibility to contact his/her advisor is not available during that semester or summer session, the student must 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. A minimum total score of 1200 on the GRE.
3. A minimum of 2.75 undergraduate g.p.a.

Professional Education ........................................................ 9          6.
EDF 600 Research Methods ................................................. 3       626, 627, 632, 662 or EDMG
EDEL 632 Elementary School Curriculum............................. 3
EDMG 636 Middle School Curriculum .................................. 3
EDSE 634 Secondary School Curriculum ................................ 3
EDEL 680 History and Philosophy of Education ..................... 3
EDSE 683 The American Secondary School ............................ 3

Disciplines: Specialized Area ............................................. 12
EDEL 662 Remedial Reading ............................................. 3
EDEL 627 Reading in the Elementary School ....................... 3
EDEL 624 Practicum in Reading ......................................... 3
EDEL 623, EDEL 677, or EDUC 629 (Choose one) .............. 3

Supportive Courses ....................................................... 12
EDF 610 Advanced Human Growth and Development .............. 3
EDF 611 Adolescent Development ...................................... 3
EDEL 625 Foundations of Language Development .................. 3
EDEL 626 Investigations in Reading .................................... 3
Elective from the with prior advisor approval ....................... 3
(ENG 505, 680, 693, 697, EDEL 516, 628, EDGC 580, EDSP 537, 553, 601, 602, 606, LSIM 670, 676, PSY 559, 583, 584, 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 g.p.a. 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 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
1. Diagnose language change difficulties in reading and writing prevalent in the public school age population (EDEL 624 and 662).
2. Prescribe appropriate treatment of reading and writing difficulties (EDEL 662 and 624).

Assessment Procedures
1. The evaluation of one or more students in the class or small group of students.
2. Preparation of a case report analysis of reading difficulties.
3. After completing at least 27 semester hours of the program. Even if transfer course credits are accepted toward the degree, all transfers must successfully complete an exit exam.
4. Demonstrate awareness of the influence of the child and the importance of the content of the required course (EDEL 625 and 680).
5. Accept a child's language difficulties as a "culturally defined" phenomenon.
6. Gain awareness of the influence of the child and the importance of the content of the required course (EDEL 625 and 680).
7. Apply a pluralistic view of language usage in informal reading.
8. Accept a child's language difficulties as a "culturally defined" phenomenon.
9. Apply a pluralistic view of language usage in informal reading.
10. Gain awareness of the influence of the child and the importance of the content of the required course (EDEL 625 and 680).

P-5 Certification for holders of the Secondary Teaching Certificate

I. *EDF 211 Human Growth and Development or *EDEE 305 Early Elementary Language Development
II. *EDMG 330 Advanced Human Growth and Development or *EDEM 330 Foundations of Reading
III. *EDEL 331 Reading for Early Grades or *EDEL 627 Reading in the Elementary School
IV. *EDEL 623, EDEL 677, or EDUC 629 (Choose one)
III. EDEE 321 Number Concepts and Math, Early Elementary .......................... 3
or
EDEE 322 Teaching Social Studies in Early Elementary  
*EDEL 622 Social Studies in Today's Elementary School 3
or
*SCI 490 Science for Elementary Teacher 3
or
*SCI 690 Advanced Science for the Elementary School Teacher 3
or
*EDEL 623 Advanced Language Arts 3

Related Studies
I. ART 121 School Art I 3
or
ART 221 School Art II 3
MUST 100 Rudiments of Music 2
PHED 311 Movement Exploration 3
HLTH 301 Health, Safety, and Nutrition for Early Elementary 3
II. *EDMG 231 and 232 Math for Elementary Teacher, I and II 6
or
PHED 321 Movement Exploration 3
PHED 322 Movement Exploration 3
or
MATH 631 Problem Solving and Teaching Arithmetic in Elementary School 3

EDMG 332, EDEL 677  (EDEL 627 Social Studies in Today's Elementary School 3

V. *EDMG 341 Teaching Math in Middle School 6
EDMG 342 Teaching Social Studies in Middle School 6
EDMG 343 Language Arts in Middle School 6
EDMG 623 Advanced Language Arts 6

*EDMG 343 Language Arts in Middle School 6

Student Teaching
EDEE 423 Supervised Student Teaching Practicum 4-6

*Students must satisfactorily complete the courses marked with an asterisk before they are eligible for student teaching. Student teaching is based upon a six-week requirement.

EDMG 330 is a prerequisite for other reading courses. A g.p.a of 3.0 is required to successfully complete all graduate programs, and an ACT composite score of 21. Required or

Portfolio Requirements:
- Eligibility Portfolio: The culmination of events in the P-5 elementary school practicum. The program is the 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.

5-9 Certification for holders of a valid Secondary Teaching Certificate
I. *Human Growth and Middle Grades 3
Select option
(A) EDMG 306 Development and Learning in Middle Grades
(B) EDF 611 Adolescent Development
(C) EDF 610 Advanced Human Growth and Development

Master of Arts in Education: Students may enter this program if they are eligible for teaching of exceptional children.

Admission Requirements
1. General admission to graduate school requires a minimum score of 1200 on the SAT.
2. A minimum of 2.75 undergraduate hours.

Requirements for the Degree
1. Satisfy general degree requirements.
2. If a student has not become eligible for student teaching, student teaching will be required if the student has not successfully completed all graduate programs, and an ACT composite score of 21. Required or

Portfolio Requirements:
- Eligibility Portfolio: The culmination of events in the P-5 elementary school practicum. The program is the 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.

5-9 Certification for holders of a valid Secondary Teaching Certificate
I. *Human Growth and Middle Grades 3
Select option
(A) EDMG 306 Development and Learning in Middle Grades
(B) EDF 611 Adolescent Development
(C) EDF 610 Advanced Human Growth and Development

Master of Arts in Education: Students may enter this program if they are eligible for teaching of exceptional children.

Admission Requirements
1. General admission to graduate school requires a minimum score of 1200 on the SAT.
2. A minimum of 2.75 undergraduate hours.

Requirements for the Degree
1. Satisfy general degree requirements.
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Portfolio Requirements:
- Eligibility Portfolio: The culmination of events in the P-5 elementary school practicum. The program is the 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.

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Select option
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(B) EDF 611 Adolescent Development
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1. Satisfy general degree requirements.
2. If a student has not become eligible for student teaching, student teaching will be required if the student has not successfully completed all graduate programs, and an ACT composite score of 21. Required or

Portfolio Requirements:
- Eligibility Portfolio: The culmination of events in the P-5 elementary school practicum. The program is the 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.

5-9 Certification for holders of a valid Secondary Teaching Certificate
I. *Human Growth and Middle Grades 3
Select option
(A) EDMG 306 Development and Learning in Middle Grades
(B) EDF 611 Adolescent Development
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Master of Arts in Education: Students may enter this program if they are eligible for teaching of exceptional children.

Admission Requirements
1. General admission to graduate school requires a minimum score of 1200 on the SAT.
2. A minimum of 2.75 undergraduate hours.

Requirements for the Degree
1. Satisfy general degree requirements.
2. If a student has not become eligible for student teaching, student teaching will be required if the student has not successfully completed all graduate programs, and an ACT composite score of 21. Required or

Portfolio Requirements:
- Eligibility Portfolio: The culmination of events in the P-5 elementary school practicum. The program is the 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.

5-9 Certification for holders of a valid Secondary Teaching Certificate
I. *Human Growth and Middle Grades 3
Select option
(A) EDMG 306 Development and Learning in Middle Grades
(B) EDF 611 Adolescent Development
(C) EDF 610 Advanced Human Growth and Development
awarded. Additional written and/or oral examinations may be required as part of the level-prekindergarten, elementary and secondary specialists in the 4. The student must apply for graduation.

Sem. Hrs.

Professional Education (to be selected from the following) ......................... 10
*EDF 600 Research Methods in Education ...................................... 3
*EDF 610 Advanced Human Growth and Development. ..................... 3
EDIL 628 School Law ........................................................... 3
EDEL 630 Curriculum Construction. .......................................... 3
EDEL 680 History and Philosophy of Education .................................. 3
EDEL 671 Seminar-Problems of Elementary Teachers....................... 1

Special Education. ........................................................... 12
EDSP 604 Resource Concepts for the Handicapped ......................... 3
EDSP 605 Programs for Young Handicapped Children ...................... 3
EDSP 607 Teaching the Handicapped Child .................................. 3

Section A Educable Mentally Handicapped or
Section D Emotionally Disturbed or
Section E Learning Disabilities

Electives (approved by advisor) ................................................. 9

*Required for the program

TOTAL HOURS REQUIRED ................................................ 31

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

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

Certificate for Learning and Behavior Disorders, P-12
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 emotionally disturbed (ED or BD), educable mentally handicapped (EMH), orthopedically handicapped (OH), or who are classified as having learning disabilities (LD) to complete this program.
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
EDEL 662 Remedial Reading 3
EDEL 627 Reading in the Elementary School 3
MATH 595 Mathematics Curriculum Workshop 3
MATH 631 Problem Solving and the Teaching of Mathematics in the Elementary School 3

Portfolio Requirements: 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 (10352) and Teaching Students with Behavioral Disorders/Emotional Disturbances (20371)

Written guidelines for the program should be requested from the department chair, Department of Elementary, Reading, and Special Education. EDEM 330, Foundations of Reading, is a prerequisite for both EDEL 662 and EDEL 627. Course requirements must be planned with and approved by the student’s advisor. The department offers a conversion program for teachers holding an old certificate in special education (teachers of special education - EMR, B.D. or E.H., N.I. or L.D.). The number of credits required for the conversion program will vary, depending upon the course which the teacher previously completed in special education. Teachers interested in this program should contact the Department of Elementary, Reading and Special Education for additional information.

Certification for Teaching Students with Moderate and Severe Disabilities (P-12)

Students holding a valid teaching certificate may qualify for the provisional endorsement to teach students with moderate and severe disabilities. This certificate enables the teacher to teach students with moderate, severe, and multiple disabilities at all grade levels. Students must maintain a 3.0 g.p.a. for the semester preceding student teaching.

EDSP 332 Teaching the Exceptional Student 3
EDSP 601 Survey of Exceptional Children 3
EDSP 235 Including Students with Diverse Needs in the Classroom 3
EDSP 604 Resource Concepts 3
EDSP 320 Introduction to Corrective Speech 3
EDSP 602 Speech and Language Problems 3
EDSP 350 Characteristics of Individuals with Mental Retardation & Orthopedic Handicaps 3
EDSP 356 Applied Behavior Analysis 3
EDSP 370 Assessment of Students with MSD 3
EDSP 371 Field Experience in Assessment of Students with MSD 3
EDSP 372 Transition to Adult Life 3

Praxis Test Requirements: Application of Core Principles Across Categories of Disability (10352) and Teaching Students with Behavioral Disorders/Emotional Disturbances (20371)

Gifted Education Certification

This program will allow individuals to add an endorsement to their certification to teach gifted students with a 3.0 g.p.a.

Admission Requirements:
1. Must hold a valid teaching certificate
2. Must have a GRE score of at least 300
3. One year of successful teaching

TOTAL HOURS REQUIRED 36

EDSP 341 Conceptions and Identification of Gifted Students 3
EDSP 643 Meeting the Individual Needs of Gifted Students 3
EDSP 644 The Gifted Adolescent 3
EDSP 645 Practicum in Gifted Education 3

Interdisciplinary Early Childhood Education Birth to Primary

This program will allow individuals to add IECE certification to their endorsement to teach gifted students with a 3.0 g.p.a.

IECE 657 Interdisciplinary Early Childhood Education Birth to Primary 3
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 teaching 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.

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 g.p.a. to complete the 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 in an area in special education.
3. Must have a GRE score of at least 1200.
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).

Sem.

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<tr>
<th>Hrs.</th>
<th>EDSP 621  Operation of Special Education Programs</th>
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<tbody>
<tr>
<td>EDSP 622 Instructional Leadership in Special Education</td>
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<tr>
<td>EDSP 623 Special Education Program. Coordination</td>
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<tr>
<td>EDSP 624 Practicum for Director of Special Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EDIL 620 Introduction to Educational Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDIL 628 Public School Law for Instructional Leaders</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS REQUIRED ........

Fifth-Year Program (Non-Degree)

The Fifth-Year non-degree program prepares a graduate with an additional 33 graduate credit hours on the salary schedule and may be used to complete up to nine semester hours of credit before being certified. Fifth Year Program may also serve to prepare teachers.

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

Program Requirements
1. The program shall be planned with the program.
2. The program shall consist of 33 credit hours, transferred courses must carry graduate credit shall be in program areas other than areas of specialization approved by supervisors, or administrators. This Education Specialist Program will qualify for Kentucky's highest rank and salary for teachers. This program replaces the Rank I program for students in the Elementary Education (K-4 or 5-8) program who completed the Masters of Arts in Education degree.

Admission Requirements

The Specialist in Education Degree 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 for Kentucky's highest rank and salary for teachers. This program replaces the Rank I program for students in the Elementary Education (K-4 or 5-8) program who completed the Masters of Arts in Education degree.

Admission Requirements
be evaluated for acceptance by the advisor and graduate dean.

5. Credit earned by correspondence shall not apply toward the Fifth-Year program.

6. No course work taken to qualify for initial certification shall apply toward the Fifth-Year program.

7. From the time a student begins work on a planned Fifth-Year program, he or she has ten 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 ten years old.

8. The student must successfully complete an exit examination covering the required courses taken in the program. Even if transfer courses are accepted, the student is responsible for the content of the required courses on the exam. The exam will be scheduled and administered by MSU's Testing Center. Students 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.

9. During the term in which the program is to be completed, the student should file for program completion in the Graduate Office.

### FIFTH-YEAR PROGRAM IN ELEMENTARY EDUCATION (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.

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Elementary Core Curriculum</td>
</tr>
<tr>
<td></td>
<td>EDEL 622 Social Studies in Today's Elementary School</td>
</tr>
<tr>
<td></td>
<td>EDEL 623 Advanced Language Arts for the Elementary Teacher</td>
</tr>
<tr>
<td></td>
<td>EDEL 627 Reading in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>MATH 631 Problem Solving and Teaching Math in Elementary School</td>
</tr>
<tr>
<td></td>
<td>SCI 690 Advanced Science for the Elementary School Teacher</td>
</tr>
<tr>
<td></td>
<td>EDEL 640 Contemporary Instructional Practices in grades P-9</td>
</tr>
<tr>
<td>9</td>
<td>Professional Education (to be chosen from below)</td>
</tr>
<tr>
<td></td>
<td>EDEL 516, 622, 624, 628, 662, 666, 668, 672, 682, 684, 690</td>
</tr>
<tr>
<td></td>
<td>EDF 600, 610, EDSP 537, 551, 560, 564, 567, EDES 662</td>
</tr>
<tr>
<td></td>
<td>Academic Support Areas (to be chosen from above)</td>
</tr>
<tr>
<td></td>
<td>BIO 553, CIS 616, ECON 690, ENG 503, 544, 591, GEO 550, GOVT 680, HS 531, 544, 580, HLTH 508, 518, IET 520, MATH 595, PHED 612, PSY 609, SCI 591, 570, 580</td>
</tr>
<tr>
<td></td>
<td>SOC 545, 560, 603 or 620</td>
</tr>
</tbody>
</table>

TOTAL HOURS REQUIRED ................................................ 33

Additional courses for Section III 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 (FOR TEACHERS CERTIFIED 5-9)

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Middle Grade Core Curriculum</td>
</tr>
</tbody>
</table>

### RANK I PROGRAM FOR ELEMENTARY EDUCATION

**Admission Requirements**

1. Completion of Fifth-Year program
2. Score of at least 900 on the GRE
3. Minimum of 36 hours beyond the Bachelor's degree

**Professional Education**

- EDF 600 Research Methods in Education
- EDEL 680 History and Philosophy of Education
- EDEL 690 Collaboration for Teachers
- EDEL 681 Seminar in Contemporary Professional Education
- EDEL 682 Adv. Curriculum Development
- EDEL 686 Seminar for Experienced Teachers
- EDEL 687 Seminar for Experienced Teachers II
- EDEL 688 Seminar for Experienced Teachers III
- EDEL 689 Seminar for Experienced Teachers IV

**General Electives**

- BIO 553, CIS 616, ECON 690, ENG 503, 544, 591, GEO 550, GOVT 680, HS 531, 544, 580, HLTH 508, 518, IET 520, MATH 595, PHED 612, PSY 609, SCI 591, 570, 580
- SOC 545, 560, 603 or 620

**Academic Support Areas**

- BIO 553, CIS 616, ECON 690, ENG 503, 544, 591, GEO 550, GOVT 680, HS 531, 544, 580, HLTH 508, 518, IET 520, MATH 595, PHED 612, PSY 609, SCI 591, 570, 580
- SOC 545, 560, 603 or 620

**TOTAL HOURS REQUIRED ................................................ 32**

**Additional courses for Section III must be approved by the assigned advisor.**

**MINIMUM TOTAL HOURS REQUIRED .................................. 36**

### RANK I PROGRAM FOR TEACHERS WITH SPECIAL EDUCATION INCLUDE

- The minimum of 60 graduate hours,
following area distributions:

<table>
<thead>
<tr>
<th>Area</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies dealing with research</td>
<td>6-8</td>
</tr>
<tr>
<td>Studies dealing with the foundations of education and the nature and psychology of the learner</td>
<td>6-15</td>
</tr>
<tr>
<td>Studies dealing with programs of the school</td>
<td>8-14</td>
</tr>
<tr>
<td>Specialized area - special education - and support courses</td>
<td>23-40</td>
</tr>
<tr>
<td>Electives</td>
<td>0-9</td>
</tr>
<tr>
<td><strong>MINIMUM TOTAL HOURS REQUIRED</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Admission Requirements

1. General admission to graduate studies dealing with research.
2. A minimum composite GRE score of 3.0. (Exception: Career Education-Guidance and Counseling.
4. A minimum of nine semester hours from their respective program.
5. Requirements for the Provision of the degree must be completed before the student program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unencumbered with more than nine semester college of Education & Behavioral Sciences outside of the required courses for his respective program, the student must maintain a 3.0 g.p.a.
3. All graduate students pursuing programs of study in the Department of Leadership and Secondary Education must maintain a 3.0 g.p.a.
4. Comprehensive exit examination will be administered. Additional written and comprehensive examination.
5. Completion of one of the following programs.

Master of Arts in Education

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

Following admission, the student should meet with the assigned advisor to plan a program of study. All elective courses must be approved by the advisor. After the student-advisor conference, a written program of study will be filed and approved by the appropriate department chair and the dean of graduate 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 advisor will approve or disapprove the recommended actions of the advisors.

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

A student who expects to meet certification requirements in another state should contact the certification authority which should be included in the admission requirements.

Department of Leadership and Secondary Education

(606)-783-2261
503 Ginger Hall

Graduate Faculty: Abell (Chair), R. Daniel, D. Fasko, L. Lennex, D. Owen, W. Staley, W. Weikel, M. Van Meter, S. Young

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

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

Competencies required in the following areas:

1. Evaluate teaching strategies and their impact on the student learning process (EDSE 661 and 690).
2. Interpret research and analyze its implications (EDSE 633 and 634).
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. If a student is enrolled in the Master of Arts in Secondary Education program with a teaching specialization in either Biology, English, or Music, an additional exit exam is required. That student should contact his/her specialized area advisor in Biology, English, or Music to make arrangements for the specialization exam.

Master of Arts in Education – Guidance

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

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

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

One planning a career as a counselor in a community setting (non-school) or college 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.

Provisional Elementary/Secondary Guidance Counselor Certification*

<table>
<thead>
<tr>
<th>Hours</th>
<th>Sem</th>
<th>Course</th>
</tr>
</thead>
</table>
| 24    | 4   | Counseling Core  
| 3     | 4   | EDGC 656 Introduction to Counseling  
| 3     | 4   | EDGC 665 Practice of School Counseling  
| 3     | 4   | EDGC 666 Theories of Counseling  
| 3     | 4   | EDGC 667 Group Counseling  
| 4     | 4   | EDGC 619A Career Counseling (Elem.)  

Academic Competencies*

1. Knowledge of the major contemporary theories and ideas in the field of education (EDF 600).
2. Knowledge of basic research techniques (EDF 610).
3. Knowledge of human development and educational psychology (EDF 610).
4. Knowledge of human development and educational psychology (EDG 620).

Clinical Competencies*

1. Demonstrate the ability to make theoretical formulations, interpret research, and apply it in professional counseling with a counseling supervisor (EDG 619, 620, 666, 666, 667, and 667).
2. Demonstrate the ability to select and use appropriate educational instruments appropriately (EDG 661).
3. Demonstrate the ability to design and administer educational and counseling instruments (EDG 661).
4. Demonstrate the ability to design and implement educational and counseling programs (EDG 661).
5. Demonstrate the ability to design and implement educational and counseling programs (EDG 661).
6. Demonstrate the ability to design and implement educational and counseling programs (EDG 661).
7. Demonstrate the ability to design and implement educational and counseling programs (EDG 661).
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 generally will result in the student taking additional course work and a subsequent exit exam in an attempt to qualify for the degree.

Extensions to Existing Certificates

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

a. Human behavior, development, and learning of secondary pupils,

b. Instructional design and curricula for secondary pupils,

c. 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 specialization in counseling. Persons interested in counseling students in higher education should also consider the adult and higher education degree program with a specialization in counseling.

The Adult and Higher Education program does not qualify the candidate for certification as a guidance counselor in the public schools.

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

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

Applicants must meet two of the following three:

1. A minimum score of 1200 on the GRE exam.

2. GPA of 3.5 on the Master's degree.

3. Provisional certification in counseling.
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. It is an alternative to the "Rank I" professional program for Kentucky's higher school personnel for Kentucky's high school personnel for Kentucky's high

The Fifth-Year program of preparation for the Specialist in Education (Ed.S.) degree is designed to reflect current research and classroom instruction; a 12-hour minimum of 30 semester hours from the elective area and other support areas.

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 planning to teach 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 courses in the counseling area. Students are required to complete a minimum of 30 semester hours, but based on student need, additional credit hours may be substituted for up to six hours of regular course work. The program is designed to be completed in a total of 30 hours.

Programs of study for the Specialty in Education (Ed.S.) offer the following areas of specialization:

1. Adult and Higher Education
2. Curriculum and Instruction
3. Guidance and Counseling*
4. Instructional Leadership
5. Adult and Higher Education
6. Curriculum and Instruction
7. Guidance and Counseling*
8. Instructional Leadership
9. Area expertise to support each student's career.

Competencies required in the program
- Familiarity with the historical development of Adult & Higher Education and the principles of organization and administration of personnel and services in higher education (EDAH 640 and 688).
- Knowledge of the unique physical, psychological and social characteristics of the adult learner and implications for the teaching of adults (EDAH 651).
- Knowledge of the basic principles and methods of program/curriculum development and evaluation (EDAH 653).
- Familiarity with and understanding of the experimental studies, scientific investigations and theoretical writings pertinent to adult learning (EDAH 651, 670, and 671).
- Understanding of program problems and personnel issues associated with sponsoring organizations, institutions and agencies (EDAH 640).
- Familiarity with the principles of organization and administration of personnel and services in higher education (EDAH 641 and 642).
- Understanding of the impact of undereducation on the society and the design of programs to address literacy problems (EDAH 650).
- Area expertise to support each student's career.

Assessment Procedures
During the final semester of study all students complete a comprehensive oral examination administered by two faculty from Adult and Higher Education and one faculty member from the student's specialty area. Students who fail the oral examination may retake after a minimum of two weeks. The oral examination usually lasts one hour and consists of questions from the committee member related to the total program of study. If the student's performance is deemed unsatisfactory, the oral examination may be repeated sooner than two weeks after the initial examination. 

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 six hours of regular course work. The program is designed to be completed in a total of 30 hours. Additional credit hours may be added for up to six hours of course work taken 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 courses in the counseling area. Students are required to complete a minimum of 30 semester hours, but based on student need, additional credit hours may be substituted for up to six hours of regular course work. The program is designed to be completed in a total of 30 hours.

The Specialist in Education (Ed.S.) 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. It is an alternative to the "Rank I" professional program for Kentucky's high school personnel for Kentucky's high school personnel for Kentucky's high school personnel for Kentucky's high school personnel for Kentucky's high

Admission Requirements
1. A master's degree from an accredited institution
2. One year of teaching experience
3. Acceptance by the dean of graduate studies
4. Evidence of superior scholastic ability and special interest and aptitude in certain areas
5. A minimum total score of 1000 on the verbal and quantitative portions of the GRE
6. A minimum total score of 600 on the writing portion of the GRE
7. An undergraduate g.p.a. of 2.5
8. A valid secondary teaching certificate
9. An undergraduate g.p.a. of 2.5
10. A valid secondary teaching certificate
11. A minimum total score of 300 on the writing portion of the GRE
12. A valid secondary teaching certificate
13. A minimum total score of 300 on the writing portion of the GRE
14. A valid secondary teaching certificate
15. A minimum total score of 300 on the writing portion of the GRE
16. A valid secondary teaching certificate
17. A minimum total score of 300 on the writing portion of the GRE
18. A valid secondary teaching certificate
19. A minimum total score of 300 on the writing portion of the GRE
20. A valid secondary teaching certificate
21. A minimum total score of 300 on the writing portion of the GRE
22. A valid secondary teaching certificate
23. A minimum total score of 300 on the Writing Assessment Procedure
24. A valid secondary teaching certificate
25. A minimum total score of 300 on the Writing Assessment Procedure
26. A valid secondary teaching certificate
27. A minimum total score of 300 on the Writing Assessment Procedure
28. A valid secondary teaching certificate
29. A minimum total score of 300 on the Writing Assessment Procedure
30. A valid secondary teaching certificate
31. A minimum total score of 300 on the Writing Assessment Procedure
32. A valid secondary teaching certificate
33. A minimum total score of 300 on the Writing Assessment Procedure
34. A valid secondary teaching certificate
35. A minimum total score of 300 on the Writing Assessment Procedure
36. A valid secondary teaching certificate
37. A minimum total score of 300 on the Writing Assessment Procedure
38. A valid secondary teaching certificate
39. A minimum total score of 300 on the Writing Assessment Procedure
40. A valid secondary teaching certificate
41. A minimum total score of 300 on the Writing Assessment Procedure
42. A valid secondary teaching certificate
43. A minimum total score of 300 on the Writing Assessment Procedure
44. A valid secondary teaching certificate
45. A minimum total score of 300 on the Writing Assessment Procedure
46. A valid secondary teaching certificate
47. A minimum total score of 300 on the Writing Assessment Procedure
48. A valid secondary teaching certificate
49. A minimum total score of 300 on the Writing Assessment Procedure
50. A valid secondary teaching certificate
51. A minimum total score of 300 on the Writing Assessment Procedure
52. A valid secondary teaching certificate
53. A minimum total score of 300 on the Writing Assessment Procedure
54. A valid secondary teaching certificate
55. A minimum total score of 300 on the Writing Assessment Procedure
56. A valid secondary teaching certificate
57. A minimum total score of 300 on the Writing Assessment Procedure
58. A valid secondary teaching certificate
59. A minimum total score of 300 on the Writing Assessment Procedure
60. A valid secondary teaching certificate

EDF 610     Advanced Human Growth and Development .......................... 3
EDSE 633  Effective Classroom Instruction....................................... 3
EDSE 634  Secondary School Curriculum ........................................ 3
EDGC 661 Measurement Principles and Techniques ............................... 3
Choose one: EDF 600, EDSP 601, EDUC 576, EDUC 582, EDIL 6283........... 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 are:
1. All graduate students pursuing programs of study in the Department of  Leadership and Secondary Education must maintain a 3.0 g.p.a. Students failing to achieve a graduate g.p.a. of at least 3.0 at the end of a semester will be dropped from their respective program. Any student who fails to achieve a grade of C in more than two graduate courses will be immediately dropped from the program.
2. Students entering the Fifth Year Program for secondary teachers must successfully complete a written exit examination. Students who fail to successfully pass will be required to take additional courses before they can retake the exam.
3. EDF 600 must be taken if students plan to qualify for standard certification.
4. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Rank I Program (Non-Degree)
Morehead State University offers programs of study beyond the Master's degree for teachers, supervisors, guidance counselors, and principals which may qualify them for additional certification and/or for Rank I on the Kentucky salary schedule.
A Rank I Program for teachers is planned for a minimum of 60 graduate hours including the master's degree 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.

Secondary Education
In addition to the above requirements, the following apply to applicants for the secondary program:
1. Student must have a 3.0 g.p.a on all graduate course work;
2. Must have a minimum score of 900 on the GRE.

Requirements for the Rank I Program
1. The program must be planned with the student's advisor at the beginning of the program.
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. 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 composite score of 1200 on the GRE.
3. A baccalaureate degree in education from an accredited college or university.
4. A valid teaching certificate.
5. Three years of full-time teaching must be completed before a recommendation for Level 1 certification can be made. A letter of validation must be received from the superintendent.
6. The candidate must present three positive recommendations from colleagues, superiors, or professors who are familiar with the candidate’s potential for a leadership position in the schools.
7. A screening committee recommends applicants for admission to this program if an alternative admission process is requested.

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 Kentucky Department of Education. Students must score (85%) on the Kentucky Speciality Test and (155) on the School Leaders Licensure Assessment.

Level 1
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIL 601 Introduction to School Leadership &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 634 Leadership for Human Resource Development in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 628 School Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 650 Leadership for School Program Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 618 School Finance and Support Services</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 610 School Leadership Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL HOURS REQUIRED ................................................ 18

Level 2
( Two courses, EDF 600-Research Methods (3) and EDGC 661-Measurement Principles and Techniques, (3) should be taken prior to enrollment in Level II coursework. )

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIL 647 Leadership for School Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 619 Technology and Best practices for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 637 Leadership for School Program Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDIL 669 Leadership for School Problem Solving</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Completion
1. The student must file for completion with the Graduate Office in the Graduate Office.
2. Students must provide the Graduate Office with the Graduate Record of Study for the Test of Institutional Leadership-Principalship Level I (TILEP).
3. Students must have at least a 3.2 g.p.a.

NOTE: Upon completion of Level 1 course requirements, students who already have a Principal’s certificate and/or have obtained an Instructional Leadership - Principalship Level I certificate may lead to Provisional Certification for Instructional Leadership - Principalship Level I.

Requirements for admission
1. The candidate must have earned a 3.2 g.p.a.
2. The candidate must have scored (155) on the School Leaders Licensure Assessment.
3. The candidate must present three positive recommendations from colleagues, superiors, or professors who are familiar with the candidate’s potential for a leadership position in the schools.
4. The candidate must have successfully completed the School Leaders Licensure Assessment.
5. The candidate must have completed the School Leaders Licensure Assessment.
6. The candidate must possess a valid teaching certificate and communication disorder prerequisite.

Requirements for the degree
1. Satisfactorily complete all course work at a 3.2 g.p.a.
2. Apply for completion in the Graduate Office.
EDIL 601 Introduction to School Leadership & Administration........... to finish all coursework
EDIL 632 Elementary School Curriculum .......................... 3
EDSE 634 Secondary School Curriculum ...................................... 3
EDSP 601 Survey of Exceptional Children........................................ 3
EDGC 661 Measurement Principles and Techniques....................... 3
EDIL 621 Research for Instructional Leadership.............................. 3
EDIL 650 Leadership for School Program Improvement ....................... 3
EDIL 631A Practicum in District Administration/Supervisor................. 3

One of the following: .......................................................... 3
EDEL 627–Reading in the Elementary School, EDUC 576–Reading in the Secondary
School or EDUC 629–Reading Programs: The Role of the Administrator

TOTAL HOURS REQUIRED ................................................. 25

Level 2
Sem. Hrs.
EDIL 628 School Law and Ethics ............................................. 3
EDIL 647 Leadership for School Community Relations.................... 3
EDIL 643 School Housing .................................................... 3

TOTAL HOURS REQUIRED ............................................. 12

Certification Program for School Superintendent

Admission Requirements
1. The candidate must have earned a g.p.a. of 3.2 or above on all graduate work attempted.
2. The candidate must have earned a total score of 1200 on the GRE.
3. The candidate must present three positive recommendations from colleagues, superiors, or
   professors who are familiar with the candidate’s potential for leadership in the schools.
4. The candidate must have successfully completed three years of full-time teaching experience.
5. 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;
   or director of special education; school business administrator; coordinator of vocational
   education; school psychology; guidance counselor; or supervisor of instruction.

Completion of the degree
1. Complete all required coursework.
2. Must possess a 3.2 g.p.a on all graduate work attempted.
3. Must apply for completion in the Graduate Office at the beginning of the semester they plan
   to finish all coursework.

Electives
The following courses are recommended:
1. EDIL 601 Survey of Exceptional Children
2. EDIL 643 School Housing
3. EDIL 685 Research Problems of Teaching
4. EDIL 698 Seminar for Administration

The above courses are recommended for students who plan to complete both Level 1 and Level 2 preparation and hold
a Master’s degree in Educational Administration or School Psychology.
Educational Leadership Alternative Admission Plan
Due to the recent demand for school leaders in Eastern Kentucky the Department of Educational Leadership and 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 1200. A rubric will be used to assess the following criteria: GRE score, g.p.a., Letters of Recommendation, and Interview.

Admission Requirements
1. Must hold a Master’s degree.
2. Must hold a valid teaching certificate.
3. Must have a 3.2 g.p.a. on all graduate work attempted.
4. Must have completed three years of full-time teaching. A letter of validation must be received from the superintendent.

Department of Health, Physical Education, & Recreation
(606)-783-2180
201 Laughlin Health Building

Graduate Faculty: Brown, W.M. Brown, L. Fitzgerald, R. Grueninger, M. Magner, and M. Sabie,

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

Master of Arts in Health, Physical Education & Recreation
The Master of Arts in HPER allows specialization in one of three areas: Health Education, Exercise Physiology, and Sports and Recreation Administration.

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

In addition to the above specializations Morehead State University offers the Master of Science in Physical Education with an emphasis in Sports Administration. This is a collaborative degree between Eastern Kentucky University and Morehead State University. This degree is designed for graduate students unable to devote full-time to a degree program. The course work is scheduled in a three year delivery sequence. The delivery mode is primarily through distance education technology.

Admission Requirements
1. General admission to graduate study, a minimum of 2.5 g.p.a.
2. Completion of an undergraduate major or minor in health, physical education, or recreation, or successful completion of selected undergraduate prerequisites.
3. A minimum GRE score of 1100 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 an oral examination over the selected area.
5. Have an exit g.p.a. of 3.0 or above.

Program Requirements
Professional Core Curriculum
EDF 600 Research Methods in Education or HPER 600 Research Methods in HPER
HPER 601 Interpretation of Data
HPER 610 Readings and Graduate Seminar

Areas of Specialization:
The student will choose to specialize in Health Education, Exercise Physiology, and Sports and Recreation Administration.

Health/Physical Education
Students must select 15-18 hours from the following:

Hrs.
HLTR 508 General School Safety . .
HLTR 518 Use and Abuse of Drugs . .
HLTR 603 Administration of School Health Promotion .
HLTR 613 Administration of Public Health Education .
HLTR 614 Principles of Epidemiology .
HLTR 650 Graduate Seminar .
PHED 617 Advanced Adapted Physical Education .
PHED 611 Issues in Health and Physical Education .
PHED 613 Seminar in Motor Learning .
PHED 699 Directed Research .

Research or Internship - select 3 hours:

HLTR 699 Thesis .
PHED 699 Thesis .

TOTAL HOURS REQUIRED .

Exercise Physiology
Undergraduate prerequisites: Comprehensive Test of Basic Skills (reading, writing, math) and College Algebra.

Select 12 hours from the following:

PHED 651 Advanced Clinical Exercise Prescription .
PHED 652 Advanced Clinical Exercise Prescription .
PHED 606 Physiological: Metabolic and Endocrinological .
PHED 614 Principles of Epidemiology .
PHED 615 Research or Internship - select 3 hours:

PHED 699 Thesis .
PHED 670 Directed Research .

PHED 672 Exercise Physiology Seminar .
PHED 653A Corporate Practicum .
PHED 653B Clinical Practicum ............................................... 3-9.

TOTAL HOURS REQUIRED ................................................ 33

Sports and Recreation Administration

Students must take the following 18 hours:

PHED 630 Sports and Recreation Marketing ........................................ 3
PHED 631 Sports and Recreation Administration Seminar ...................... 3
PHED 632 Organization and Administration of Athletics and Recreation ......... 3
PHED 635 Legal Issues in Sports and Recreation .................................. 3
PHED 605 Planning Facilities for Physical Education .............................. 3
PHED 634 Sports Nutrition .................................................. 3
REC 604 Recreation and Leisure .................................................. 3
(Majors) or select 3 hours from the following:

- MNGT 600 Survey of Management and Organizational Behavior ........... 3
- SPCH 567 Organizational Communication ...................................... 3
- ACCT 600 Survey of Accounting .............................................. 3
- PSY 604 Sports Psychology ................................................... 3
- PHED 634 Sports Nutrition ................................................... 3

Research or Internship - select 6 hours from

REC 670 Directed Research .................................................... 3
PHED 671 Internship ..................................................................... 3-6
PHED/REC 699 Thesis .................................................................... 6

TOTAL HOURS REQUIRED ................................................ 36

Student Competencies

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

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

Assessments:
Assessments include the successful completion of written papers, oral presentations, quizzes, examinations, a written comprehensive examination, and an oral comprehensive examination.
Master of Arts in Psychology (Clinical, Counseling, General)

Clinical Psychology

The Master of Arts in clinical psychology is designed to lead to certification as a psychologist in Kentucky. Certification status is awarded to an individual having a master’s degree in clinical psychology by the Board of Examiners upon successful completion of an objective examination covering both scientific psychology and clinical psychology. The student must complete a program of study based on curriculum guidelines provided by the Board of Examiners in Psychology in order to achieve entry to the certification examination.

The clinical program follows the practitioner model in agreement with the American Psychological Association's position on M.A. level psychology training. The primary emphasis is on applied clinical skills plus knowledge of the general field of psychology. Good clinical practice is based on, at least, intelligent consumership of psychological theory and research. Competencies in critical analysis of theories, experimental design, and quantitative data analysis will also be expected.

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

Admission Requirements

1. General admission to graduate school.
2. Completion of 18 semester hours of psychology and a 3 hour course in statistics.
3. Undergraduate g.p.a. of 3.0 preferred, but may be applied towards the master's degree.
4. Total general GRE score of 150.
5. Adequate interpersonal skills, demonstrated by a telephone call by the clinical director and/or faculty of the department.
6. Excellent letter of recommendation from major department faculty.
7. Personal Statement.

Applicants should note that enrollment is limited. The number of students each year will be considered until July 15 based on applicant credentials.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of all core clinical psychology courses (PSY 674, and 678) with a grade of A or B.
3. Successful completion of candidate's research methodology course with a grade of B or better.
4. Successful completion of final comprehensive examination.
5. Completion of the following program requirements:

   - Biopsychology
   - PSY 621 - Advanced Physiological Psychology
   - Cognitive - Affective Psychology
   - PSY 634 - Learning Theory
   - Individual Differences
   - PSY 576 - Seminar in Developmental Psychology
   - Psychological Theories of Personality
   - PSY 582 - Experimental Psychology
   - Social Psychology
   - Statistics

Students who lack prerequisite undergraduate courses may be admitted on a provisionally basis. Students who do not have an adequate background in psychology, sufficient evidence of probability of success, such as previous success in related area such as the Analog Test, or other indices not graduate study in psychology.
PSY 611 - Computer Packages for the Life Sciences (3 hours) or MATH 553 - Statistics

Area requirements .........................................................37

PSY 601 - Legal and Ethical Issues in Psychology
PSY 657 - Intellectual Assessment
PSY 658 - Assessment of Children
PSY 661 - Psychopathology
PSY 662 - Assessment of Adults
PSY 663 - Marital and Family Therapy
PSY 657 - Intellectual Assessment

3. Final oral examination— a final examination typically consisting of 60 minutes of material from the student's area of knowledge. The exam may be repeated one semester following the last semester within the program.

PSY 664 - Clinical Hypnosis
PSY 672 - Practicum (6 hours)
PSY 673 - Psychotherapy I
PSY 674 - Psychotherapy II
PSY 678 - Internship (9 hours)

TOTAL HOURS REQUIRED ................................................60

Competencies for Clinical Psychology

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

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

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

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

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

Know basic concepts and applications of psychometrics, including skills in data administration, scoring, interpretation, and presentation of results of psychological evaluations (this includes coverage of the most widely used psychological test instruments available including the WAIS-III, MMPI-2, Rorschach, and WISC-III).

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

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

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

Assessment Methods for Clinical Psychology

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

2. Written candidacy examinations four hours duration for each
   of two common (Psychotherapy Psychopathology) examinations
   restriction that no more than Group II examinations.

   The two common, required examinations
   fall semester. If failed, a re-examination
   elective candidacy examinations if
   as determined by the course(s) in
   the same manner. A retake may occur
   occur only once. The original exam
   last semester within the program.

3. Final oral examination— a final
   committee, typically consisting of
   experimental faculty member. The
   two hour time period, asked of
   material from the student's area of
   knowledge to hypothetical situ

Counseling Psychology

Students who are interested in clinical and/or applied programs within all nonclinical areas of the master's program may enter the master's program in lieu of the clinical program's requirements for the certification examination (including Kentucky) which provides the Master's level of preparation.

Admission Requirements

1. General admission to graduate study
2. Completion of 18 semester hours of psychology and a 3 hour course in
   education
3. Graduate g.p.a. of 3.0 prerequisite
4. Oral, Verbal, Quantitative, and Analytical score from the GRE
5. Adequate interpersonal skills, with a clinical/counseling psychology
6. Excellent letters of recommend

Applicants should note that enrollment is limited to a specific number of students each year. Students who do not have an undergraduate degree may be admitted to the program if they complete an approved program of study. If you are interested in joining the program, please contact the Admissions Office. Students are required to provide letters of recommendation from three people who can attest to their academic and professional potential.

Applicants should have completed an undergraduate degree in psychology or a related field, and have achieved a minimum GPA of 3.0 on a 4.0 scale.

Applicants should have completed a course in research methods at the undergraduate level, or an equivalent course.

Applicants should have completed a course in statistics at the undergraduate level, or an equivalent course.

Applicants should have completed a course in abnormal psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in developmental psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in social psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in industrial/organizational psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in health psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in sports psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in criminal psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in forensic psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in environmental psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in ecological psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in public health psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in community psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational psychology at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational behavior at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational communication at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational development at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational culture at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational change at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational learning at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational transformation at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational ethics at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational effectiveness at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational strategy at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational innovation at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational innovation at the undergraduate level, or an equivalent course.

Applicants should have completed a course in organizational innovation at the undergraduate level, or an equivalent course.
sufficient evidence of probability of success in the program. This would be based on experimental areas of psychology such as previous success in related work experience, satisfactory score from the Miller's Analogy Test, or other indices normally associated with success in graduate study in psychology.

Requirements for the Degree
1. Satisfy general degree requirements.
2. Completion of PSY 661, 672, 673, 674, and 678 with a grade of B or better in each course. In order to continue in the program, students must repeat any course in which grades of C are obtained, or otherwise demonstrate to the faculty competency in skills taught in these courses. No course may be repeated more than one time.
3. Successful completion of candidacy examination.
4. Successful completion of final oral examination.
5. Completion of the following program:

A. Core Requirements: All students must select at least three semester hours from each of the following categories: (18 hours)
2. Cognitive-Affective Psychology: PSY 634, Learning Theory, 3 hours;
3. Individual Differences: PSY 576, Seminar in Developmental Research, 3 hours or PSY 633, Personality, 3 hrs;
4. Research Design: PSY 582, Experimental Psychology II, 3 hours;
5. Social Psychology: PSY 554, Social Psychology, 3 hours
6. Statistics: PSY 611, Computer Packages for the Life Sciences, 3 hours or MATH 553 Statistics, 3 hours.

B. Area Requirements: 37 hours.
1. General Psychology:
   - PSY 601 - Legal and Ethical Issues, 1 hour
   - EDGC 619 - Career Counseling, 3 hours
   - EDGC 662 - Individual Inventory Techniques, 3 hours
   - PSY 661 - Psychopathology, 3 hours
   - PSY 663 - Marital and Family therapy, 3 hours
   - EDGC 667 - Group Counseling, 3 hours
   - PSY 673 - Psychotherapy I, 3 hours
   - PSY 674 - Psychotherapy II, 3 hours
   - PSY 672 - Practicum, 6 hours
   - PSY 678 - Internship, 9 hours

C. Electives: hours

Competencies for Counseling Psychology
Understand principles of research design and statistics in order to function as either an "intelligent consumer" of the research literature in the field or conduct research within the discipline.
Know the basic theories and principles in the biological, cognitive-affective, social, developmental, and experimental areas of psychology. Develop the basic knowledge and understanding of normal development
Understand the ethical and legal standards of Counseling Psychology.
Demonstrate a basic knowledge and understanding of the DSM-IV diagnostic structure and be familiar with the major disorders and psychometric concepts and applications.
Demonstrate an understanding of basic cognitive-affective, social, and more advanced knowledge of the topics learned in the program.
Demonstrate skills in selected, more advanced knowledge of the topics learned in the program.

Assessment Methods for Counseling Psychology
1. Written candidacy examinations: two hours duration for each examination, Counseling students must take three written candidacy examinations. The common, required for the fall semester. The other two, elective during the academic year as determined by the student's academic advisor. If any one of the examinations is not passed, a retake is scheduled.
2. Final oral examination: a final oral examination conducted by a committee, typically consisting of one or two of the experimental faculty members.

General Psychology
The department offers a 30 hour program consisting of 15 to 18 hours of coursework and a 15 to 18 hour applied project (3 semester hours). It is designed for students interested in doctoral study in psychology or in professional psychology.
depending upon the specialization taken. Specializations are offered in cognitive, developmental, social, perception, and psychopharmacology.

Admission Requirements
1. General admission to graduate study.
2. Completion of 18 semester hours of psychology, including a course in statistics and a course in experimental psychology.
3. A g.p.a. of 3.0 or above preferred.
4. Preferred GRE score of 1500 or above, minimum of 1200 required.
5. Three letters of recommendation.

Students who lack prerequisite courses may be conditionally admitted. Students who do not have satisfactory undergraduate g.p.a., or GRE scores may be admitted if there is sufficient evidence of probability of success in the program.

Admission to Candidacy
Candidates for admission must submit the following categories:

Requirements for the Degree
1. Satisfy general degree requirements.
2. Successful completion of candidacy examinations,
3. Successful completion of final oral examination.
4. Completion of the following program:

Core requirements ...................................................... 15-18 hours ....................
PSY 633 - Personality Theory or PSY 634-Learning Theories or
PSY 661 - Psychopathology
PSY 582 - Experimental Psychology or PSY 584-Perception
PSY 611 - Computer Packages for the Life Sciences
PSY 554 - Seminar in Social Psychology
PSY 690 - Applied Project or PSY 699-Thesis

Area requirements ..................................................... 12-15 hours.................
Area requirements for the various areas are determined by the student with the approval of the advisor and department chair.

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

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

Competencies for General Experimental Psychology
Understand principles of research design and statistics in order to function as either an "intelligent consumer" of the research literature in the field or conduct research within the discipline.
Know the basic theories and principles in the biological, cognitive-affective, social, and experimental areas of psychology.
Develop advanced knowledge and skills in a specialized area of scientific psychology.
Develop a basic knowledge and understanding of individual differences in behavior.
Acquire specialized knowledge in area(s) of interest through the choice of electives in psychology and related fields.

Assessment Method for General Experimental Psychology
1. Written candidacy examinations-four written candidacy examinations, approximately two hours duration for each examination, are required of all general-experimental students. Students may elect up to three subject fields from one of the two groupings of subject fields. These examinations are given at various times during the academic year, as determined by the faculty.
2. If failed, a retake typically only once.
3. Final oral examination-final oral examination typically consisting of two faculty members. The examination defense by the student of his/committee members related to the student's performance is deferred, usually during the semester examination may occur only once.

No more than three elected areas recommended for candidacy after having met the following requirements:
1. A satisfactory grade on each of the groups of subject fields.
2. A 3.0 or higher grade-point average on the student's last semester in the program.
3. Recommendation of the student's committee members related to the student's performance.
4. Removal of all admission conditions.

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

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

No more than three elected areas recommended for candidacy after having met the following requirements:
1. A satisfactory grade on each of the groups of subject fields.
2. A 3.0 or higher grade-point average on the student's last semester in the program.
3. Recommendation of the student's committee members related to the student's performance.
4. Removal of all admission conditions.

Removal of all admission conditions.
Department of Sociology, Social Work, & Criminology
(606)-783-5686
347 Rader Hall


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

Master of Arts in Sociology
The Master of Arts in Sociology allows options in three areas: (1) general sociology, (2) criminology, and (3) gerontology. All options require basic courses in theory and research methods. The 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. General admission to graduate study.
2. Completion of 18 semester hours of undergraduate work in sociology or related field.
3. A minimum standing of 3.0 on all sociology courses above the freshman level.
4. A minimum GRE score of 1000.
5. Submit a two-page typewritten statement of personal, educational, and career goals to be used as a writing sample.

Requirements for the Degree
1. Satisfy general degree requirements.
2. All students must take SOC 615, Sociological Research, and SOC 650, Sociological Thought and Theory.
3. Completion of one of the three options: general sociology, criminology, or gerontology.

Academic Standing
All students pursuing the M.A. in Sociology must maintain a 3.0 g.p.a. Students falling below a 3.0 will be placed on academic probation to achieve a g.p.a. of 3.0 after one year. Any student who receives a grade of C or below in a graduate credit will be immediately placed on probation.

General Sociology Option
Students electing this option must

PLAN A (30 hours)
- Completion of a minimum of 30 hours of sociology. At least 15 hours of these hours must be in 600 level courses.
- Completion of an approved thesis.

PLAN B (36 hours)
- Completion of a minimum of 36 hours of sociology. At least 18 hours of these hours must be in 600 level courses. An additional 12 hours of independent study or independent research is required.
- Complete a written comprehensive examination.

Criminology Option
Students electing this option must

PLAN A (30 hours)
Required specialization courses:
- CRIM/SOC 601 Criminology Theory
- CRIM 516 Working with Offenders
- CRIM 602 The Realities of Prison
- CRIM/SOC 625 Deviance
- Graduate Criminology or Sociology courses
- SOC 699 Thesis

PLAN B (36 hours)
Required specialization courses:
- CRIM/SOC 601 Criminology Theory
- CRIM 516 Working with Offenders
- CRIM/SOC 625 Deviance
- Graduate Criminology or Sociology courses
- Comprehensive examination

Gerontology Option (36 hours)
Students electing this option must

- Complete a minimum of 36 hours of gerontology. Nine of these hours must be in independent research. Eighteen of these hours must be in courses at the 600 level.
research may be taken to meet 600 level course requirements.)

b. Completion of a minimum of 9 semester hours in gerontology or gerontology-related courses.

c. A written comprehensive examination.

**Competencies Required in the Program**

1. Students will be familiar with general theoretical and methodological strategies in sociology.
2. Students will be able to apply sociological analysis to a wide range of phenomena.
3. Students will learn the techniques of theory construction, data analysis, computer techniques, and professional report writing.
4. Students will develop competencies in substantive areas of sociology.
5. Students choosing the 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 grades of a "fail" on their initial attempt will be placed on "probation" and required to register for SOC 670 or CRIM 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.
Departments: Art; Communications; Geography, Government, and History

Department of Art
(606)-783-2766
211 Claypool-Young Art Building

Graduate Faculty: D. Bartlett, D. Ferrer, J. Gritton, E. Mesa-Gaido, G. Mesta

Degrees: Master of Arts in Art
Master of Arts in Art

Admission Requirements
1. General admission to graduate school
2. Completion of an undergraduate degree
3. A minimum standing of 3.0 at the time of application
4. Minimum GRE score of 1000 for the combined verbal and quantitative sections
5. Submission of an acceptable portfolio

Requirements for the Degree
1. Must satisfy general degree requirements
2. All candidates for the degree must complete drawing at the graduate level.
3. Those candidates electing the thesis option must prepare and submit an approved thesis.
4. Those candidates who elect the thesis option must pass the preliminary examination in studio art.
5. Candidates for either studio art option must complete the degree requirements at the graduate level.
6. All students must pass a preliminary examination as a prerequisite to the final oral examination.
7. In connection with their exhibition, candidates must complete a final oral examination before the faculty.

Student Competencies
Students completing the program will:
1. Understand and skillfully apply principles of production and presentation of art
2. Use knowledge of visual character to communicate ideas
3. Choose and evaluate a range of works of art (to communicate meaning)
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. Communicate about art effectively in written and oral form.

Assessments

Preliminary oral before three or more members of the graduate art faculty (taken halfway through program of study). During the preliminary oral exam, students will be informed of any deficiencies and how to address them in their future studies or project. Theses and projects of art work completed at the graduate level. The oral exam committee will make a critical appraisal of the art work.

Candidates electing the art grades P-12 art education option must have a one person exhibition of art work completed at the graduate level. The oral exam committee will make a critical appraisal of the art work. All candidates will have an oral examination before an appointed committee of three or more graduate art faculty members.

Department of Communications

(606) 783-2134
143 Waterfield Hall

Graduate Coordinator
Noel Earl, 123 Waterfield Hall, (606) 783-2695

Graduate Faculty

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

Requirements for Admission

1. Entrance Requirements:
   a. GRE x undergraduate g.p.a. = 3300 or above (a minimum of 1000 GRE).
   b. Students must have an undergraduate degree in a closely related field, or compensatory courses equivalent of a "minor."
   c. A minimum of 1000 is required on the GRE.
2. GRE and TOEFL must be completed prior to admission to the program.
3. All students will submit application for admission to the Communications program, a two page written "Statement of Personal and Professional Goals," and a 10 to 15 page example of undergraduate writing (term paper, e.g.) to the Department of Communications by the department subcommittee on admissions. This will allow subjective indication of will, commitment, and writing ability.

Exit Assessment

1. The exit examination will be taken in week 12 of each term to all students. The exit exam will be conducted by the student plans to graduate. Theses and projects of art work completed at the graduate level. The oral exam committee will make a critical appraisal of the thesis.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If the option selected requires research, a creative thesis, or a research thesis. A creative thesis, a research thesis, or a project. The requirements for the Master's degree in Communications provides for an emphasis in the fields of advertising and public relations, electronic media, journalism, speech, and theater, or a dual emphasis in any two of these fields.

Master of Arts in Communications

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

Requirements for Admission

1. Entrance Requirements:
   a. GRE x undergraduate g.p.a. = 3300 or above (a minimum of 1000 GRE).
   b. Students must have an undergraduate degree in a closely related field, or compensatory courses equivalent of a "minor."
   c. A minimum of 1000 is required on the GRE.
2. GRE and TOEFL must be completed prior to admission to the program.
3. All students will submit application for admission to the Communications program, a two page written "Statement of Personal and Professional Goals," and a 10 to 15 page example of undergraduate writing (term paper, e.g.) to the Department of Communications by the department subcommittee on admissions. This will allow subjective indication of will, commitment, and writing ability.
Electives ................................................... 3
TOTAL HOURS REQUIRED .............................. 33

PLAN C
Dual Emphasis without Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 600</td>
<td>Qualitative Research Methods in Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 605</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 610</td>
<td>Bibliographic Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 615</td>
<td>Quantitative Research Methods in Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 620</td>
<td>Seminar in Communication</td>
<td>3</td>
</tr>
<tr>
<td>First area of specialization</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Second area of specialization</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>TOTAL HOURS REQUIRED</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

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. Theater
Students must also demonstrate:
11. Their ability to integrate, synthesize, and apply the knowledge gained in the master's program.

Means of Assessing Competencies
All students must receive a grade of A or B in the following courses:
COMM 600, 605, 610, 615, and 620. No credit is allowed for a grade below C. Students must take a written, comprehensive exit examination. The student's graduate committee (either three or four graduate faculty members chosen by the student) and approval of the Graduate Coordinator of Communications determines whether or not the graduate student has passed.
skills appropriate to graduate study in English. Assessments:
- Essays, other written assignments
- Oral reports
- Annotated bibliographies
- Library exercises
- Exams
- M.A. in English exam
- M.A. thesis (optional)

3. Demonstrated ability to produce written discourse significantly beyond the level expected of undergraduate English majors. Assessments:
- Essays, other assignments
- Annotated bibliographies
- Exams
- M.A. in English exam
- M.A. thesis (optional)

4. Demonstrated ability to produce spoken discourse significantly beyond the level expected of undergraduate English majors. Assessments:
- Oral reports
- Class discussion
- Oral defense of M.A. thesis (thesis optional)

5. Working knowledge of major periods in American and British literature, major authors and works in those periods. Assessments:
- Essays, other written assignments
- Oral reports
- Library exercises
- Exams
- M.A. in English exam
- M.A. thesis (optional)

6. Command of advanced literary terminology and basic approaches to literary texts. Assessments:
- Essays, other written assignments
- Oral reports
- Annotated bibliographies
- Library exercises
- Exams
- M.A. in English exam
- M.A. thesis (optional)

7. Working knowledge of linguistic approaches to the study of language. Assessments:
- Essays, other written assignments
- Oral reports
- Library exercises
- Exams
- M.A. in English exam
- M.A. thesis (optional)

Exit Examination Information
The M.A. in English Exam is a three-hour essay exam offered twice yearly, and once in July. No student may take the examination more than twice.
3. Complete one of the following options:

**Emphasis on Performance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied music</td>
<td>8</td>
</tr>
<tr>
<td>Graduate recital</td>
<td>2</td>
</tr>
<tr>
<td>Independent study (related to performance area)</td>
<td>1-3</td>
</tr>
<tr>
<td>Studies in Musical Style</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Music Research</td>
<td>3</td>
</tr>
<tr>
<td>3 Electives in music history and literature</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>5-7</td>
</tr>
</tbody>
</table>

**TOTAL HOURS REQUIRED** 30

(Music electives may be chosen without limitation except for applied music, in which a maximum of 8 semester hours in the major performing area may be taken. A maximum of 6 hours from disciplines other than music may be taken.)

**Emphasis on Music Education**

<table>
<thead>
<tr>
<th>Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied music</td>
<td>2 4 2</td>
</tr>
<tr>
<td>Studies in Musical Style</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Seminar in Music Research</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Foundations of Music Education</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Psychology of Music</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Independent study</td>
<td>0 2 3</td>
</tr>
<tr>
<td>Graduate recital*</td>
<td>0 2 0</td>
</tr>
<tr>
<td>Thesis</td>
<td>6 0 0</td>
</tr>
<tr>
<td>Electives in music history and literature</td>
<td>6 6 6</td>
</tr>
<tr>
<td>*Electives</td>
<td>5 5 6</td>
</tr>
</tbody>
</table>

**TOTAL HOURS REQUIRED** 30

**Specialized Teaching Area in Music Education**

Students who are pursuing a Master of Music with a specialized teaching area in Music Education may select one of the following:

- MUSE 681 Foundations of Music Education
- MUS 695 Music in America
- MUS 691 Symphonic Literature
- MUS 693 Contemporary Music
- MUS 694 Chamber Music
- MUS 690 Studies in Musical Style

**Competencies**

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

**Assessments**

- Graduate jury and public recital
- Final written exam over area of specialization

**Exit Examination**

A final exit examination in music is required. Students in their final year who successfully complete a comprehensive examination and have been deemed to be deficient may request to perform adequately on an oral examination and a subsequent exit examination.

**Music Fees**

One half-hour private lesson per week.

Each additional half-hour private lesson: Recital fee...

**Private Applied Music**

A graduate student usually takes two 1-hour instruction for graduate credit in the music curriculum may take private lessons in music. Proficiency can be demonstrated.
Master of Science in Vocational Education/Technology

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 vocational programs at the high schools and vocational-technical schools in the areas of agriculture, human sciences, and industrial education. 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 new proposed component is designed primarily for persons who have completed undergraduate programs in agriculture, human sciences, industrial education, engineering technology, manufacturing engineering, mechanical design and related technical professional programs.

Admission Requirements
1. Satisfy University admission requirements.
2. Satisfy one of the following:
   * A minimum score of 1050 on the graduate record exam (3 parts of GRE) and a minimum of 3.0 undergraduate grade point average (GPA) in major field.
   * (GRE score) x (G.P.A) = 3000

Requirements for the Degree
1. Satisfy admission requirements.
2. Pass both an oral and written comprehensive exit examination.
3. Complete the required course work in the three components as follows:

   Hrs.
   A. Core Courses ..............
   B. Technical Concentration ........
   C. Approved Research or Electives ........

   Approved electives may be used
   to complete the degree.

   The interdisciplinary nature of the† procedure: The student’s graduate faculty with the major advisor.
   Should the student elect to conduct an approved research project, the student’s committee members (chosen by the student) should be: W. Morella, J. Smallwood, A. Zargari.

   Student Competencies
   1. Knowledge of the development, implementation, and evaluation of educational systems and programs.
   2. The ability to analyze and understand the educational system.
   3. An understanding of the importance of planning and evaluation of educational programs.
   4. An understanding of the importance of educational research.
   5. An awareness of the role of the graduate student in the educational process.
   6. Knowledge of legislative funding and entrepreneurship education.
   7. An understanding of planning and development of educational programs.
   8. The ability to aid in development of educational programs.
which will lead to proficiency in teaching vocational education.
9. The ability to understand the principles of and the knowledge and skill 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
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
communication skills
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
production processes and techniques.

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

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

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

Requirements for the Program
1. The program must be planned with the student's advisor.
2. 15 semester hours* from the following four areas with a minimum of 3 hours
for each area:
   A. Organization and administration of vocational education
   B. Administration and supervision of education personnel
   C. Program planning, research, and evaluation in vocational education
   D. Vocational guidance; industrial psychology; human relation
3. Certificate for Vocational School Principal
   For individuals who meet program admission requirements, who complete the
approved program of preparation, and who comply with the testing requirements as
specified under KRS 161.027, a certificate of eligibility will be issued valid for four
years. Upon obtaining employment, the certificate will be issued. Upon
employment, the certificate shall be extended

Certificate for Vocational Coordination
For individuals who meet program admission requirements, who have completed the approved academic
vocational education supervision and coordination degree.

Rank I Program (Non-Degree)

Requirements for Admission
1. Must hold a master's degree from a Fifth-Year Program.
2. Must hold a valid teaching certificate.

Requirements for the Program
1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate hours
   a. A grade-point average of B or
      accepted on grades lower than
   b. A minimum of 30 semester hours
      graduate students.
   c. Up to nine semester hours (of
      institution.
   d. Credit earned by correspondence
   e. Credit earned by correspondence
   f. Student must meet university

The minimum of 60 graduate hours

For individuals who meet program admission requirements, who have completed 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

MINIMUM TOTAL HOURS REQUIRED
(All programs must be planned with the student's advisor.)
The Approved Preprofessional Practice Program in Dietetics (AP4)

The Approved Preprofessional Practice Program in Dietetics (AP4) is an innovative program approved to accept 10 students per year. 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 AP4 Director will coordinate communication with each preceptor, intern and appropriate staff of accepted facilities. This communication will take many forms including e-mail, listserv, conference calls or site visits. The education, clarify assignments and to evaluate intern progress. Additionally, the program provides 30 academic graduate credits. These credits are required courses to be completed during the supervised practice. Upon completion of the AP4 program students are eligible to write the registration examination to obtain registration status.

Requirements for the Degree (M.S.)

1. Satisfy University degree requirements.
2. Complete an approved thesis or non-thesis plan of study, which requires the student to complete at least 50 percent of the remaining hours, with the approval of the student's advisory committee.
3. Complete a minimum of 32 semester hours of which must be earned in residence totaling at least 24 of the 30 hours. The remaining hours may be selected from approved courses.
4. In general, the specifics of the non-thesis area of study (see "Non-Thesis Areas of Study" for the specifics of each area of study) of research problems (BIOL 499/599 Advanced Genetics Research Laboratory in Ocean Springs, Mississippi, with which the University is affiliated).
5. Take final written/oral examination.

Non-Thesis Areas of Study

(1) General Biology
   601-Biological Concepts
   610-Evolution
   625-Advanced Genetics

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

(3) Cell Biology and Animal Physiology
   544-Organ Systems Physiology
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 project. The proposal will consist of a literature survey, research objectives, materials and methods, significance, bibliography, and an itemized budget for the research.
   f. the ability to design original experiments, collect and analyze data and present the findings through oral and written presentations.

2. Students preparing for post-master's degree professions must develop those competencies required for admission to professional schools, or Ph.D.-level graduate programs.

Assessment of Competencies
a. Students must pass both a written exit examination prepared by the BES departmental committee and an oral examination given by the student's graduate committee. The graduate committee is expected that students attain an 80% performance level on the written exam. The written exam is administered and evaluated by the student's graduate committee. The oral exam is given by the student's graduate committee. Students failing to reach the 80% performance level on the written exam may retake the exam one time after a seven day period.
   b. Students must pass a 70% performance level on all statistics or computer skills courses.
   c. Successful data collection using statistical methods.
   d. In-class evaluation of journal articles shows the student's ability for appropriate interpretation of scientific research. The student's research proposal is evaluated by the student's graduate committee.
   e. All research proposals are evaluated by the student's graduate committee. The student's research project is evaluated by the student's graduate committee.
   f. Every student is expected to pass a seminar (BIOL 671) setting the student to be graded by the faculty committee. Students failing to reach the 80% performance level on the written exam may retake the exam one time after a seven day period.

Gulf Coast Research Laboratory
Morehead State University is affiliated with the Gulf Coast Research Laboratory in Gulfport, Mississippi. This affiliation provides an opportunity to take courses and conduct research in an equipped laboratory located on the MSU campus. Available courses and research opportunities include marine sciences courses and other graduate programs. Additional information is available from the Biological and Environmental Sciences Laboratory or the BES department.

Department of Mathematics
(606) 783-2930
105 Lappin Hall
Graduate Faculty–L. Simmons (Chair), R. Fiel
Degree: Not available

Department of Physical Sciences
(606) 783-2941
123 Lappin Hall
Graduate Faculty–R. Fiel, R. Cain, R. Fiel, R.
Degree: Not available

Department of Chemistry
(606) 783-2935
107 Lappin Hall
Graduate Faculty–R. Fiel, R. Fiel, R.
Degree: Not available

Department of Computer Science
(606) 783-2941
123 Lappin Hall
Graduate Faculty–R. Fiel, R. Fiel, R.
Degree: Not available

Department of Biology
(606) 783-2935
107 Lappin Hall
Graduate Faculty–R. Fiel, R. Fiel, R.
Degree: Not available

Department of Environmental Science
(606) 783-2941
123 Lappin Hall
Graduate Faculty–R. Fiel, R. Fiel, R.
Degree: Not available

There is not a graduate degree available in other graduate programs.
Descriptions of courses offered by the department. Courses are listed in the description of courses section.

NOTE: Courses are arranged alphabetically, no laboratory, 3 hours credit indicate the term in which the course is to be offered.
Abbreviations (Course Prefixes)

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>AGR</td>
<td>Agricultural Sciences</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
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<td>BIS</td>
<td>Business Information Systems</td>
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<td>BIOL</td>
<td>Biology</td>
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<tr>
<td>CIS</td>
<td>Computer Information Systems</td>
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<td>CMAP</td>
<td>Communications (Advertising/Public Relations)</td>
</tr>
<tr>
<td>CMEM</td>
<td>Communications (Electronic Media)</td>
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<td>CMJN</td>
<td>Communications (Journalism)</td>
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<td>COMM</td>
<td>Communications (General)</td>
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<td>Adult and Higher Education</td>
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<td>EDEC</td>
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<td>EDF</td>
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<td>EDGC</td>
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<td>Middle Grades Education</td>
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<td>Music Education</td>
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<td>MUSG</td>
<td>Class Applied Music</td>
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<td>MUSH</td>
<td>Music History and Literature</td>
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<td>Music Ensembles</td>
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<td>Private Applied Music</td>
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<td>Theatre</td>
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<tr>
<td>VOC</td>
<td>Vocational Education</td>
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</table>

Accounting

ACCT 600. Survey of Accounting
Preparation of financial reports and interpretation of accounting data; course does not satisfy the requirements of the 36 hour M.B.A.

ACCT 611. Accounting Analysis I
Prerequisite: 6 hrs. of accounting use in the processes of managerial analysis; alternative choice analysis

ACCT 650. Financial Accounting
An advanced financial accounting course for practitioners. The course specifies the process, the location and form of accounting principles (GAAP), and professional standards for compliance with GAAP.

ACCT 670. Directed Research
A graduate level study and 21 semester hours of undergraduate Auditing in a computer environment; testing; detail audit cycles; specific approaches

ACCT 683. Auditing Application
Prerequisites: ACCT 387 and ACCT 670. Auditing in a computer environment; testing; detail audit cycles; specific approaches

ACCT 687. Tax Accounting Research
Prerequisites: ACCT 387 and ACCT 670. This course provides a fundamental understanding of tax planning.

ACCT 690. Emerging Issues in Management
Prerequisites: graduate standing in accounting. Selective introduction on identification of accounting in advanced management practices of a company.

ACCT 698. Selected Workshop Topics
Additional offerings in accounting. Credit to advisor and department chair.

Agricultural Sciences

AGR 505. Farm Business Analysis
Prerequisite: basic course in the application of agricultural sciences to whole farms and specific enterprise development. Credit to advisor and the department chair.

AGS 600. Survey of Agricultural Sciences
Preparation of financial reports and interpretation of agricultural data; course does not satisfy the requirements of the 36 hour M.B.A.

AGS 611. Agricultural Analysis I
Prerequisite: 6 hrs. of agricultural use in the processes of managerial analysis; alternative choice analysis
AGR 512. Conservation Workshop. (2-2-1) Prerequisite: consent of instructor. Development of the conservation movement with broad treatment of natural resources, including land, water, air, minerals, forests, and wildlife. Not to be repeated, but not to exceed a total of six hours.

AGR 515. Animal Nutrition. (Prerequisite: AGR 516) 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 of methods applied to teaching vocational agriculture to high school students. Includes organization, teaching, and Future Farmers of America activities.

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

AGR 584. Teaching Vocational Agriculture. (3-0-3) II Teacher experiences with in-school and out-of-school groups.

AGR 585. Teaching Agricultural Mechanics. (3-0-3) II of methods, equipment and management of the shop; organization of facilities for high school vocational technical programs.

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

AGR 588. Curriculum Development and Content Selection. (3-0-3) III Student prepares the content for a four-year program in vocational agricultural education.

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

AGR 603. Quality Assurance in Science and Technology. (Prerequisite: MATH 353 or equivalent) Application of descriptive measures, product sampling, organization of data, control charts, problem solving, quality and reliability testing, and quality control within technical and industrial applications. Crosslisted with HS 600 and IET 600.

AGR 670. Directed Research. (1 to 6 hrs.) Prerequisite: consent of instructor. 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.) Prerequisite: ITP-100 in Agriculture. A self-directed independent study on a special problem. A self-directed independent study on a special problem.

AGR 699. Thesis. (Six hours); on demand.
Course Descriptions

**ART 616. Water Color.** Prerequisite: permission of the department majors and area students who wish to do graduate work on water color techniques.

**ART 627. Readings in Art Education.** Prerequisite: permission of the department. Subjects related to current research in art education will be given consideration. Other related educational research will be given secondary consideration.

**ART 651A. Graduate Printmaking Studio.** (2-2-3); I; II; III. Various printmaking techniques with individual problems designed to meet the needs of each graduate printmaking student.

**ART 651B. Graduate Printmaking Studio.** (2-2-3); I; II; III. Various printmaking techniques with individual problems designed to meet the needs of each graduate printmaking student.

**ART 655A. Advanced Ceramics.** (2-2-3); permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln experimental treatment of clay bodies.

**ART 655B. Advanced Ceramics.** (2-2-3); permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln experimental treatment of clay bodies.

**ART 656. Ceramic Sculpture.** (2-2-3); I; II. Sculptural approach to forming, firing, and glazing clay.

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

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

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

**ART 663. Arts of the United States.** (3-0-3); III (alternate years). 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). Survey of painting, sculpture, and architecture of Spain, Portugal, and Latin America.

**ART 667. Native American Art.** (3-0-3); II (alternate years). 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). Provide a survey of the visual arts of the Appalachian region from pre-Colonial times to the present.

**ART 670. Directed Research in Art.** Prerequisite: Research Methods or six hours of relevant studio experience. No more than six hours may be applied.

**ART 672. Ancient Art.** (3-0-3); I (alternate years). Western painting, sculpture, and architecture from prehistoric times until the beginning of the period of European painting, sculpture, and architecture from the beginning of the Christian era until c.1300.

**ART 673. Medieval Art.** (3-0-3); III (alternate years). Western painting, sculpture, and architecture from c.1300 until c.1525.

**ART 674. Renaissance Art.** (3-0-3); I (alternate years). Western painting, sculpture, and architecture from c.1525 until c.1750.

**ART 675. Mannerist and Baroque Art.** (3-0-3); II (alternate years). Western European painting, sculpture, and architecture from c.1525 until c.1750.

**ART 676. Directed Graduate Study.** Prerequisite: permission of the department. Investigation of special problems which are not included as a regular part of the curriculum. No more than six hours may be taken.

**ART 680. History and Philosophy of Art Education in the United States.** (3-0-3);
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre/Co-Requisites</th>
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</thead>
<tbody>
<tr>
<td>BIOL 530</td>
<td>Ichthyology</td>
<td>(1-4-3); Prerequisite: BIOL 210</td>
</tr>
<tr>
<td></td>
<td>(1-4-3)</td>
<td>A survey of ichthyology in which anatomy, physiology, systematics, ecology,</td>
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<td>zoogeography, natural history, and reproduction in animals will be emphasized.</td>
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<td>Emphasis will be placed on collection, identification, and classification of</td>
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<td>freshwater and marine fishes of the Atlantic and Gulf coasts.</td>
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<tr>
<td>BIOL 531</td>
<td>Herpetology</td>
<td>(1-4-3); Prerequisite: BIOL 210</td>
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<td></td>
<td>(1-4-3)</td>
<td>An exploration of herpetology in which anatomy, taxonomy, ecology, distribution,</td>
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<td>natural history, and methods of skin preparation will be emphasized.</td>
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<tr>
<td>BIOL 535</td>
<td>Mammalogy</td>
<td>Prerequisite: BIOL 210</td>
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<tr>
<td></td>
<td>(1-4-3)</td>
<td>A survey of mammalogy where emphasis will be placed on taxonomy, ecology,</td>
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<td>distribution, natural history, and methods of skin preparation.</td>
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<tr>
<td>BIOL 540</td>
<td>General Parasitology</td>
<td>Prerequisite: BIOL 210</td>
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<tr>
<td></td>
<td>(1-4-3) 2 hrs.</td>
<td>An exploration of the diversity of human parasites including helminths,</td>
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<td>arthropods, and their role in human and domestic animal health.</td>
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<tr>
<td>BIOL 544</td>
<td>Organ Systems Physiology</td>
<td>Prerequisite: BIOL 232 and CHEM 112 or equivalent</td>
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<tr>
<td></td>
<td>(1-4-3)</td>
<td>A study of the organ systems of the body with an emphasis on homeostatic</td>
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<td>regulatory mechanisms and the role of each system in maintaining homeostasis.</td>
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<tr>
<td>BIOL 550</td>
<td>Plant Anatomy</td>
<td>Prerequisite: BIOL 210</td>
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<tr>
<td></td>
<td>(1-4-3)</td>
<td>A study of the anatomy of vascular plants and non-vascular plants.</td>
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<td>Emphasis will be placed on the structure and function of these plants.</td>
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<tr>
<td>BIOL 574</td>
<td>Experimental Courses</td>
<td>(4-0-4)</td>
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<tr>
<td></td>
<td>(4-0-4)</td>
<td>A selection of experimental courses designed to enhance programs in the biological</td>
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<td></td>
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<td>and environmental sciences.</td>
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<tr>
<td>BIOL 580</td>
<td>History of Science</td>
<td>(0-0-3)</td>
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<td></td>
<td>(1-1-3)</td>
<td>A history of the development of scientific thought and methods.</td>
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<tr>
<td>BIOL 590</td>
<td>Biochemistry</td>
<td>Prerequisite/Co-requisite: CHEM 327 or equivalent, or permission of instructor.</td>
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<tr>
<td></td>
<td>(0-3-2)</td>
<td>A study of the major groups of biomolecules, including lipids, proteins,</td>
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<td>nucleic acids, enzymes, biosynthetic pathways, energy metabolism, and</td>
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<td>regulation of biochemical processes.</td>
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<tr>
<td>BIOL 593</td>
<td>Laboratory Techniques in Biochemistry</td>
<td>Prerequisite/Course: BIOL 530</td>
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<tr>
<td></td>
<td>(0-4-2)</td>
<td>Laboratory sessions focusing on advanced techniques utilized in the study of</td>
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<td>biological molecules. Emphasis will be placed on biological, physical, chemical</td>
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<td>methods in isolation and characterization of biological materials, density</td>
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<td>gradients in the United States; ultracentrifugation, spectroscopic methods,</td>
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<td>electrophoretic techniques, chromatography, separations, radioisotopic labeling,</td>
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<td>and statistical analysis of experimental data.</td>
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<tr>
<td>BIOL 599</td>
<td>Selected Workshop Topics</td>
<td>(1-0-0)</td>
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<td>(1-0-0)</td>
<td>Workshops in various biological and environmental subjects will be presented</td>
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<td>on need. Usually hands-on, experimental, and/or innovative, these workshops</td>
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<td>supplement various programs in the biological and environmental sciences or</td>
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<td>BIOL 645. Molecular Biology.</td>
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<tr>
<td>BIOL 601</td>
<td>Biological Concepts</td>
<td>Prerequisite: BIOL 210</td>
</tr>
<tr>
<td></td>
<td>(3-0-3)</td>
<td>A study of selected concepts from various disciplines. Individual credit toward</td>
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<td>the major fields of biology.</td>
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<tr>
<td>BIOL 604</td>
<td>Evolution</td>
<td>Prerequisite: BIOL 610. Evolution (3-0-3); permission of instructor.</td>
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<tr>
<td></td>
<td>(3-0-3)</td>
<td>A study of evolutionary thought; classical evolutionary theory; human evolution,</td>
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<td>and natural selection.</td>
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<tr>
<td>BIOL 605</td>
<td>Taxonomy of Vascular Plants</td>
<td>Prerequisite: BIOL 215; Collection, preservation, ecological adaptations and</td>
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<td></td>
<td>(4-0-4)</td>
<td>evolution of vascular plants.</td>
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<tr>
<td>BIOL 606</td>
<td>Biology of the Vertebrates</td>
<td>Prerequisite: BIOL 215; Collection, preservation, ecological adaptations and</td>
</tr>
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<td></td>
<td>(4-0-4)</td>
<td>evolution of the major groups of vertebrates.</td>
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<tr>
<td>BIOL 608</td>
<td>Microbial Physiology</td>
<td>Prerequisite: BIOL 215; The interrelationships and adaptations of microorganisms.</td>
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<tr>
<td></td>
<td>(3-0-3)</td>
<td>A study of the structure and function of microorganisms.</td>
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<tr>
<td>BIOL 610</td>
<td>Mycology</td>
<td>Prerequisite: BIOL 210; Mycology (2-4-4); permission of instructor.</td>
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<tr>
<td></td>
<td>(2-4-4)</td>
<td>A study of the structure and function of fungi.</td>
</tr>
<tr>
<td>BIOL 615</td>
<td>Systematic Entomology</td>
<td>Prerequisite: BIOL 210; Systematic Entomology (1-0-1); permission of instructor.</td>
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<tr>
<td></td>
<td>(1-0-1)</td>
<td>A study of the classification and distribution of insects.</td>
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<tr>
<td>BIOL 616</td>
<td>Endocrinology</td>
<td>Prerequisite: BIOL 210; Endocrinology (2-0-2); permission of instructor.</td>
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<tr>
<td></td>
<td>(2-0-2)</td>
<td>A study of the structure and function of endocrine cells.</td>
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<tr>
<td>BIOL 617</td>
<td>Advanced Plant Physiology</td>
<td>Prerequisite: BIOL 210; Advanced Plant Physiology (1-4-1); permission of</td>
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<tr>
<td></td>
<td></td>
<td>instructor. A study of the structure and function of plants.</td>
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<tr>
<td>BIOL 618</td>
<td>Reproductive Physiology</td>
<td>Prerequisite: BIOL 210; Reproductive Physiology (3-0-3); permission of instructor.</td>
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<tr>
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<td></td>
<td>A study of the structure and function of reproductive systems.</td>
</tr>
<tr>
<td>BIOL 619</td>
<td>History of Science</td>
<td>Prerequisite: BIOL 210; History of Science (0-0-3); permission of instructor.</td>
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<td>A study of the development of scientific thought and methods.</td>
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<tr>
<td>BIOL 620</td>
<td>Advanced Animal Ecology</td>
<td>Prerequisite: BIOL 210; Advanced Animal Ecology (2-0-2); permission of instructor.</td>
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<tr>
<td></td>
<td></td>
<td>A study of the structure and function of animal communities.</td>
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<tr>
<td>BIOL 630</td>
<td>Ecology of Vascular Plants</td>
<td>Prerequisite: BIOL 210; Ecology of Vascular Plants (2-0-2); permission of</td>
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<tr>
<td></td>
<td></td>
<td>instructor. A study of the structure and function of vascular plants.</td>
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<tr>
<td>BIOL 633</td>
<td>Endocrinology</td>
<td>Prerequisite: BIOL 210; Endocrinology (2-0-2); permission of instructor.</td>
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<td></td>
<td></td>
<td>A study of the structure and function of endocrine cells.</td>
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<tr>
<td>BIOL 635</td>
<td>Advanced Genetics</td>
<td>Prerequisite: BIOL 210; Advanced Genetics (2-0-2); permission of instructor.</td>
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<td>A study of the structure and function of genes.</td>
</tr>
<tr>
<td>BIOL 636</td>
<td>Wetland Ecology</td>
<td>Prerequisite: BIOL 210; Wetland Ecology (2-0-2); permission of instructor.</td>
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<tr>
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<td>A study of the structure and function of wetlands.</td>
</tr>
<tr>
<td>BIOL 639</td>
<td>Advanced Parasitology</td>
<td>Prerequisite: BIOL 210; Advanced Parasitology (2-0-2); permission of instructor.</td>
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<td>A study of the structure and function of parasites.</td>
</tr>
<tr>
<td>BIOL 640</td>
<td>Molecular Biology</td>
<td>Prerequisite: BIOL 210; Molecular Biology (2-0-2); permission of instructor.</td>
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<td>A study of the structure and function of biological molecules.</td>
</tr>
<tr>
<td>BIOL 645</td>
<td>Advanced Microbiology</td>
<td>Prerequisite: BIOL 210; Advanced Microbiology (2-0-2); permission of instructor.</td>
</tr>
<tr>
<td></td>
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<td>A study of the structure and function of microorganisms.</td>
</tr>
</tbody>
</table>
Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 621</td>
<td>Instructional Innovation in Business Education.</td>
<td>(3-0-3); Learning theory, current research, methodology, techniques, utilization of business information systems, development of communications skills as a strategic competency for managers in the contemporary corporation, government agency, and non-profit organization. Provides practical applications of managerial communication within the dimensions of the organization's effective communication.</td>
</tr>
<tr>
<td>BIS 630</td>
<td>Managerial Communications.</td>
<td>(3-0-3); on demand. Development of communication skills as a strategic competency for managers in the contemporary corporation, government agency, and non-profit organization. Provides practical applications of managerial communication.</td>
</tr>
<tr>
<td>BIS 631</td>
<td>Research Strategies in BIS.</td>
<td>(3-0-3); on demand. The student to explore and investigate the current trends and issues related to business information systems, become more educated consumers of research literature, and design scholarly methods of inquiry.</td>
</tr>
<tr>
<td>BIS 632</td>
<td>Advanced Supervised Field Experience.</td>
<td>(1-6 hrs.); on demand. Designed to give the student actual work experiences in business and industry. Credit hours dependent upon number of hours worked during the semester.</td>
</tr>
</tbody>
</table>

Business Information Systems

- **BIS 621** Instructional Innovation in Business Education. (3-0-3); Learning theory, current research, methodology, techniques, utilization of business information systems, development of communications skills as a strategic competency for managers in the contemporary corporation, government agency, and non-profit organization. Provides practical applications of managerial communication within the dimensions of the organization's effective communication.
- **BIS 630** Managerial Communications. (3-0-3); on demand. Development of communication skills as a strategic competency for managers in the contemporary corporation, government agency, and non-profit organization. Provides practical applications of managerial communication.
- **BIS 631** Research Strategies in BIS. (3-0-3); on demand. The student to explore and investigate the current trends and issues related to business information systems, become more educated consumers of research literature, and design scholarly methods of inquiry.
- **BIS 632** Advanced Supervised Field Experience. (1-6 hrs.); on demand. Designed to give the student actual work experiences in business and industry. Credit hours dependent upon number of hours worked during the semester.

Computer Information Systems

- **CIS 615** Managing Information Technology. (3-0-3); I or II foundations, structures, and developments of information systems; decision and knowledge-based systems; management of information systems resources.
- **CIS 616** Educational Computing. (3-0-3); on demand. Competencies in the use of microcomputers for instruction, management, information processing, computer assisted instruction, and practical high-level program applications through programming assignments. Hardware and operating systems are covered.
performance. The primary focus is on strategic planning and leadership for implementation of organizational change. It examines key elements of technology and innovation that can transform and energize businesses and public entities. Prior application necessary. Permission of instructor.

CMAP 670. Directed Research. (1 to 3 hrs.) Prerequisite: Graduate standing with minor equivalent in computer information systems and permission of instructor. Opportunity and challenge for directed study of Computer Information Systems courses and problems. Students must present a written statement prior to registration of approval of instructor. The emphasis is on skill and ability to approach problems in a logical and analytical manner. Credit toward degree must be approved by the student's advisor.

Communications (Advertising/Public Relations)

CMAP 505. Law and Ethics. (3-0-3) Prerequisites: Professor's approval. Review of law as it affects print and broadcast media and advertising. Crosslisted with CMJN 505.

CMAP 510. Advanced Public Speaking. (4-0-4) Prerequisites: Prior application necessary. Permission of instructor.

CMAP 539. Cooperative Education. (1 to 12 hrs.) Professor's approval. The area of concentration in communication offers cooperative study courses allowing students to alternate semesters of on-campus study with periods of off-campus work experience. Prior application necessary. Permission of instructor.

CMAP 567. Organizational Communication. (3-0-3) Prerequisites: Prior application necessary. Permission of instructor. Functions of communication within organizations and professional environments. Prior application necessary. Permission of instructor.

CMAP 571. Interviewing. (3-0-3) Prerequisites: Prior application necessary. Permission of instructor. Study of the various business interview types, coupled with role-playing experiences. Crosslisted with SPCH 510.

CMAP 583. Advertising Copy Writing. (3-0-3) Prerequisites: CMAP 505, CMAP 366, CMAP 383, and CMAP 483 or permission of the instructor. Writing advertising headlines and copy for mass media.

CMAP 584. Psychology of Advertising. (3-0-3) Prerequisites: CMAP 505, CMAP 366, CMAP 383, and CMAP 483 or permission of the instructor. Psychological strategy used in art, words, and graphics as persuasive advertising devices.

CMAP 591. Technical Writing. (3-0-3) Prerequisites: Prior application necessary. Permission of instructor. Analysis, process, and definition; program, recommendation, and research reports; proposals and technical specifications; visual aids; transitions, mechanics of clear and precise statement. Crosslisted with ENG 591.

CMAP 597. Technical Editing. (3-0-3) Prerequisites: Prior application necessary. Permission of instructor. Practice and management of editing for technical, scientific, professional, and corporate reports and writing. Crosslisted with ENG 597.

CMAP 603. Seminar. (3-0-3) Prerequisites: graduate standing and approval of instructor. Problems of contemporary advertising/public relations including directed research project and forum discussion. (May be repeated for a maximum of 6 credits.) Crosslisted with CMJN 603.

CMAP 610. Computer Art Problems. (2-2-3) Prerequisites: Prior application necessary. Permission of instructor. A thorough introduction to the basic workings of the Macintosh computer, including its application in the visual arts. Crosslisted with ART 410.

CMAP 611. Advanced Computer Art. (3-0-3) Prerequisites: IART 410. 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.
CMJN 504. School Publications. senior standing
Advancement
of students in the production of school newspapers, yearbooks, and magazines
complete review of journalism principles.

CMJN 505. Law and Ethics (3-0-3); II, III: Foundation of law as it affects print and
broadcast media and advertising. Crosslisted with CMAP 505.

CMJN 539. Cooperative Education. (1 to 6 hrs.); I, II, III: The area of concentration in
communication offers cooperative study opportunities allowing students to alternate
semesters of on-campus studies with periods of off-campus professional experience. Prior
application necessary. Permission of instructor.

CMJN 560. Reviews and Criticism. Pre-requisites: senior standing
Evaluating and writing critical reviews of drama, literature, art, music, and restaurant
media.

CMJN 565. Public Opinion and News Media. senior standing
Cultural, social and psychological nature of public opinion and its influence on
communication and the influence of communication on human behavior.

CMJN 600. Qualitative Research Methods in Communications. (3-0-3); II
of qualitative research methods in areas of communications.

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

CMJN 610. Bibliographic Research and Writing. (2-0-3)
of working research bibliographies through examination of professional journals,
studies, textbooks, book reviews, theses, and dissertations in the field
of media.

CMJN 615. Quantitative Research Methods in Communications. (3-0-3); III
examination of quantitative research in communication and participation in
research projects: content analysis, survey, laboratory, or field research methods.

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

CMJN 647. Internship. (1 to 3 hrs.); I, II, III: Practical
experience aimed at increasing the student proficiency in the specified profession or field
or she is assigned. Prior application is necessary.

CMJN 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.

CMJN 676. Directed Study. (1 to 3 hrs.); I, II, III: Directed study course
of special problems not included as a regular part of the graduate curriculum.
Prior arrangement necessary; a proposal must be submitted for approval of the supervising
faculty.

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

CRIM 516. Working with Offenders. (3-0-3); II
Counseling process with offenders
Understanding the manner in which law reinforces and marginalizes others who are often
stigmatized in American society.

CRIM 600. Advanced Topics in Crime and Justice. (3-0-3); II
The realities of prison life. Emphasis
CRIM 602. The Realities of Prison Life. (3-0-3); II
the realities of prison life. Emphasis
CRIM 628. Deviance. (3-0-3); II
CRIM 670. Directed Research (1-3 hrs.); I, II, III: The area of concentration in
communication offers cooperative study opportunities allowing students to alternate
semesters of on-campus studies with periods of off-campus professional experience. Prior
application necessary. Permission of instructor.

CMJN 539. Cooperative Education. (1 to 6 hrs.); I, II, III
Economics

ECON 600. Survey of Economics, (3-0-3); II
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 600. Qualitative Research Methods in Communications. (3-0-3); II
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 605. Communication Theory I. (3-0-3); II
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 610. Bibliographic Research and Writing. (2-0-3)
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 615. Quantitative Research Methods in Communications. (3-0-3); III
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 620. Seminar in Communication. (3-0-3); II, III
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 647. Internship. (1 to 3 hrs.); I, II, III
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 670. Directed Research. (1 to 3 hrs.); I, II, III
See the general section of the catalog for a more complete description of this cooperative
course.

ECON 676. Directed Study. (1 to 3 hrs.); I, II, III
See the general section of the catalog for a more complete description of this cooperative
course.

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

CRIM 516. Working with Offenders. (3-0-3); II

CRIM 561. Sociology of the Law. (3-0-3); II
Understanding the manner in which law reinforces and marginalizes others who are often
stigmatized in American society.

CRIM 600. Advanced Topics in Crime and Justice. (3-0-3); II
The realities of prison life. Emphasis
CRIM 602. The Realities of Prison Life. (3-0-3); II
The realities of prison life. Emphasis
CRIM 628. Deviance. (3-0-3); II
The realities of prison life. Emphasis
CRIM 670. Directed Research (1-3 hrs.); I, II, III
The area of concentration in
communication offers cooperative study opportunities allowing students to alternate
semesters of on-campus studies with periods of off-campus professional experience. Prior
application necessary. Permission of instructor.

CMJN 539. Cooperative Education. (1 to 6 hrs.); I, II, III
The area of concentration in
communication offers cooperative study opportunities allowing students to alternate
semesters of on-campus studies with periods of off-campus professional experience. Prior
application necessary. Permission of instructor.
under this course number.

EDAH 640. Principles of Adult and Higher Education (3-0-3); I
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); on demand
Principles of organization and administrative personnel programs and services;
and retirement of adults; personnel organization and development of curriculum.

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

EDAH 643. Seminar in Higher Education (3-0-3); II
issues in higher education.

EDAH 645. Developmental Education for Adult Students. (3-0-3); on demand
Sociological, psychological, and economic problems of adult students required
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); II
physiological changes in adulthood; designed to provide opportunities to
understand human development to problems of working with adults.

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

EDAH 670. Directed Research (1-0-3); I, II, III.
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 required for department’s permanent file of completed projects.

EDAH 676. Directed Study. (1-0-3); I, II, III.
One course from the major.
Supervised experience in activities appropriate to areas of specialization.


EDAH 699A. Applied Project. (6 hrs.); I, II, III.

EDAH 699B. Seminar in Higher Education (3-0-3); II
Education (Early Childhood)

EDAH 659. Fundamentals of Adult and Higher Education. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 659A. Seminar in Higher Education (3-0-3); II
Education (Elementary)

EDAH 659B. Practicum in Early Childhood. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 659C. Seminar in Higher Education (3-0-3); II
Education (Higher Education)

EDAH 660. The Pre-School Child. (6 hrs.); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 660A. Seminar in Higher Education (3-0-3); II
Education (Community College)

EDAH 661. Educational Computing. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 662. Social Studies in the Elementary School. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 663. The Pre-School Child. (6 hrs.); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 664. Practicum in Reading. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 665. Foundations of Language. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 666. Seminar in Higher Education (3-0-3); II
Education (Community College)

EDAH 667. Educational Computing. (3-0-3); I
Principles of growth and development from prenatal period to age six Focus on
learning experiences for nursery and kindergarten children. (Laboratory experiences are an
integral part of this course.)

EDAH 668. Seminar in Higher Education (3-0-3); II
Education (Community College)

EDAH 669. Thesis. (6 hrs.); I, II, III.

EDAH 669A. Applied Project. (6 hrs.); I, II, III.

EDAH 669B. Seminar in Higher Education (3-0-3); II
Education (Community College)

EDAH 670. Directed Research. (1-0-3); I, II
Supervised research investigation of a professional problem. Student must submit proposal
describing the nature of study prior to starting. Format for proposal will be supplied by the
instructor upon request. Copy of final report required for department’s permanent file of completed projects.

EDAH 676. Directed Study. (1-0-3); I, II
Supervised experience in activities appropriate to areas of specialization.


EDAH 699A. Applied Project. (6 hrs.); I, II, III.

EDAH 699B. Seminar in Higher Education (3-0-3); II
Education (Community College)

EDAH 699C. Seminar in Higher Education (3-0-3); II
Education (Community College)
EDEM 330 or the equivalent. Active study of recent trends in materials and methods in teaching reading in the elementary school.

EDEM 628. Materials and Methods in Reading Instruction. (3-0-3); II, III, IV
Prerequisite: EDEM 330, EDUC 576, or equivalent. An 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.

EDEM 630. Curriculum Construction. (3-0-3); I, II, III
Prerequisite: EDEL 626. Study of current literature and research in the study of reading. Basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis on special skills needed for study in science, social studies, mathematics, and literature.

EDEM 632. Remedial Reading. (3-2-3); II, III
Prerequisite: EDEM 330, EDEE 331 or EDMG 332 or equivalent courses. Study of current literature and research in the study of reading. Difficulties. (Laboratory experiences are an integral part of this course.)

EDEM 662. Directed Study. (1 to 3 hours); I, II, III
Prerequisite: EDEM 660, one course from the list of the major, completion of 15 graduate hours, and advisor approval. Supervised research investigating a professional problem. Student must submit a proposal describing nature and procedure of research 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.

EDEM 670. Directed Research. (1 to 3 hours); I, II, III
Prerequisite: EDEM 660, one course from the list of the major, completion of 15 graduate hours, and advisor approval. Supervised research investigating a professional problem. Student must submit a proposal describing nature and procedure of research 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 626. Advanced Seminar in Contemporary Educational Thought. (3-0-3); I, II, III
Prerequisite: EDEL 680. Discussion and individual research on problems in the historical, philosophical, and social foundations of education. Includes formal oral presentations; group discussion. Students may repeat the course for credit.

EDEL 680. History and Philosophy of Education. (3-0-3); I, II, III
Prerequisite: permision of instructor. An investigation of the historical, philosophical, and social foundations of education. Includes formal oral presentations; group discussion. Students may repeat the course for credit.

EDEL 685. Collaboration for Various Types of Collaborative Involvement between Teachers and Administrators, Educational Personnel, and the Community.

EDEL 686. Seminar for Experienced Teachers. (1-0-1); I, II, III
Prerequisite: EDEL 680. Seminar for experienced teachers exploring the roles and responsibilities of the teacher in the community and the profession. This course is designed as an advanced experience. Through group study, students will explore current educational issues and problems.

EDEL 689A. Applied Project. (6 hours); I, II, III
Prerequisite: EDEL 680, or equivalent. An in-depth study of innovative principles and methods of curriculum development in local school system.

EDEL 699A. Applied Project. (6 hours); I, II, III
Prerequisite: EDEL 680, or equivalent. Extensive study of recent trends in materials and methods in teaching reading in the elementary school.

EDEL 699B. Thesis. (6 hours); I, II, III
Prerequisite: EDEL 680, or equivalent. An in-depth study of innovative principles of curriculum development in local school system.

EDG 566. Rehabilitation of Special Groups: Need for Rehabilitation Services, Identifying needs for rehabilitation services, Identifying needs for rehabilitation personnel.

EDG 567. History of Vocational Rehabilitation. (3-0-3); I, II, III
Prerequisite: PSY 154 or equivalent. An introduction to vocational rehabilitation. Discussion of various types of collaborative involvement between teachers and administrators, educational personnel, and the community.

EDG 568. Advanced Seminar in Contemporary Educational Thought. (3-0-3); I, II, III
Prerequisite: EDEL 680. Discussion and individual research on problems in the historical, philosophical, and social foundations of education. Includes formal oral presentations; group discussion. Students may repeat the course for credit.
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); I, III.** Career development and career decision theories. Planning and integrating career information and school programming and classroom vocational counseling in schools, and other settings. 

Section A—For elementary school counselors  
Section B—For secondary school counselors  
Section C—For community agency counselors

**EDGC 620. Psycho-Social and Multi-Cultural 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.  

**EDGC 621. Measurement Principles and Techniques. (3-0-3); I, II, III.** Identification of educational objectives associated with test construction; test specifications; elementary statistics, testing and non-testing procedures. 

**EDGC 622. Individual Inventory Techniques. (3-0-3); I.** Permission of instructor. Special training in choice and utilization of achievement and psychological tests theory, assessment, and treatment interview techniques. 

**EDGC 623. Counseling Philosophy and Practice of School Counseling. (3-0-3); II, III.** Organizational goals and procedures in designing a comprehensive program of guidance services, appraisal, and counseling; relationships of counselor with school, community, and others; referral procedures; legal implications of counseling. 

**EDGC 624. Theories of Counseling. (3-0-3); II, III.** Theories of counseling and counseling process and techniques. 

**EDGC 625. Group Counseling. (3-0-3); II, III.** Theories of individual reaction under stress in group situations. 

**EDGC 626. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 627. Directed Study. (1 to 6 hrs.; approval of instructor).** 

**EDGC 628. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 629. A., B., C. Practicum in Guidance and Counseling. (6 hrs.; approval of instructor).** 

**EDGC 637. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 638. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 639. A., B., C. Practicum in Guidance and Counseling. (6 hrs.; approval of instructor).** 

**EDGC 640. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 641. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 642. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 643. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 644. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 645. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 646. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 647. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 648. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 649. A., B., C. Practicum in Guidance and Counseling. (6 hrs.; approval of instructor).** 

**EDGC 650. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 651. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 652. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 653. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 654. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 655. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 656. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 657. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 658. Advanced Practicum. (1 to 6 hrs.; approval of instructor).** 

**EDGC 659. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 660. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 661. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 662. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

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**EDGC 666. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 667. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 668. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 669. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).** 

**EDGC 670. Seminar in Guidance and Counseling. (1 to 3 hrs.; approval of instructor).**
and local issues; school support services including transportation, facility maintenance, food service, and risk management.

EDIL 621. Research for Instructional Leadership (3-0-3); I, II, III. EDIL 634. Leadership for Human Resources. 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 625A. Practicum in School Administration/Early Elementary. (1 hr.) Prerequisite: admission to certification program to extend middle grade school principal to early elementary principal. The field experience is related to the instructional leader for the school course with emphasis given to the specific level early elementary principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the elementary school level and is approved by the faculty of educational administration programs.

EDIL 625B. Practicum in School Administration/Middle School. (1 hr.) Prerequisite: admission to certification program to extend early elementary or secondary principal to middle grade school principal. The field experience is related to the instructional leader for the school course with emphasis given to the specific level middle school principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the middle school level and is approved by the faculty of educational administration programs.

EDIL 625C. Practicum in School Administration/Secondary School Principal. (1 hr.) Prerequisite: admission to certification program to extend middle grade school principal to secondary school principal. The field experience is related to the instructional leader for the school course with emphasis given to the specific level/middle school principal through a minimum of 50 clock hours at that level. The field experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years as a principal at the school level and is approved by the faculty of the educational administration programs.

EDIL 628. School Law & Ethics. (3-0-3) Prerequisite: EDIL 629. The course examines and stresses independent investigation of ethical issues as related to practical problems of school administration. Field research project required.

EDIL 631A. Practicum in District Administration/Supervisor. (1 hr.) Prerequisite: admission to practitioner data 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 experience will be with a cooperating school administrator who has successfully completed a minimum of three (3) years at a supervisor's level and is approved by the faculty of the educational administration programs.

EDIL 631B. Practicum in District Administration/Superintendent. (1 hr.) Prerequisite: admission to practitioner data assistant school superintendent and completion of six program hours. The course is a clinical field experience. The field
EDIL 685. Research Problems of the Instructional Leader. (1-3 hrs.); I, II, III.  
Prerequisite: EDF 600 or equivalent. Encompassing and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

EDIL 698. Seminar for Administrator of Pupil Personnel Services. (3-0-3); I, II, III.  
Prerequisite: admission to program for administrator of pupil personnel services. Analysis of various methods of pupil personnel accounting and records management systems, including computer applications. Responsibilities of school and community personnel and agencies, influence of socio-economic factors and school attendance.

EDIL 699A. Applied Project. (6 hrs.); I, II, III.

Education (Middle Grades)
EDMG 636. Middle School Curriculum. (3-0-3); I, II, III.  
This course will identify the historical development of curriculum in the middle grades and the relationship of middle school curriculum to student development. Current curricular issues, organizational structures, and research related to middle grades will be reviewed.

Education (Secondary)
EDSE 516. Educational Data Processing. (3-0-3); I, II, III.  
Designed primarily for students without previous data processing instruction and batch-process computing using PRIME 550/750 computer systems. May be repeated in addition to corequisites. Maximum of six semester hours may be earned under this course number.

EDSE 633. Effective Classroom Instruction. (3-0-3); I, II, III.  
This course will provide the student with knowledge of and ability to implement research-based recommended practices for the classroom teacher and to select appropriate teaching strategies.

EDSE 634. Secondary School Curriculum. (3-0-3); I, II, III.  
This course is designed to acquaint teacher, supervisor, and administrator with nature, development, and to select appropriate teaching strategies.

EDSE 670. Directed Research. (1 to 3 hrs.); I, II, III.  
Prerequisite: permission of instructor, of 0-3 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. 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.  
Research problems and thesis; review current educational research; significant problems in education especially related to role of teacher. Oral reports and group discussion. Supervised study. (1 to 3 hrs.); I, II, III.  
Prerequisite: completion of 15 graduate hours and advisor approval. 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 683. The American Secondary School. (3-0-3); I, II, III.  
This course will cover the history of American secondary school, identifying historical and philosophical influences on development; related current practices to their historical bases; examines present-day trends and innovations.


Education (Special)
EDPS 537. Educational Assessment. (3-0-3); I, II, III.  
Assessment methodology relating to mental retardation, learning disabilities, and handicapping conditions. Prerequisite: EDP 537, or consent of instructor.

EDPS 552. Learning Disabilities. (3-0-3); I, II, III.  
Prerequisite: EDS P 555, or consent of instructor. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDPS 555. Language Arts for Exceptional Students. (3-0-3); I, II, III.  
Prerequisite: EDP 552. Application of materials and teaching methods for exceptional children in the educational setting, including reading, writing, and speech disorders.

EDPS 557. Content Areas and Career Development. (2-2-3); I, II, III.  
Prerequisite: EDS P 253, or consent of instructor. Focus on career and job placement for students with learning disabilities. Includes areas of descriptive and organizational research.

EDPS 599. Workshop. (1 to 3 hrs.); I, II, III.  
Prerequisite: EDP 552, or consent of instructor. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDP 601. Survey of Exceptional Children. (3-0-3); I, II, III.  
In-depth study of applications of statistical methods to educational research. Includes areas of descriptive and organizational research.

EDP 602. Speech and Language Problems and Procedures for Teaching. (3-0-3); I, II, III.  
Prerequisite: EDP 555. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDP 603. Assessment Methodology for Exceptional Children. (3-0-3); I, II, III.  
Prerequisite: EDP 552. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDP 604. Resource Concept for Exceptional Children. (3-0-3); I, II, III.  
Prerequisite: EDP 552. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDP 605. Programs for Young Children. (3-0-3); I, II, III.  
Prerequisite: EDP 552. Focus on learning disabilities in medical, and educational literature and a specific learning disorder.

EDP 606. Communication Disorders.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 607</td>
<td>Employability of the Handicapped</td>
<td></td>
<td>3-0-3</td>
<td>This course addresses federal and state regulations, case laws, fiscal management and personnel practices. Students will develop skills in working in a diverse multicultural school setting.</td>
</tr>
<tr>
<td>EDS 620</td>
<td>Operation of Special Education Programs</td>
<td></td>
<td>3-0-3</td>
<td>A seminar exploring and preparing programming for secondary students who have special learning needs.</td>
</tr>
<tr>
<td>EDS 621</td>
<td>Instructional Leadership in Special Education</td>
<td></td>
<td>3-0-3</td>
<td>This course addresses the following areas in instructional leadership: program development and planning, curriculum development, instruction, and management.</td>
</tr>
<tr>
<td>EDS 622</td>
<td>Special Education Program Coordination</td>
<td></td>
<td>3-0-3</td>
<td>This course addresses the following areas: communication with regular educators, staff supervision, professional development, community/public relations and working with parents and the community.</td>
</tr>
<tr>
<td>EDS 624</td>
<td>Practicum in Special Education</td>
<td></td>
<td>6-0-0</td>
<td>This practicum experience prepares students with the necessary skills to work in the field of special education.</td>
</tr>
<tr>
<td>EDS 641</td>
<td>Conceptions and Identification of Gifted Children and Youth</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to examine the meaning of giftedness, and methods of identifying school-age individuals who are gifted. Students will investigate the relationship between giftedness and origins of the concept. The course also will examine issues such as gender and intelligence, high-IQ, and legal and ethical questions related to the education of gifted individuals.</td>
</tr>
<tr>
<td>EDS 642</td>
<td>Meeting the Individual Needs of Gifted Children and Youth</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to provide students with an understanding of the relationship between gifted and talented students’ abilities in the visual and performing arts, and individualized program planning. The course will also address issues such as motivational needs of the population, under represented groups such as females and ethnic minorities. This course also addresses family counseling, underachievement, and the development of model programs and evaluation methods.</td>
</tr>
<tr>
<td>EDS 643</td>
<td>Teaching the Elementary Gifted and Talented Child</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 644</td>
<td>The Gifted Adolescent and Young Adult</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 645</td>
<td>Practicum in Gifted Education</td>
<td></td>
<td>3-0-0</td>
<td>This practicum is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 650</td>
<td>Supervised Practice in Special Education</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
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<tr>
<td>EDS 651</td>
<td>Supervised Practice in Special Education</td>
<td></td>
<td>3-0-3</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 655</td>
<td>Teaching the Exceptional Child</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 668</td>
<td>Organization of Special Classrooms</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 675</td>
<td>Practicum in Special Education</td>
<td></td>
<td>3-0-0</td>
<td>This practicum is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
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<tr>
<td>EDS 676</td>
<td>Directed Study</td>
<td></td>
<td>1-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 693</td>
<td>Methods of Instruction</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDS 699</td>
<td>Thesis</td>
<td></td>
<td>6 hrs.</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 220</td>
<td>Reading Programs</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 230</td>
<td>Career Exploration and Programming</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 550</td>
<td>Supervised Practice in Secondary Education</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 551</td>
<td>Supervised Practice in Secondary Education</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 555</td>
<td>Teaching the Exceptional Child</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 560</td>
<td>Practicum in Gifted Education</td>
<td></td>
<td>3-0-0</td>
<td>This practicum is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 565</td>
<td>Reading in the Secondary Grades</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 582</td>
<td>Discipline and Classroom Management</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
<tr>
<td>EDC 629</td>
<td>Reading Programs</td>
<td></td>
<td>3-0-0</td>
<td>This course is designed to provide the classroom teacher with a background in identifying strategies and materials appropriate for the gifted and talented. Stress is on the early identification of the gifted and the development of appropriate educational experiences.</td>
</tr>
</tbody>
</table>
materials used for the teaching of reading and become familiar with organisms used in public school reading programs. Part of the course will deal with the teaching and learning of reading and strategies for addressing common reading difficulties. 

EDUC 635. Teaching Critical Thinking and Decision Making. (3-0-3; I, II, III) Students will learn the teaching and learning of critical thinking and decision making skills for the classroom and the workplace. Emphasis will be placed on developing students' abilities to analyze issues; accessing, organizing and drawing conclusions from information; identifying and evaluating problem solutions; making rational and objective decisions; and using decision-making models in planning for and taking action.

EDUC 677. Applied Research for Classroom Teachers (3-0-3; I, II, III) Individual research problems and writing for publication; review of current educational research; investigation of qualitative and quantitative classroom-based research; formal writing and presentations; classroom discussion; field-based research for classroom teachers. This course is a full-time co-teaching experience and will be offered once a semester.

EDUC 678. Individualized Learning Systems (3-0-3; I, II, III) Students shall design and produce examples of learning activity packets and program alternatives for individualized instructional materials. Technological applications for individualizing learning such as computer programmers and portable computers will also be covered.

EDUC 688. The At Risk Student (3-0-3; I, II, III) Factors that predict school failure. Course includes a study of educational programs effective in preventing school failure.

EDUC 689. Producing Audiovisual Materials (3-0-3; I, II, III) Various types of audiovisual materials with emphasis upon still photography, motion picture photography, audio production, and classroom television production. Students shall produce an educational game and educational simulation of design which will be evaluated and revised by trial 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 at the graduate level.

EDUC 693. Teaching the Arts in Education (3-0-3; I, II, III) Addressed in creative writing, dance, drama, music, and visual arts for Pre-K through 12th grades. Audience participation, classroom connections, techniques of integration, and the arts taught according to the Kentucky Core Content for the Arts and English.

English

ENG 500. Studies in English for Teachers. (3-0-3; I, II, III) Students are expected to complete a full-time co-teaching and attending a full-time co-teaching and attending a full-time co-teaching experience and will be offered once a semester.

ENG 501. General Semantics (3-0-3) The problems of meaning as related to the referential, distributional, and rational ways of encountering experience.

ENG 505. Linguistics: Grammar (3-0-3) An introduction to the structures and properties of grammar from different theoretical positions.

ENG 509. Theories of Teaching Writing. (3) Permission 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.

ENG 512. Literature Criticism and Theory. (3-0-3) Students will be introduced to the twentieth-century literary criticism and theory of the humanities and New Critics, neo-Aristotelians, and structuralists.

ENG 533. The English Novel (3-0-3) The English novel from the early twentieth century to the present. 


ENG 583. Advanced Fiction Writing. (3-0-3) Advanced instruction in fiction writing with emphasis on character, action, and plot development.

ENG 584. Advanced Film as Literature. (3-0-3) An in-depth study of film as literature with extensive analysis of film and text.

ENG 591. Technical Writing. (3-0-3) Advanced instruction in technical writing with emphasis on the development of technical reports and proposals.
for practicing educators and administrators that focuses on their development as writers and writing teachers. Includes a year-long follow-up obligation and may be co-enrolled in ENG 609.

ENG 609. Morehead Writing Project Summer Institute. (3-0-3); III. Prerequisites: Unconditional acceptance to the graduate program; completion of formal application/ interview/selection process and permission of instructor. A ten-week intensive institute for practicing educators and administrators that focuses on their development as writers and writing teachers. Includes a year-long follow-up obligation and may be co-enrolled in ENG 608.


ENG 624. American Writers in Perspective. A study of growth and development, a genre, and regional qualities.

ENG 633. Old English Literature. An introduction to 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. An undergraduate course in Shakespeare or consent of the instructor. A study of various aspects of Shakespeare's plays.

ENG 645. Selected British Writers 1500-1660. A major study of major writers of the English Renaissance, with an emphasis on Spenser, Shakespeare (excluding drama), Donne, and Jonson.

ENG 647. Selected British Writers 1660-1780. A major study of major British writers from 1660-1780.

ENG 648. Selected British Writers 1780-1832. A major study of such writers as Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Selected British Writers 1832-1900. A major study of such writers as Eliot, Auden, Yeats, Joyce, Conrad, Woolf, Lawrence, Forster, and others.

ENG 652. Modern British Literature. A major study of modern British literature in English or in English translation. Emphasis is on thorough and current reading.

ENG 666. Contemporary Literature. A major study of a variety of titles and forms (fiction, drama, poetry, essay, criticism) of contemporary literature in English or in English translation. Emphasis is on thorough and current reading.

ENG 675. Directed Study in any area in English under the direction of the graduate English faculty. Approval of the departmental files is required. A year-long follow-up obligation. Study in any area in English under the direction of the graduate English faculty. Approval of the departmental files is required. A year-long follow-up obligation.


ENG 685. Psycholinguistics. A major study of theoretical and practical applications of psychological aspects of language.
Fine Arts
FNA 588. Opera. (0-2-1) Introduction to the techniques of musical theatre with emphasis placed on the integration of music and action-dramatic study of roles.

FNA 660. Comparative Arts. (3-0-3) on demand, the visual arts in relation to their social, religious, and historical backgrounds.

French
FRN 550. Reading French Prerequisite: permission of instructor. Intensive practice in reading of the French language, with rapid correction of translation as the aim.

FRN 576. Directed Studies. (1-3 hours maximum) Prerequisite: consent of the instructor and the department chair. This course is a directed study in French for the advanced undergraduate and the graduate student. Each request for the course will be considered on its own merits in relation to the special needs of the student. May be taken three times for credit.

FRN 599. Special Courses. (1-6 hours maximum) 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. Survey of the field of geography in its various branches. Designed for beginning students and other students lacking an adequate background for advanced work in geography. (May be repeated to a maximum of six hours.)

GEO 505. Conservation of Natural Resources: I, II, III. Basic to human welfare, emphasis on lands, water, minerals, forests, and their interrelationships. Field trips are required.

GEO 510. Urban Geography. (3-0-3) on demand. The 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. Basic concepts, materials and techniques for the teaching of geography.

GEO 599. Selected Workshop Topics in Geography (Credits). Prerequisite: degree program must be approved by student's advisor.

GEO 600. Political Geography. (3-0-3) on demand. Study of the inter-relationships of geography and international politics; basic factors in evaluating the situation of nations; application of these understandings to world political patterns.

GEO 601. Special Problems. (1-0-6 hours maximum) Prerequisite: permission of the instructor. Supervised comprehensive investigation of selected problems in the field of geography. (May be repeated to a maximum of six hours.)

GEO 676. Directed Study. (1 to 3 hours maximum) Prerequisite: consent of instructor and the department chair. This course is a directed study in geography 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.

Geoscience
GEOS 599. Selected Topics. (1 to 6 hours); on demand.

Government and Public Affairs
GOVT 576. Directed Study in Government. (1-3 hours maximum) Prerequisite: consent of instructor and senior.

Health
HLTH 508. General School Safety Practices in Establishing and Maintaining Student Health. (3 hours maximum) Prerequisite: HLTH 118. Use of psychoactive drugs with emphasis up on risk taking in health. May be repeated to a maximum of six hours.

HLTH 577. Special Problems in Graduate Classification. 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 direct the study.

The visual arts in relation to their social, religious, and historical backgrounds.
for the purpose of its control and prevention.

HLTH 615. Education in Drug Abuse Prevention/Intervention. (3-0-3); II, III. (Prerequisite: Recommended HLTH 518. (Designed for teachers, counselors, school nurses, administrators, and other school personnel.) Course information on research-based curricula, identifying signs of drug abuse, youth assessment in drug and alcohol education, teaching life skills, intervention and support services.

HLTH 650. Graduate Seminar. (3-0-3); I, II, III (alternate scheduling). High-concentrated study of current issues in health: individual research presentations, visiting lecturers.

HLTH 670. Directed Research. (1 to 3) Prerequisite: HLTH 600 and permission of instructor. Research investigation of a professional problem. Proposal must be approved prior to enrollment. (Copy of study required for placement in department's permanent file of completed research projects.)


Health, Physical Education, and Recreation

HPER 600. Research Methods in Health, Physical Education and Recreation. (3-0-3); I, II, III. (Prerequisite: EDF 600). Study of the impact of technology on research in health, physical education, and recreation: data organization, selection of samples, philosophical consideration of all dimensions of wellness promotion: physical, psychological, social, spiritual, cultural, environmental.

HPER 601. Interpretation of Data (3-0-3); I, II, III. (alternate scheduling). Development of skills 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, application for research writing in the Health, Physical Education, Recreation, Exercise, and Sports Administration fields.

HPER 602. Wellness Promotion. (3-0-3); I, II, III. (alternate scheduling). Development of skills 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, application for research writing in the Health, Physical Education, Recreation, Exercise, and Sports Administration fields.

Human Sciences

HS 511. Nutrition Education. (3-0-3); on demand. Study of the application of basic principles of education applied to the teaching of nutrition. Lecture, discussion, laboratory.

HS 535. Advanced Nutrition. (3-0-3) Prerequisite: HS 325 or consent of instructor. Study of the nutrients in relation to normal nutrition. Review of classical and current literature. Practical application of findings.

HS 536. Advanced Nutrition. (3-0-3) Prerequisite: HS 325 or consent of instructor. Study of the nutrients in relation to normal nutrition. Review of classical and current literature. Practical application of findings.

HS 537. Experimental Foods. (1-4P) Prerequisite: HS 130 or consent of instructor. Experimental methods applied to food research through individual and class investigation; review and evaluation of published research.

HS 541. Tailoring Problem-Solving problems and the resulting construction of a tailored garment. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course. 

HS 542. Social-Psychological Aspects of Nutrition Prerequisite: HS 542. Social-Psychological Aspects of Nutrition. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 545. Clothing Design in Drake Textiles. (3-0-3) Prerequisite: HS 545. Clothing Design in Drake Textiles. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 551. Interior Design I. Prerequisite: HS 551. Interior Design I. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 552. Social-Psychological Aspects of Nutrition. (3-0-3) Prerequisite: HS 552. Social-Psychological Aspects of Nutrition. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 555. The child and the Family. (3-0-3) Prerequisite: HS 555. The child and the Family. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 557. Curriculum Development I. Prerequisite: HS 557. Curriculum Development I. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 592. Foods for Special Occasions. (3-0-3); I. Prerequisite: HS 592. Foods for Special Occasions. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 600. Impact of Technology. (3-0-3); II. Prerequisite: HS 600. Impact of Technology. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 603. Quality Assurance in Service Programs. (3-0-3); II. Prerequisite: HS 603. Quality Assurance in Service Programs. The course is designed to develop the ability to match economic factors in the selection of fabrics, lining, and hardware. Construction of a suit will be constructed in the course.

HS 615. Education in Drug Abuse Prevention/Intervention. (3-0-3); II, III. (Prerequisite: Recommended HLTH 518. (Designed for teachers, counselors, school nurses, administrators, and other school personnel.) Course information on research-based curricula, identifying signs of drug abuse, youth assessment in drug and alcohol education, teaching life skills, intervention and support services.

HLTH 650. Graduate Seminar. (3-0-3); I, II, III (alternate scheduling). High-concentrated study of current issues in health: individual research presentations, visiting lecturers.

HLTH 670. Directed Research. (1 to 3) Prerequisite: HLTH 600 and permission of instructor. Research investigation of a professional problem. Proposal must be approved prior to enrollment. (Copy of study required for placement in department's permanent file of completed research projects.)

legislation for secondary schools; recent developments in vocational programs; problem solving, quality and reliability in industrial applications. Crosslisted with AGR 600 and HS 600.

HS 674. Supervision of Family and Consumer Sciences. (3-0-3); on demand
Prerequisite: degree in human sciences or consent of instructor. Students are responsible for setting up the work site that is approved by their Department of Vocational Education in an administrative capacity. In each case, assigned to work in a secondary, or higher education instruction or for the State choose to do the internship in educational administration, in which case he or she would be

HS 675. Current Problems in Family and Consumer Sciences Education. (3); on demand
Prerequisite: degree in human sciences or 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 careers. Crosslisted with AGR 600 and HS 600.

HS 676. Directed Study. (1 to 6 hrs.; on demand)
Prerequisite: formal admission to the teacher education program. Independent study, research and thesis writing.

Industrial Education

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

IET 560. Foundations of Industrial Education. (3-0-3); on demand
Prerequisite: upper division standing in industrial education. An introduction to 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. (1-0-3); on demand
A further understanding of the underlying concepts of industrial career options. Participation in one or more programs followed by informal discussion.

IET 588. Machine Shop III. (1-4P: required; MFT 286
An advanced tool and machining theory, with emphasis on production machining and programming using CAD/CAM design for numerical control applications.

IET 590. Supervised Internship (industry or administration). (1 to 6 hrs.; on demand)
Prerequisite: formal admission to the teacher education program. Students who are seeking a teaching career in industrial education will complete an internship 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

IET 600. Impact of Technology. (3-0-3); on demand
Prerequisite: Consent of the instructor. A study of the impact of technology on individuals, society, and the environment. Topics will include trends and development of technology, technology assessment, technical assessment and innovation, and managing future careers.

IET 603. Quality Assurance in Science and Technology. (3-0-3); on consent of instructor - MATH 353 or 354 recommended.
A study of the application of descriptive measures, product sampling, organization of data, control charts, capability, and so forth.
Course Descriptions

MATH 511. Functional Analysis (3-0-3) Prerequisite: MATH 301 and 510 or consent of instructor. Hilbert spaces; applications to sequence spaces, and Fourier series.

MATH 553. Concepts in the Design of Experiments. (3-0-3) Prerequisite: Factorial Experiments; Qualitative and Quantitative Factors; Fixed, Random and Mixed Models; Nested Experiments.

MATH 555. Nonparametric Statistics. (3-0-3) Prerequisite: Consent of instructor. A course in basic nonparametric methods with applications.

MATH 670. Directed Research. (1 to 3 hrs.) Prerequisite: Consent of instructor. Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 510. Real Analysis. (3-0-3) Prerequisite: Consent of instructor. Abstract measure spaces; Lebesque integration; differentiation theory; classical Hilbert spaces.

MATH 631. Problem Solving and the Teaching of Mathematics in the Elementary School. (3-0-3) Prerequisite: Consent of instructor. A course designed for the elementary school teacher in curricular materials and problem solving.

MATH 650. Higher Algebra I. (3-0-3) Prerequisite: MATH 350 or consent of instructor. Groups, rings.

MATH 651. Higher Algebra II. (3-0-3) Prerequisite: MATH 350 or consent of instructor. Fields, linear transformations.

MATH 670. Directed Research. (1 to 3) Prerequisite: Consent of instructor. Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 655. Social Responsibility.

MKT 650. Marketing Administration. Prerequisite: MNGT 301, MKT 304 A systematic and comprehensive approach to marketing decision making with a focus on marketing strategies—the problems involved in a given decision, how they are analyzed, and how solutions impinge on their strategies.

MKT 652. Marketing Research and Analysis. Prerequisite: MNGT 301, MKT 304. A systematic approach to marketing research with an emphasis on data analysis and business strategy development.
consent of instructor with controversial areas such as the military industrial complex, opportunity and challenge for direct consumer and business-to-business and consumer. The primary focus is on strategic planning and leadership for effective integration of e-commerce throughout the entire organization. It examines key elements of e-commerce strategies that have the potential to transform and change the manner in which business and other entities conduct their operations. These elements include operations within the organization, business-to-consumer (B2C) and business-to-business (B2B) activities. The principles through which these strategies are developed will be emphasized in this course. Directed Research. (1 to 3 credit hours) Prerequisite: Graduate standing with minor equivalent in management and consent of instructor.
processes upon which musical behavior depends.

MUSE 635. Practicum in Music Teaching. (Prerequisite: permission of the chairperson of Music. 3 hrs.) 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) Pre-requisite: course in the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656. Teaching of Brasses. (2-0-2) Preliminary study of various techniques and recent trends in the teaching of brass instruments.

MUSE 661. Teaching of General Music. (2-0-2) Pre-requisite: 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, II. Historical, philosophical, and sociological foundations of the teaching of music in public schools.

Music (Class Applied)

MUSE 583. Studio Improvisation. (Requisite: one hour credit in MUSG 383) May be repeated for credit.

Music (History and Literature)

MUSE 565. Music in America. (3-0-3); II. History of American music from colonial times to the present.

MUSE 581. Literature of the Piano. (2-0-3); I. Survey of the keyboard music from the sixteenth century to the present.

MUSE 591. School Band Literature. (2-0-2) Pre-requisite: Criticism of music for training and concert use by groups at various levels of attainment.

MUSE 592. Vocal Literature. (3-0-3) Pre-requisite: Music for solo voice and vocal ensemble, sixteenth through twentieth centuries; stylistic traits, sources, and performance practices.

MUSE 593. Contemporary Music. (3-0-3) Pre-requisite: The compositions and theories of those composers who have contributed significantly to the music of the twentieth century.

MUSE 594. Chamber Music. (3-0-3) Pre-requisite: The literature for small ensembles from the sixteenth century to the present.

Music (Ensembles)

MUSE 562. Trombone Choir
MUSE 563. Tuba and Euphonium Ensemble
MUSE 564. Trumpet Ensemble
MUSE 567. Brass Choir
MUSE 568. Brasswind Ensemble
MUSE 569. Percussion Ensemble
MUSE 570. Concert Band
MUSE 571. Symphony Band
MUSE 572. Marching Band
MUSE 581. Jazz Ensemble

MUSM 582. Jazz Vocal Ensemble
MUSM 583. Traditional Music Ensemble
MUSM 584. Guitar Ensemble
MUSM 590. Vocal Ensemble
MUSM 591. University Chorus
MUSM 592. Concert Choir
MUSM 593. Chamber Music
MUSM 594. Opera Works

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 511, 611. Private French Horn.
MUSP 512, 612. Private Fagott.
MUSP 513, 613. Private Harp.
MUSP 514, 614. Private Harpophone.
MUSP 516, 616. Private Viola.
MUSP 517, 617. Private Violin.
MUSP 518, 618. Private Viola d'Amore.
MUSP 519, 619. Private Percussion.
MUSP 520, 620. Private Voice.
MUSP 521, 621. Private Voice.
MUSP 522, 622. Private Viola.
MUSP 523, 623. Private Violin.
MUSP 524, 624. Private Organ.
MUSP 525, 625. Private Flute.
MUSP 526, 626. Private Composition.
MUSP 527, 627. Private Harp.
MUSP 528, 628. Private Harpophone.
MUSP 529, 629. Private Cello.
MUSP 530, 630. Private Double Bass.
MUSP 531, 631. Private Clarinet.
MUSP 532, 632. Private Trumpet.
MUSP 533, 633. Private French Horn.
MUSP 534, 634. Private Fagott.
MUSP 535, 635. Private Viola.
MUSP 536, 636. Private Violin.
MUSP 537, 637. Private Harpophone.
MUSP 538, 638. Private Violin.
MUSP 540, 640. Private Voice.
MUSP 541, 641. Private Voice.
MUSP 542, 642. Private Organ.
MUSP 543, 643. Private Flute.
MUSP 544, 644. Private Harpophone.
MUSP 545, 645. Private Violin.
MUSP 546, 646. Private Composition.
MUSP 547, 647. Private Harp.
MUSP 548, 648. Private Viola.
MUSP 550, 650. Private Clarinet.
MUSP 551, 651. Private Trumpet.
MUSP 552, 652. Private French Horn.
MUSP 553, 653. Private Fagott.
MUSP 554, 654. Private Viola.
MUSP 555, 655. Private Violin.
MUSP 556, 656. Private Harpophone.
MUSP 557, 657. Private Violin.
MUSP 559, 659. Private Clarinet.
MUSP 560, 660. Private Trumpet.
MUSP 561, 661. Private French Horn.
MUSP 562, 662. Private Fagott.
MUSP 563, 663. Private Viola.
MUSP 564, 664. Private Violin.
MUSP 566, 666. Private Violin.
MUSP 568, 668. Private Clarinet.
MUSP 569, 669. Private French Horn.
MUSP 570, 670. Private Fagott.
MUSP 571, 671. Private Viola.
MUSP 572, 672. Private Violin.
MUSP 573, 673. Private Harpophone.
MUSP 574, 674. Private Violin.
MUSP 575, 675. Private Double Bass.
MUSP 576, 676. Private Clarinet.
MUSP 577, 677. Private French Horn.
MUSP 578, 678. Private Fagott.
MUSP 579, 679. Private Viola.
MUSP 580, 680. Private Violin.
MUSP 581, 681. Private Harpophone.
MUSP 582, 682. Private Violin.
MUSP 584, 684. Private Clarinet.
MUSP 585, 685. Private French Horn.
MUSP 586, 686. Private Fagott.
MUSP 587, 687. Private Viola.
MUSP 588, 688. Private Violin.
MUSP 589, 689. Private Harpophone.
MUSP 590, 690. Private Violin.
MUSP 592, 692. Private Clarinet.
MUSP 593, 693. Private French Horn.
MUSP 594, 694. Private Fagott.
MUSP 595, 695. Private Viola.
MUSP 596, 696. Private Violin.
MUSP 597, 697. Private Harpophone.
MUSP 598, 698. Private Violin.
MUSP 600, 700. Private Clarinet.
developing individual compositional style.

MUST 664. Creative Writing II. Prerequisite: MUST 663. A continuation and investigation of a special topic. Students will be asked to deal with current at professional positions taken at professional positions taken in a creative writing context. Prerequisite: MUST 663.


Music (Research)

MUSW 676. Directed Study. (1 to 3 hrs.) I, II, III. Directed study. Prerequisite: approval of the major program appropriate to the field of music and the methodology of each.

MUSW 680. Seminar in Music Research. (3-0-3) I, II, III. Seminar in music research appropriate to the field of music and the methodology of each. Prerequisites: MUSW 680 and approval of the major program.

Physical Education

PHED 550. Planning and Managing Exercise Programs. (3-0-3) I, II. Prerequisite: PHE 475. This course is focused on program planning, administration, and evaluation of individual composers, musical styles, and periods.

PHED 601, PHED 602, PHED 603. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 557. Exercise Program Practicum. (0-18-6) I, II. Prerequisite: PHED 552. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

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

PHED 607. Physiology: Cardiac and Pulmonary Functions. (3-0-3) I. Prerequisite: PHED 432, BIOL 231, and BIOL 232. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 608. Seminar in Motor Learning and Development. (3-0-3) II. Prerequisite: PHED 315. This course is focused on the research in motor development. Motor behavior of infancy through adulthood is covered. Prerequisite: PHED 315. This course is focused on the research in motor development. Motor behavior of infancy through adulthood is covered.

PHED 609. Workshop. (1 to 3 hrs.) I, II, III. Workshop for specifically designated problems from an area of physical education.

PHED 651. Advanced Clinical Exercise. (3-0-3) I, II, III. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 652. Exercise Program Practicum. (0-18-6) I, II. Prerequisite: PHED 552. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

Program Design, Implementation, and Evaluation

PHED 610. Readings in Health Education. (3-0-3) I. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 611. Issues in Health Education. (3-0-3) I. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 612. Program Design, Implementation, and Evaluation. (3-0-3) I, II. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 617. Advanced Adapted Physical Activity. (3-0-3) I, II, III. Prerequisite: PHED 475 or equivalent course. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 618. Exercise Testing and Prescription. (3-0-3) I, II, III. Prerequisite: PHED 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 625. Adoptions of Muscular Development. (3-0-3) I, II, III. Prerequisite: PHED 475. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 630. Sports and Recreation Management. (3-0-3) I, II, III. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 631. Sports and Recreation Management. (3-0-3) I, II, III. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 632. Organization and Administration of Physical Education Programs. (3-0-3) I, II, III. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 634. Sports and Recreation Management. (3-0-3) I, II, III. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 635. Legal Issues in Sports and Recreation Management. (3-0-3) I, II, III. Prerequisite: PHE 315. This course is focused on the cardiovascular and pulmonary aspects of exercise physiology including energy balance, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.
the student with advanced guidelines and experience related primarily to pulmonary rehabilitation, but also including metabolic, orthopedic, immunologic, inflammatory, and neuromuscular disease populations.

PHED 653A. Corporate Practicum. (3-6 hrs) Prerequisite: completion of all core courses and PHED 606, PHED 607, and PHED 611. This course will provide students with practical experience in a corporate fitness/wellness setting that includes cardiac rehabilitation, pulmonary rehabilitation and/or sports medicine.

PHED 653B. Clinical Practicum. (3-9 hrs) Prerequisite: completion of all core courses and PHED 606, PHED 607, and PHED 611. This course will provide students with practical experience in a clinical based setting that includes

PHED 670. Directed Research. (1 to 3 hrs) Prerequisite: completion of PHED 630, REC 604, EDF 600, HPER 601, HPER 602, and PHED 603. Course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and methods for a successful career as a sports administrator.

PHED 672. Graduate Seminar in Exercise Physiology. (3-0-3) Prerequisite: 12 hours of undergraduate credit or three hours of graduate 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 completed paper is required for the department's permanent file.


Philosophy

PHIL 670. Directed Research. Prerequisite: 12 hours of undergraduate credit or three hours of graduate 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 completed paper is required for the department's permanent file.

Psychology

PSY 554. Seminar in Social Psychology. Prerequisite: PSY 154 or consent of instructor. Intensive examination of research methods and theory in modern social psychology.

PSY 555. Environmental Psychology. Prerequisite: PSY 154. Study of ways in which social and physical environments affect human behavior. Direct effects of physical settings on behaviors, individual utilization of various physical settings, analysis of personal space utilization, and other non-verbal behaviors examined.

PSY 575. Selected Topics. Prerequisite: consent of instructor. Courses in instrumentation and data reduction, innovation and research design. Study of special problems in psychology, various application courses, and others.

PSY 576. Seminar in Developmental Psychology. Prerequisite: PSY 154 and 381 or consent of instructor. Examination of research in contemporary developmental psychology. Emphasis on designing research projects.

PSY 582. Experimental Psychology. Prerequisite: completion of PSY 154 or consent of instructor. Intensive study of research by student, laborator, and application. Techniques for scaling of sensations on vision and audition.

PSY 583. Sensory Psychology. Prerequisite: PSY 154. Study of physical bases of sensory experience. Techniques for scaling of sensations on vision and audition.


PSY 589. Psychology of Learning. (3-0-3) Prerequisite: 12 hours of undergraduate credit or three hours of graduate philosophy. Fundamental principles of learning, including structuralism, functionalism, behaviorism, and a treatment of classical and operant conditioning. May be taken for maximum of nine hours.

PSY 590. Abnormal Psychology. (3-0-3) Prerequisite: 12 hours of undergraduate credit or three hours of graduate philosophy. Psychology, behavior, and treatments of perceptual handicaps, methods of facilitating growth, therapeutic intervention, and human and animal motivation in relation to perception. May be taken for maximum of nine hours.

PSY 599. Workshop. (1 to 3 hrs) Prerequisite: consent of instructor. May be repeated for credit in the philosophy.

PSY 600. Seminar. (1 to 3 hrs) Prerequisite: consent of instructor. May be taken for maximum of nine hours.

PSY 601. Legal Ethical Issues. Prerequisite: 12 hours of undergraduate credit or three hours of graduate philosophy. Intensive study of the legal and ethical issues in psychology. Clinical exams required to secure desirable employment.

PSY 604. Sport Psychology. Prerequisite: PSY 154. Designed to assist students in understanding the nature of learning, evaluation of students and teaching methods, and applying the conduct of clinical exams required to secure desirable employment.

PSY 609. Psychology of Learning. Fundamental principles of learning, including structuralism, functionalism, behaviorism, and a treatment of classical and operant conditioning. May be taken for maximum of nine hours.
Application of principles of development, research findings, and theory of behavior. (Same as EDF 610.)

PSY 611. Computer Packages for the Life Sciences (Prerequisites: W MADH 353 or consent of instructor). Application of descriptive and inferential statistics with SPSS, BMD, and SAS computer packages for data analyses in life sciences.

PSY 621. Advanced Physiological Psychology (Prerequisite: PSY 620). Interaction of physiology and behavior, including study of the peripheral and central nervous system as they relate to motor coordination and processes.

PSY 633. Personality Theories (Prerequisite: PSY 154 and consent of instructor). Emphasis on theories of personality. Relation of current theories to research and contemporary psychological research will be examined.

PSY 634. Learning Theory (Prerequisite: PSY 633). Application of theories of learning and relationship of these theories to psychological research will be examined.

PSY 657. Intellectual Assessment (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 norming, scoring, and interpretation of measures of intelligence and academic achievement.

PSY 658. Assessment of Children (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 cognitive and social development.

PSY 661. Psychopathology (Prerequisite: Admission to graduate study in psychology). Study of contemporary classification systems employed by the mental health community along with various theoretical models of defining abnormality and etiology of specific syndromes of abnormal psychology. Study of current research into description and explanation of psychopathology and process of diagnosis.

PSY 662. Assessment of Adults (Prerequisite: Admission to graduate study in psychology). Study of and training in various psychological instruments used for assessment and diagnose personality functioning and dysfunctioning in adults. Although the course will focus primarily on the Rorschach, other measures studies will include 16 PF, figure drawings, the TAT, and sentence completion measures.

PSY 663. Marriage and Family Therapy (Prerequisite: Admission to the graduate program). Clinical/counseling psychology or permission of the instructor. Introduction to the major theories and techniques of marital and family therapy. The course will be an introduction to sex therapy, divorce therapy, marriage enrichment programs, and issues in family therapy. Includes an opportunity to observe/participate in marital therapy in a clinical setting.

PSY 664. Clinical Hypnosis. (3 hours; III. Prerequisite: permission of instructor). Examination of the major uses of clinical hypnosis in the practice of psychology and counseling psychology. Intensive didactic and experiential components of experimental training and practice of trance induction, deepening, and utilization of trance states.

PSY 670. Directed Research. (1 to 3 hours; II. Prerequisite: Permission 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, must be submitted prior to enrollment in the course. Copy of final study required for department file of completed research projects.

PSY 672. Practicum. (2 to 12 hours; II. Prerequisite: Consent of instructor). Placement of clinical or counseling students in school and clinical settings to provide direct services to clients under qualified supervision.

PSY 673. Psychotherapy I (Prerequisite: admission to graduate study in psychology). Study of contemporary issues and empirical research regarding psychotherapies and behavior change along with study of various theories and systems of psychotherapy.
Science Education

SCI 521. Chemistry in the Modern World. (3-0-3) on demand. An introduction to modern chemical industry with emphasis on industrial processes and the usage of commodities produced as finished products. The relation of the chemical industry to society will be sketched.

SCI 570. Earth Science. (Prerequisite: permission of instructor) A study of the global geologic environment. The student should have completed the minimum general education requirements in sciences and mathematics and be admitted to the teacher education program. The course is designed to meet the science education requirements for the elementary school teacher.

SCI 580. History of Science. (3-0-3) Prerequisites: six hours of science credit. A study of pedagogy, science content, and techniques applicable to the teaching of science to middle school or junior high children.

SCI 591. Science for the Middle School. (Prerequisite: SCI 490 or equivalent) Concepts of teaching high school science with emphasis on laboratory techniques, test preparation, questioning, presentation methods, and care of equipment. The course is designed to meet the science education requirements for the middle school teacher.

SCI 592. Science for the Secondary School. (Prerequisites: SCI 490 or equivalent) Analysis of software available in chemistry. Applications of the Apple II series will be emphasized through a general approach for software evaluation.

SCI 601. Science for the Elementary School Teacher. (2-2-3) Prerequisite: SCI 490 or equivalent. An overview of teacher competencies applicable to the effective teaching of elementary school science.

Sociology

SCI 515. Family Dynamics. (3-0-3) An analysis of the family in its cultural context. Emphasis is placed upon social interaction within the family, socio-cultural factors which bear upon it, and the relationship of the family to the total social system.

SCI 525. The Community. (3-0-3) 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.

SCI 540. Gerontology. (3-0-3) A comprehensive understanding of the social, economic, political, and economic context of aging. The course will cover issues of health care for the elderly, urban planning, and retirement programs.

SCI 555. Death and Dying. (3-0-3) An exploration of the cultural, social, and psychological aspects of death and dying. The course will cover the grief process and counseling for the dying.

SCI 620. Appalachian Sociology. An analysis of social institutions in the Appalachian region, including the role of the Appalachian culture and its relation to issues of social inequality. The course will cover topics such as Appalachian history, culture, and politics.

SCI 630. Social Inequality. (3-0-3) An exploration of social inequality, including topics such as race, class, and gender.

SCI 635. Organizations in Context. (3-0-3) An analysis of organizations as social systems, including topics such as leadership, power, and communication.

SCI 640. Social Policy in Aging. (3-0-3) An examination of public policy related to aging, including topics such as health care, retirement, and elder abuse.

SOC 615. Sociological Theory. (3-0-3) An exploration of sociological theories such as conflict, functionalism, and symbolic interactionism.

SOC 625. Deviance. (3-0-3) An examination of deviant behavior, including topics such as crime, deviant subcultures, and deviant identity.

SOC 630. Social Policy in Aging. (3-0-3) An examination of public policy related to aging, including topics such as health care, retirement, and elder abuse.

SOC 640. Social Policy in Aging. (3-0-3) An examination of public policy related to aging, including topics such as health care, retirement, and elder abuse.

SOC 650. Sociological Thought. (3-0-3) An exploration of sociological theories such as conflict, functionalism, and symbolic interactionism.

SOC 670. Directed Research. (1 to 6 hours) Prerequisite: permission of instructor and department chair. A research project on some sociological topic.

SOC 676. Directed Study. (1 to 6 hours) Prerequisite: permission of instructor and department chair. Independent study on some sociological topic.

SOC 680. Graduate Practicum in Sociology. (3-0-0) A practicum experience in sociology, including the supervision of student research projects and the provision of services to the aged. The practicum will be given credit toward the master's degree.

SOC 699. Thesis. (3 to 6 hours) A thesis project on some sociological topic.
supervision of a faculty member and must present a thesis approved by the graduate faculty. (May be repeated.) Students may be assessed a fee for materials distributed in class. 320, and 322 or permission of instructor.

Spanish

SPA 576. Directed Studies. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 sem. hrs.) Consent of the instructor and the department chair. This is a directed study for the advanced undergraduate and graduate student in Spanish. Each request will be considered on its own merits in relation to the special needs of the student. Income maintenance and volunteer agencies.

SPA 599. Special Courses. A maximum of 9 semester hours may be earned through independent or special problem courses. Variable. These courses are usually specialized offerings in Spanish for the advanced undergraduate and graduate student. The purpose of these courses is to enhance the study of Spanish.

SPA 670. Directed Research. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 sem. hrs.) of an approved subject under faculty supervision.

SPA 676. Directed Study. A maximum of 9 semester hours may be earned through independent or special problem courses. (1 to 3 sem. hrs.) study of a specific topic under direction of the faculty.

Speech

SPCH 510. Advanced Public Speaking. (3-0-3) on demand. traditional preparation and delivery of the study, complex speeches.


SPCH 522. Contemporary Rhetorical Theory. (3-0-3; on demand. Prerequisite: SPCH 521 or permission of instructor. A study of rhetorical and communications theory from the Renaissance to the present.

SPCH 523. Rhetorical Criticism. (3-0-3; on demand. Rhetorical theory and criticism of selected speeches.


SPCH 530. Contemporary Public Address. (3-0-3) on demand. Speakers, and movements from the 1930s to the present.

SPCH 567. Organizational Communication. (3-0-3) in even years. Functions of communication within organizations and professional environments. May be assessed a fee for materials distributed in class.

SPCH 570. Parliamentary Procedure. (3-0-3; on demand. Natural rules used in meetings.

SPCH 571. Interviewing. (3-0-3) in odd years. A study of the various business interview types, coupled with role-playing experiences.

SPCH 583. Advanced Small Group Communication. (3-0-3) on demand. Prerequisite: SPCH 383 or permission of instructor. Current theory and concepts pertaining to the discussion process.

SPCH 603. Seminar. (3-0-3) on demand. Prerequisite: graduate standing and approval of instructor. Special problems in speech with special research projects.
explore problems of contemporary theater, with directed individual research projects to be shared in seminar discussion. (May be repeated.)

Vocational Education/Technology

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

VOC 640. Administration and Supervision of Vocational Education. (3-0-3); on demand. Emphasis will be placed on philosophy, concepts and theories of administration and their application to practical vocational school situations. Students will develop a basis for learning and applying administrative decision techniques to implement administrative duties in a vocational school setting.

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

VOC 660. Trends and Issues in Vocational Education. (3-0-3); I. Identification and study of problems and issues pertaining to the new roles of vocational education with special emphasis on KERA.

VOC 685. Principles and Philosophy of Vocational Education. (3-0-3); I. Background, development, objectives, principles, philosophy, status, and trends of vocational education; organization and administration of vocational education at all levels including the impact of new policies regarding KERA and Tech Prep.

VOC 698. Career and Vocational Guidance (3-0-3); II. 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.
Administrative Directory

Board of Regents
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Gene Caudill, Staff
Lynne Fitzgerald, Faculty
Buckner Hinkle, Jr, Lexington
Teresa Johnson, Student
L.M. "Sonny" Jones, Versailles
Sylvia Lovely, Lexington
Juanita Mills, Cincinnati
Helen Pennington, West Liberty
Charles M. Rhodes, Ashland
Jerry Umberger, Ashland

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Larry Besant, Director of Libraries
Patty Eldridge, Testing Coordinator
Loretta Lykins, Registrar
Carole Morella, Director of Research, Grants and Contracts
Dan Connell, Dean, Extended Campus, Continuing Education, and Academic Support
Phillip M. Hopper, Career Services Director

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J. Michael Seelig, Interim Dean
Mary Anne Pollock, Interim Chair, Education
Deborah Grubb, Interim Chair, Leadership
Jack Sheltmire, Chair, Health, Physical Education, and Psychology
Bruce Mattingly, Chair, Psychology
Edward Reeves, Chair, Sociology, Social Work

Humanities, Caudill College
Lemuel Berry, Jr., Dean
Robert Franzini, Chair, Department of English
Janet Kenney, Chair, Department of Fine Arts
Mark G. Minor, Chair, Department of History and Philosophy
Yvonne Baldwin, Chair, Department of Modern European Languages
Christopher Gallaher, Chair, Department of Music

Science and Technology, College of Technology
Gerald DeMoss, Dean
Marilyn Y. Sampley, Associate Dean, Business
R. Lane Cowsert, Chair, Department of Business Administration
Rodger Hammons, Chair, Department of Biology
Robert Hayes, Chair, Department of Chemistry
Cyrus Whaley, Chair, Department of Physics
Charles Whidden, Chair, Department of Mathematics

Administration and Fiscal Services
Porter Dailey, Vice President for Business
Michael R. Walters, Associate Vice President, Business Administration
Beth Patrick, Assistant Vice President, Student Services
Joe Planck, Director of Physical Plant
Angela Martin, Assistant Vice President, Human Resources
Roger Barker, Director of Human Resources
James Fluty, Director of Accounting
Vacant, Director of Purchasing
Vacant, Director of Internal Auditing
Bill Redwine, Director of Auxiliary Services
Dan Cornett, Manager of University Stores
Vacant, Director of Payroll
Elaine Parish, Postmaster

Roy Biggers, Director of Food Services
Garry Barker, Director of Folk Arts
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D. Michael Mincey, Vice President for Student Life and Director of Athletics
Myron Dean, Dean of Students
Tim Rhodes, Assistant Vice President for Admissions, Financial Aid, and Housing
Madonna Weathers, Director of Student Development
Kenny White, Director of Housing
Gary Lanham, Interim Director of Public Safety

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Jami Hornbuckle, Institutional Marketing Director
James M. Gifford, Executive Director, The Jesse Stuart Foundation, Inc.
Dan Conti, Station Manager, WMKY Radio
Jeff Spradling, Director of Marketing Support
Pauline Young, Director of University Communications
Cindy Trent, Printing Production Manager
Beth Goins, Web Editor

**Graduate Faculty**
The faculty is listed alphabetically by earned degree.

Deborah Abell, Associate Professor of English, Indiana State University.
Annie Adams, Assistant Professor of English
Lawrence S. Albert, Professor of Sociology
Robert Albert, Associate Professor of English
Lindsey R. Back, Professor of Government
David J. Bartlett, Professor of American Studies
Paul J. Becker, Assistant Professor of English
Michael Biel, Professor of Radio-Television-Film
James Bogert, Assistant Professor of English
Edward F. Breshel, Associate Professor of History
Dayna Brown, Associate Professor of History
W. Michael Brown, Associate Professor of History
Christi Bruening, Assistant Professor of History
Roland Buck, Professor of Economics
Jon Burgess, Associate Professor of Economics
Robert A. Bylund, Professor of Sociology
H. Wade Cain, Associate Professor of Philosophy
Vicente Cano, Professor of Romance Languages
Rosemary C. Carlson, Professor of Psychology
Bradley Clough, Professor of Psychology
Glen Colburn, Associate Professor of Psychology
Laurie Couch, Assistant Professor of Psychology
Thomas Creahan, Assistant Professor of Psychology
Darrin DeMoss, Assistant Professor of Psychology
Gerald L. DeMoss, Professor of Biology
E. Noel Earl, Assistant Professor of Biology
George Eklund, Associate Professor of Biology
David Eisenhour, Assistant Professor of Biology
Terry Elliott, Assistant Professor of Biology
Donna Everett, Associate Professor of Biology
Daniel Fasko, Professor of Education
Dixon Ferrell, Associate Professor of Education
Ronald L. Fiel, Professor of Science Education
Lynne E. Fitzgerald, Professor of Education
Claire Foley, Assistant Professor of Education
Robert Frank, Assistant Professor of Education
Robert James Franzini, Professor of Education
Kent Freeland, Professor of Education
Christopher S. Gallaher, Professor of Education
Geoffrey Gearner, Associate Professor of Education
Marc Glasser, Professor of English
Deeno Golding, Associate Professor of English
James Gotsick, Professor of Psychology
Daniel Grace, Associate Professor of Psychology
William C. Green, Professor of Government, Ph.D., State University of New York at Albany
Joy Gritton, Assistant Professor of Art, Ph.D., UCLA
Robert Grueninger, Professor of H.P.E.R., Ph.D., University of Oregon
Lynn Haller, Associate Professor of Psychology, Ph.D., Miami University
Charles Rodger Hammons, Professor of Mathematics, Ph.D., University of Kentucky
Constance Hardesty, Associate Professor of Sociology, Ph.D., University of North Carolina
Michael Harford, Professor of Management, J.D., Wake Forest University
Robert Hatfield, Assistant Professor of Management, Ph.D., J.D., Indiana University
Frances Louise Helphinstine, Professor of English, Ph.D., Indiana University
Edward B. Reeves, Professor of Sociology
Sylvia Henneberg, Assistant Professor of English, Ph.D., University of Georgia
Judith A. Stafford, Associate Professor
Robert J. Lindahl, Professor of Mathematics, Ph.D., University of Oregon
Ishappa Hullur, Associate Professor of Finance, Ph.D., University of Kentucky
Robert Lockhart, Assistant Professor of English, Ph.D., Virginia Tech
Travis Lockhart, Professor of Theater, Ph.D., University of Texas
George M. Luckey Jr., Professor of Philosophy, Ph.D., Southern Illinois University
Jennings R. Mace, Associate Professor of English, Ph.D., University of North Carolina
Monica Magner, Associate Professor of H.P.E.R., Ed.D., West Virginia University
Taylor, Associate Professor of English
David Magrane, Professor of Biology, Ph.D., University of Arizona
Benjamin Malphrus, Professor of Science, Ed.D., West Virginia University
Bruce A. Mattingly, Assistant Professor of Psychology, Ph.D., University of Kentucky
Stacy Vollmers, Assistant Professor of Psychology
Michael McDermott, Professor of Psychology, Ph.D., Iowa State University
Paul R. McGhee, Professor of Education, Ph.D., Syracuse University
Leslie E. Meade, Professor of Biology, Ph.D., University of Southern Mississippi
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
Wayne Willis, Professor of Education
Green R. Miller, Professor of Economics, Ph.D., University of Kentucky
Carol Wymer, Assistant Professor of Economics
Timothy Miller, Associate Professor of Education, Ed.D., Ball State University
Mark G. Minor, Professor of English, Ph.D., The Ohio State University
Steve Young, Professor of Education
John V. Modaff, Associate Professor of Speech, Ph.D., Southern Illinois University
Charles H. 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 L. Neeper, Associate Professor of English, Ph.D., Pennsylvania State University
Barbara E. Niemeyer, Associate Professor of Education, Ed.D., Arizona State University
Phyllis Oakes, Professor of Education, Ph.D., Indiana State University
David Olson, Associate Professor of Psychology, Ph.D., Oklahoma State University
Francis H. Osborne, Professor of Psychology, Ph.D., Syracuse University
Dean W. Owen, Professor of Education, Ph.D., University of Florida

Graduate Faculty

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Reedus Back, professor of education
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James Beane, associate professor of music
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Abbreviations
Accounting, Courses in
Administration
Directory
Admission
International Students
Special
Types of Admission
Adult and Higher Education
Courses in
Master of Arts in
Advertising/Public Relations
Courses in
Agricultural Sciences, Department
Courses in
Alumni Association
Applications
Art
Courses in
Department of
Education
Master of Arts in
Studio Art
Assistantships
Auditing Courses
Automobile Registration
Biological and Environmental Sciences
Department of
Biology
Courses in
Gulf Coast Research Laboratory
Master of Science in
Board of Regents
Business Administration, Master of
Business, College of
Master of Business Administration
Business & Marketing Education
Business Information Systems
Career Services
Catalog Applicability
Certification Programs for Vocational Education Supervision
Change of Program
Commencement
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Courses in
Department of
Journalism
Master of Arts in
Advertising/Public Relations
Degrees: Secondary Education

Art
Communications
Education
Substitution
Counselor Education
Criminology
Cultural, Religious, and Social Opportunities
Degree
Application for
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Degrees:
Master of Arts in:

Adult and Higher Education
Art
Communications
Education
Education for Special Education/Exceptional Children Teachers
English
Health, Physical Education, and Recreation
Psychology
School Administration
Sociology
Master of Business Administration
Master of Music
Master of Science in:

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Vocational Education/Technology
Post-Master's Degrees in:
Ed.S. (Education Specialist)
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