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Morehead State University Graduate Catalog 2009-2010

Accreditation

Morehead State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Master's, and Education Specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call (404) 679-4501 for questions about the status of Morehead State University.

National Association of Schools of Music

National Association of Schools of Theatre

National Council for the Accreditation of Teacher Education

AACSB International - The Association to Advance Collegiate Schools of Business

Information

Toll free: 1-800-585-MSU1 (6781), Office of Graduate and Undergraduate Programs

Web address: www.moreheadstate.edu/graduate

Changes

Morehead State University reserves the right to change its academic regulations, policies, fees, and curricula without notice by action of the Kentucky Council on 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. The provisions of this listing do not constitute an expressed or implied contract between Morehead State University and any member of the student body, faculty, or general public. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to make and designate the effective date of changes in University policies and other regulations at any time such changes are considered to be desirable or necessary.

Equal Opportunity

Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion, sex, sexual orientation, Vietnam Era, recently separated, or other protected veteran status, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study. In this regard the University conforms to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. This includes: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Orders 11246 and 11375, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Kentucky Revised Statutes 207.130 to 207.240. Vocational educational programs at Morehead State University supported by federal funds include industrial education, vocational agriculture, business education, home economics education and the associate's degree program in nursing. Any inquires should be addressed to: Affirmative Action Officer, Morehead State University, 318 AY, Morehead, KY 40351. Telephone: (606) 783-5204.

Printing

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University Academic Calendar

Fall 2009 Academic Calendar

August

10	Monday	Last day to pay in full or complete the online Statement of Intent
11	Tuesday	Class schedules dropped for students who have not paid in full or completed online Statement of Intent. Late fee in effect
12	Wednesday	Campus-wide Convocation; division, college, and department meetings
13	Thursday	Class scheduling in academic departments
14	Friday	Class scheduling in academic departments. Residence Halls open for freshmen to move in
17	Monday	All on-campus and off-campus classes begin
24	Monday	Last day to: <ul style="list-style-type: none">• Register for credit• Add a class or change sections• Change from audit to credit• Change from credit to audit• Change to pass-fail option
25	Tuesday	Last day for 100 percent credit of creditable fees (partial or full withdrawal) Final drop of class schedules of students who have not paid in full or completed online Statement of Intent.
31	Monday	Last day for 75 percent credit of creditable fees (partial or full withdrawal)

September

7	Monday	Labor Day (no day or night classes or office hours)
8	Tuesday	Last day for 50 percent credit of creditable fees (partial or full withdrawal)
14	Monday	Last day to drop a first half-semester class with an automatic grade of "W"
15	Tuesday	Last day for 25 percent credit of creditable fees (partial or full withdrawal)

October

7	Wednesday	First half-semester classes end
8	Thursday	
9	Friday	Fall Break for students (not faculty or staff)
12	Monday	Mid-term grade reports due in Registrar's Office by 9:00 a.m. Second half-semester classes begin. Last day to add a second half-semester class
13	Tuesday	Non-payment fee in effect for all student accounts not paid in full
30	Friday	Last day to drop a full-term class or withdraw from school with an automatic grade of "W"

November

9	Monday	
13	Friday	Advance Registration for Spring 2010
16	Monday	Last day to drop a second half-semester class with an automatic grade of "W"
25	Wednesday	Thanksgiving Break
27	Friday	
30	Monday	Classes Resume

December

7	Monday	Final Examinations
8	Tuesday	Final Examinations
9	Wednesday	Departmental Activities 8:00 a.m. to 12:30 p.m. Final Exams begin 12:40 p.m.
10	Thursday	Final Examinations
11	Friday	Final Examinations
12	Saturday	Commencement
14	Monday	Grades due in Registrar's Office

Spring Semester 2010 Academic Calendar

January

4	Monday	Last day for payment in full or completion of online Statement of Intent
5	Tuesday	Late fee in effect Class schedules dropped for students who have not paid in full or completed online Statement of Intent
6	Wednesday	Campus-wide Convocation; division, college and department meetings
7	Thursday	
8	Friday	Class scheduling in academic departments
11	Monday	All on-campus and off-campus classes begin
18	Monday	Martin Luther King, Jr. Day (no classes or office hours)
19	Tuesday	Last day to: Register for credit Add a class or change sections Change from audit to credit Change from credit to audit Change to pass-fail option
20	Wednesday	Last day for 100 percent credit of creditable fees (partial or full withdrawal) Final drop of class schedules for students who have not paid in full or completed online Statement of Intent
26	Tuesday	Last day for 75 percent credit of creditable fees (partial or full withdrawal)

February

2	Tuesday	Last day for 50 percent credit of creditable fees (partial or full withdrawal)
8	Monday	Last day to withdraw from a first half-semester class with an automatic grade of "W"
9	Tuesday	Last day for 25 percent credit of creditable fees (partial or full withdrawal)

March

5	Friday	First half-semester classes end
8	Monday	Mid-term grade reports due in Registrar's Office by noon Second half-semester classes begin Last day to add a second half-semester class
15	Monday	Nonpayment fee in effect for student accounts not paid in full
19	Friday	Spring Break
30	Tuesday	Last day to drop a full-term course or withdraw from school with automatic grade of "W"

April

2	Friday	Last day to drop a second half-semester class with a grade of "W"
5	Monday	Advance Registration for Summer and Fall 2010
9	Friday	

May

3	Monday	Final Examinations
4	Tuesday	Final Examinations
5	Wednesday	Departmental meetings 8:30 a.m. through 12:30 p.m. Final Exams begin at 12:40 p.m.
6	Thursday	Final Examinations
7	Friday	Final Examinations
8	Saturday	Commencement
11	Tuesday	Grades due in Registrar's Office by 9:00 a.m.

Reminders for Master's/Non-Degree Applicants

Graduate Program Application

Semester prior to planned entrance. Applications are available online at <http://acampus21.moreheadstate.edu/prospective/graduate>.

Graduate Record Examination (GRE)

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

Graduate Management Admission Test (GMAT)

At the time of application. To schedule the exam, call 1-800-717-GMAT.

Miller Analogies Test (MAT)

At the time of application or before 12 semester hours have been completed. To schedule the exam, call the MSU Testing Center at (606) 783-2526.

Program Evaluation

Program evaluations can be obtained from a student's Datatel WebAdvisor account. This information can be located at <http://webadvisor.moreheadstate.edu>.

Thesis (if required by program)

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

Application for Degree/Non-degree completion

At the beginning of the semester in which program completion is anticipated. Applications are available in 701 Ginger Hall or at www.moreheadstate.edu/graduate.
<http://www.moreheadstate.edu/graduate>

Comprehensive Exit Examination

During the final semester of coursework. Contact your advisor to schedule the exam. Your advisor will provide you with information regarding the specifics for the completion of the exit examination for your program.

About the University

With a coeducational enrollment of nearly 9,000 and a full-time teaching faculty of 389, Morehead State University offers 20 graduate degree programs of study. MSU draws students from throughout the United States and several foreign countries to participate in its diverse academic and extracurricular life.

Strategic Plan

(Adopted by the Morehead State University Board of Regents, June 2006)

Vision Statement

We aspire to be the best public regional university in the South.

Core Values

The University strives to exemplify these core values:

- PEOPLE come first and are encouraged to achieve their full potential;
- Commitment to SCHOLARSHIP, LEARNING and SERVICE is embraced;
- EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION and ACCOUNTABILITY;
- DIVERSITY of people and thought is respected;
- PARTNERSHIPS are built on honesty, integrity and trust

Mission Statement

We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement and lifelong learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky.

Strategic Goals

- **Academic Excellence**
How will MSU develop, deliver, and maintain superior academic programs?
- **Student Success**
How will support services fulfill student academic and co-curricular needs?
- **Productive Partnerships**
How will we utilize partnerships to benefit the people, communities, and economy within the MSU service region?
- **Improved Infrastructure**
How will we effectively manage human, capital and fiscal resources?
- **Resource Enhancement**
How will we maximize public and private revenue opportunities?
- **Enrollment and Retention**
How will we reach optimal student enrollment and retention goals?

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- Reading/Writing Endorsement National Board Certification
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Policies and Procedures

Graduate Study Administration

The Dean

The Associate Vice President, Academic Programs (Graduate Dean) is responsible for executing policies and regulations governing graduate study.

The Graduate Committee

The Graduate Committee consists of two members selected from the graduate faculty of each of the four colleges, four graduate students, a member of the professional library staff, the Registrar, and the Associate Vice President, Academic Programs or designee serving as chairperson. The committee recommends policies and regulations pertaining to graduate study; advises the Associate Vice President in the execution of these policies; approves and reviews graduate programs, faculty, and courses.

Advisors

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

Memberships

- AACSB International - The Association to Advance 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 Association of Schools of Music
- National Commission on Accreditation
- National League for Nursing
- Southern Regional Education Board
- The Council of Graduate Schools in the United States

Objectives

The graduate programs offered at Morehead State University meet the needs of three types of students:

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

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

- a. Further develop abilities to read and think critically, to judge values and limitations;
- b. Improve the skills needed for concise, correct, and coherent expositions;
- c. Develop the principles and techniques of research and the accepted forms of reporting research findings;
- d. Practice creative thinking, initiative, resourcefulness, and responsibility;
- e. Become specialized in an area through advanced in-depth study; and
- f. Develop a keen awareness of the significance of current knowledge and developments of being an informed person.

Student Responsibilities

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

The graduate student is also responsible for completing all program requirements within the permitted time limit see page 16. 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 Associate Vice President and/or the Graduate Committee.

Regional Campus Programs

Morehead State University maintains a system of regional campuses and instructional sites to provide easy access to quality higher education. Instruction is offered at campuses located in Ashland, Jackson, Mount Sterling, Prestonsburg, and West Liberty, and at various other locations. All courses taken at these facilities carry resident credit.

For further information concerning regional campus study contact the Distance Education Director in 312 Allie Young Hall, phone (606) 783-2605 or the regional campuses as listed:

MSU at Ashland: 1400 College Drive, Suite L 272, Ashland, KY 41101, (606) 327-1777 or toll free at 1-800-648-5370.

MSU at Jackson: 1127 Main Street, Jackson, KY 41339, (606) 666-2800 or toll free at 1-800-729-5225.

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

MSU at Prestonsburg: 6 Bert Combs Drive, Prestonsburg, KY 41653, (606) 886-2405 or toll free at 1-800-648-5372.

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

Maysville: Maysville Community and Technical College, 320 Administration Bldg., Maysville, KY 41056, (606) 759-7141 ext. 66270.

University Services

Alumni Association

The Morehead State University Alumni Association, Inc. is an organization operated exclusively for educational and charitable purposes designed to stimulate interest in Morehead State University. Active membership in the association is available to all graduates and former students who make an annual contribution to the MSU Foundation, Inc. Active members receive several benefits such as discounts on concert tickets, season football or basketball tickets, alumni scholarship eligibility for children, grandchildren or spouses, and invitations to special alumni activities.

<http://www.moreheadstate.edu/advancement/content.aspx?id=38626>

Automobile Registration

A valid Morehead State University parking permit is required for any motor vehicle and motorcycle operated on the Morehead State University campus. Registration information is available from the Traffic Office of the MSU Police Department, 100 Laughlin Health Building, (606) 783-2020.

<http://www.moreheadstate.edu/police/index.aspx?id=193>

Counseling and Health Services

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

<http://www.moreheadstate.edu/ucc/>

Distance Education

Distance Learning offers students the opportunity to take high-quality courses at times and places that fit busy lifestyles, without having to travel to class on a regular basis. The unique features of distance learning enable students to work independently and still have personal contact with their instructors and classmates.

Graduate courses are available online through the Internet or at a regional campus center through interactive television. **Online courses:** with a personal computer and an Internet Service Provider, access course content, communicate with faculty and fellow students, and learn at your convenience via the World Wide Web from the comfort of your home. **Interactive Television (ITV):** drive a short distance to meet with classmates and faculty through compressed video. Classrooms are located throughout East Kentucky.

ITV courses meet at multiple locations on set days with set times. Courses are listed for the off-campus site near you. MSU participates in the **Kentucky Virtual University**. A complete listing of KYVU courses is available at www.kyvu.org. The office is located at 408 Ginger Hall, telephone (606) 783-2082, option 2.

For more information, visit our Web site at

<http://www.moreheadstate.edu/it>

<http://www.moreheadstate.edu/it>.

Housing

Graduate students who desire to reside in University housing may apply for housing by contacting the Office of Student Housing to request an application for campus housing either by e-mail at housing@moreheadstate.edu or via telephone at (606) 783-2060. Applications will be mailed to graduate students who request a campus housing application. 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 housing application/deposit received by the Office of Student Housing. Graduate students may choose to reside in any of the upper-class residence halls, or apartments. Part-time students must receive special permission from the Office of Student Housing to reside in University housing. Students who need housing during break periods or year-round are encouraged to apply for Apartment Housing, Grote-Thompson Hall, or Fields Hall.

<http://www.moreheadstate.edu/housing/index.aspx?id=596>

International Student Health Insurance Requirements

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

It is our experience that most health benefit policies students obtain in their home countries do not meet the minimum requirement of benefits required by the University. These requirements are a \$250,000 medical benefit (per accident/illness), \$50,000 medical evacuation benefit, and a \$25,000 repatriation benefit in addition to the policy maximum. For the University to consider a waiver of the insurance requirement, students must present an English translation of benefits with amounts converted to American currency from the insurance company. Premiums are paid on an annual basis.

Library

Camden-Carroll Library is the information center of Morehead State University. The Library's collections of books, journals, newspapers, and government documents in both print and electronic format, as well as its non-print media, support the University's curriculum and provide a wealth of materials to meet students' research, recreational, and personal enrichment needs. Over 60 public workstations located throughout the building afford students access to a world of Web-based resources, including a galaxy of online databases.

One of the library's primary tasks is to provide research assistance. The Reference staff provides students with one-on-one help with

searching for and finding materials in the library and online. The goal of the library's Instructional Services is to promote information literacy skills which include the ability to find, evaluate, and use information effectively and ethically. The Library offers two courses to help students improve these skills: LSIM 101- Introduction to Library Research and LSIM 201-Living in an Information Society. Instructional Services staff provides subject and assignment specific instruction for individual classes and also conducts building tours.

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

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

The Learning Technology Lab consists of 10 workstations providing hardware and software for creating computer graphics, scans, videocaptures, Web sites, and presentations.

Call (606) 783-2200 to request services or to obtain further information, including the hours of operation. Visit the library Web site at www.moreheadstate.edu/library.

Multicultural Student Services

The Office of Multicultural Student Services provides assistance to prospective and enrolled minority students at MSU. Coordination of campus activities is conducted throughout the year to insure provision of educational, cultural, and social programs for minority students while increasing cross-cultural understanding for the total campus community. The multicultural student services director provides this service. The Office of Multicultural Student Services is located in the Adron Doran University Center. Additional information is available at: <http://www.moreheadstate.edu/mss/>.

Student Publications

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

Inscope, the biannual literary magazine, solicits poetry, prose, and other creative writing and art work from University students.

Student Trip Insurance

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

Trip insurance is available from the Office of Environmental Health and Safety. Application forms may be obtained by mail or fax by calling (606) 783-2179. The completed application forms must be returned to the Office of Environmental Health and Safety a minimum of 72 hours prior to the date coverage is to become effective. For students traveling outside the country,

international travel identification cards may also be purchased through the Office of Environmental Health and Safety.

Technology Resources

Morehead State University, through the offices of Information Technology provides a variety of computing resources in support of instructional, administrative, alumni, and research activities. Several mini-computer systems and other servers are maintained to support Web, e-mail, and other academic and administrative functions. Over 2,200 microcomputers located in classrooms, labs, and offices are replaced on a regular cycle to maintain state-of-the-art desktop technology across campus.

The University maintains over 35 networked student labs/classroom facilities available to students throughout the campus, including two open access computer labs. All instructional facilities, residence hall rooms, and administrative facilities are attached to a campus telecommunications backbone that provides high-speed data access to local, state, national, and international networks through the Internet. Additionally, all classroom buildings and selected commons areas across campus provide secure wireless access to the high-speed backbone.

Access to student services such as course registration, financial aid processing and fee payments are available to students and prospective students through the campus Web site at www.moreheadstate.edu. The University's instructional programs utilize computing resources for programming, problem solving, computer-assisted instruction, simulation, record keeping, word processing, electronic mail, research, and other activities.

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

Testing Center

The Testing Center provides information and testing services to the University and the service region. Information and registration materials on the American College Testing (ACT), Graduate Record Examination (GRE), the PRAXIS Series, the School Leadership Series, the Kentucky Principal Test, the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), and the Law School Admission Test (LSAT) may be obtained by contacting the Testing Center, 501A Ginger Hall, (606) 783-2526 or on the Web site at www.moreheadstate.edu/testing.

Academic Honesty Policy

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

Guidelines for Dealing with Acts of Academic Dishonesty

1. If a faculty member suspects that a student is guilty of a breach of the standards and chooses to pursue disciplinary action through University channels, the faculty member should:
2. Hold a conference with the student to attempt to address the problem.
3. If the student is determined to be responsible, the faculty member should issue the sanction. The sanction may include failure of a particular assignment or exam, failure of a particular class, or any other appropriate disciplinary action.
4. If a sanction is imposed on the student, then the faculty member is expected to report in writing to the department chair the details of the incident, the results of the student/faculty member conference, and the sanction issued. A copy of this report should be forwarded to the appropriate college dean and to the Assistant VP/Dean of Students. (The Assistant VP/Dean of Students is responsible for maintaining and safeguarding all University discipline records and for ensuring their confidentiality. A central record of all acts of academic dishonesty and plagiarism ensures that a student will be held accountable for subsequent violations.)
5. If the Assistant VP/Dean of Students has on file for particular student(s) previous violations of the code, this information is to be sent to the faculty member and department chair.
6. If the faculty member and department chair determine that the severity of the academic dishonesty or the fact or nature of previous violations by the same student(s) warrants further disciplinary action, a request for further action should be made in writing to the Assistant VP/Dean of Students. The Assistant VP/Dean of Students will review the submitted material and hold an investigative hearing with the student(s) involved. At this time, the Assistant VP/Dean of Students will determine if further disciplinary action is warranted.
7. The Assistant VP/Dean of Students will report, in writing, any additional disciplinary actions taken to the college dean, the department chair, the Provost, the faculty member making the charges, and student(s) being charged.

Nothing in this policy shall prevent or prohibit the student(s) charged from making an appeal of the disciplinary action administered.

Sexual Harassment Policy

Morehead State University takes seriously the rights of the campus community to be free from sexual harassment in all forms. The Board of Regents has adopted a policy prohibiting sexual harassment across the University that applies to students and employees alike. PG-6 provides detailed procedures for the reporting, investigation, and resolution of all such complaints. Students and employees are urged to become familiar with the policy and to report harassment. Click on the following link for the most current Sexual Harassment Policy:
<http://www.moreheadstate.edu/hr/policies/index.aspx?id=1607> or contact Human Resources at (606) 783-2097 to request an electronic or hard copy of the policy.

Students' Rights to Access Records

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

Definitions

"Eligible student" means a student who has attained 18 years of age or is attending an institution of postsecondary education.

"Institution of postsecondary education" means an institution which provides education to students beyond the secondary school level.

"Secondary school level" means the educational level (not beyond grade 12), at which secondary education is provided, as determined under state law.

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

1. Any student or former student of Morehead State University has the right to inspect and review any and all "official records, files, and data directly related to" the student. The terms "official records, files, and data" are defined as including, but not limited to:
 - a. Identifying data
 - b. Academic work completed
 - c. Level of achievement (grades, standardized achievement test scores)
 - d. Attendance data
 - e. Scores on standardized intelligence, aptitude, and psychological tests
 - f. Interest inventory results
 - g. Family background information
 - h. Teacher or counselor ratings and observations
 - i. Verified reports of serious or recurrent behavior problems
 - j. Cumulative record folder
2. The institution is not required to make available to students confidential letters of recommendation placed in their files before January 1, 1975.
3. Students do not have the right of access to records maintained by the University's law enforcement officials.
4. Students do not have direct access to medical, psychiatric, or similar records which are used solely in connection with treatment purposes. Students are allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.
5. Procedures have been established by the University for granting the required access to the records within a reasonable time, not to exceed 45 days from the date of the request.
6. The University shall provide students an opportunity for a hearing to challenge the content of their records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
 - a. Informal Proceedings: Morehead State University may attempt to settle a dispute with the parent of a student or

the eligible student regarding the content of the student's education records through informal meetings and discussions with the parent or eligible student.

- b. Formal Proceedings: Upon the request of either party (the educational institution, the parent, or eligible student), the right to a hearing is required. If a student, parent, or educational institution requests a hearing, the Vice President for Student Life shall make the necessary arrangements. The hearing will be established according to the procedures delineated by the University.

II. Restrictions on the Release of Student Records

1. Morehead State University will not release records without written consent of the students except to:
 - a. Other local educational officials, including teachers of local educational agencies who have legitimate educational interest.
 - b. Officials of other schools or school systems in which the student intends to enroll, upon the condition that the student be notified of the transfer and receive a copy of the record desired, and have an opportunity to challenge the contents of the records.
 - c. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, or an administrative head of an education agency, in connection with an auditor evaluation of federally supported programs; or
 - d. Parents of dependent students.
2. Morehead State University will not furnish personal school records to anyone other than the described above unless:
 - a. Written consent of the student is secured, specifying the records to be released, the reasons for the release, identifying the recipient of the records, and furnishing copies of the materials to be released to the student; or
 - b. The information is furnished in compliance with a judicial order or pursuant to a subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of compliance therewith.
 - c. The information is provided in compliance with Council of Postsecondary Education guidelines.

III. Provisions for Students Requesting Access to Records

You also have the right to inspect, review, and challenge all official educational records, files, and data directly related to you. Request for access to such records or questions concerning this law and the University policy may be directed to the Office of the Registrar, 201 Ginger Hall.

IV. Provisions for Authorized Personnel Requesting Access to Records

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

Financial Information

Fees

For current tuition rates, go to www.moreheadstate.edu/abc. Registration fees are determined by the Kentucky Council on Postsecondary Education and by the Morehead State University Board of Regents. All fees are subject to change.

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

Refund Policy

The following credit/adjustment policy is applicable for on-campus students:

Fall or Spring Session Credit Adjustments

first six days of classes	100%
next five days of classes	75%
next five days of classes	50%
next five days of classes	25%

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

Summer I and Summer II Sessions (Four-week sessions)

first two days of classes	100%
next two days of classes	75%
next two days of classes	50%
next two days of classes	25%

No credits are given after the first eight class days of the classes.

Summer Intersession (Two-week session)

first two days of classes	100%
next one day of classes	75%
next one day of classes	50%
next one day of classes	25%

No credits are given after the first five class days of the classes.

Summer Session (Eight-week session)

first four days of classes	100%
next two days of classes	75%
next two days of classes	50%
next two days of classes	25%

No credits are given after the first 10 class days of the classes.

Creditable fees include tuition, housing, and course fees.

Student Billing and Payment Information

Morehead State University students will receive online monthly billing statements via their MSU e-mail account to keep them informed of their account balance. Students will be able to view and pay their bill online (after July 1 for Fall semesters) via MSU Datatel Web Advisor located at www.moreheadstate.edu, in person, by mail, or at any regional campus center.

Questions about costs may be answered by referring to the online Fee Schedule located at

www.moreheadstate.edu/abc. Tuition and fees are subject to change without notice by the Council on Postsecondary Education and the University's Board of Regents.

Explanation of Statement of Intent

After students register for classes, no matter when this is done, they are required to "Accept" or "Opt out" of the MSU Statement of Intent. If a student chooses to "Accept" the conditions of the Statement of Intent, they will be given an extended period of time to pay their balance and be charged a one-time per semester payment extension fee, if applicable, as outlined in the Statement of Intent document. If a student chooses to "Opt out" of the Statement of Intent, their balance must be paid in full one week prior to the start of classes to avoid having their class schedule cancelled. MSU does not offer a "deferred payment plan"; however, by completing the Statement of Intent online via Datatel Web Advisor located at www.moreheadstate.edu, students are offered a way to confirm they will be attending MSU and the option of paying their bill at a later date. The Statement of Intent will explain in detail the requirements that students must agree to complete. By agreeing to the conditions of this document, students confirm they will attend classes at MSU and acknowledge they have a bill due for the upcoming semester. It will allow students, who cannot pay their total balance in full by the deadline date, an extended period of time to pay their bill. The Statement of Intent does not require students to make a down payment and can be used by students who need to charge their books at the University bookstore.

Instructions for Accessing the Statement of Intent Online

Step 1: Go to www.moreheadstate.edu

Step 2: Select online services under Current Students at top of page

Step 3: Under Quick Login, select Datatel Web Advisor

Step 4: Enter MSU ID and Password

Step 5: On Main Menu screen, select Students

Step 6: Select Statement of Intent under Financial Information (A student must be registered for each term in which he/she needs to complete a Statement of Intent)

Students may log back in with the same steps as above to review their acknowledgement of the Statement of Intent. However, once "Accepted" students cannot modify the document, only review and print it. If students would like to void the Statement of Intent once "Accepted" they must contact the Office of Accounting and Budgetary Control at 207 Howell-McDowell either in person or provide a written request. The Statement of Intent cannot be voided by phone.

Students must read the Statement of Intent carefully to assure that they understand the requirements and deadline dates before agreeing to abide by the terms of this document.

The online Statement of Intent provides students both privacy and convenience. Questions about billing and/or payment information should be directed to the Office of Accounting & Budgetary Control at (606) 783-2019 or view our Web site at www.moreheadstate.edu/abc/.

Financial Aid

Financial aid in the form of work and loans may be available to eligible graduate students at Morehead State University. Under the Federal or Institutional Work-study Programs, graduate students (other than those on graduate assistantships) may be employed on campus.

Low-interest federal loans available to graduate students include Federal Perkins Loans and Federal Direct Stafford Loans. Interest rates on these loans range from 5-8.25 percent and, in general, repayment does not begin until six to nine months after the student leaves school or ceases to be at least a half-time student. Eligibility and award amounts are determined based on enrollment on the last day to add a full semester class per the University's Academic Calendar. Students must be enrolled in at least six (6) credit hours on that date to receive a Federal Direct Stafford Loan.

To apply for financial aid, students must submit a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.edu.gov and an MSU Student Financial Aid Personal Data Sheet. The Personal Data Sheet is available at www.moreheadstate.edu/finaid and in the Office of Enrollment Services, 100 Admissions Center. The phone number is (606) 783-2000.

Financial Aid Satisfactory Progress Standards

The Higher Education Act mandated institutions of higher education establish minimum standards of "satisfactory progress" for students receiving financial assistance.

This means that a student must make progress toward obtainment of an appropriate degree or certificate during each term that the student is enrolled. These standards are applicable to all federal, state, and institutional aid programs administered by Morehead State University.

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

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

1. A student must successfully complete a minimum of 75 percent of the credit hours attempted. Successful completion for this purpose is defined as receiving a "C" or better.
2. A student must maintain a minimum 3.0 cumulative GPA.
3. A student has attempted no more than 54 graduate hours at Morehead State University. (Exception: Those students pursuing a degree in clinical psychology will be permitted to attempt no more than 90 graduate hours at MSU.)

Grading Policies and Procedures

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

1. Satisfactory progress will be evaluated at the end of each spring semester. (For the Federal Direct Loan, evaluation will be completed prior to the certification of the loan application.)

2. Hours attempted for purposes of this policy will be defined as those for which a student receives a grade of A, B, C, D, E, F, I, IP, K, R, U, N, W, WP, or WF.
3. For graduate students, grades of D, E, F, I, IP, R, U, N, W, WP, and WF will not qualify as successful completion of hours attempted.
4. Non-credit remedial courses, courses taken for audit, and courses in which grades of "K" or "P" are received are not figured in the calculation of a student's GPA.
5. If otherwise eligible, students will be given financial aid during a term in which they may be repeating a course.
6. A student who fails to maintain satisfactory progress as defined will not be permitted to receive federal, state, or institutional financial aid.

Appeal Procedure for Students Who Fail to Maintain Satisfactory Progress Standards

Students, who fail to meet satisfactory progress standards as defined, may appeal the ruling to the Office of Enrollment Services, 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 Enrollment Services. Students will be notified in writing of the action taken on appeals.

Reinstatement of Financial Aid Eligibility

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

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

Veterans Administration (V.A.) Educational Assistance

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 U.S. Armed Forces (V.A. benefits program). Eligibility is determined by the V.A. For information and application forms, contact Veterans Administration Regional Office, P.O. Box 66830, St. Louis, MO 63166-6830, telephone (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(8) 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 Enrollment Services, 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

To apply for a change of residency, a student must complete the Application for Student Residency Reclassification for Fee Assessment Purposes and submit it to Enrollment Services. The student will be notified of the residency status decision in writing. To view the full policy, go to <http://www.moreheadstate.edu/finaid/index.aspx?id=5413>.

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 \$10,000 per year (\$5,000 per semester) stipend for the fall and spring semesters. The stipend is disbursed in bimonthly increments on the 15th and 30th of each month. A graduate assistant must be a full-time student who maintains a 3.0 cumulative GPA and registers for at least nine graduate credit hours (600 level) but no more than 13 credit hours each semester. Twenty hours a week must be devoted to the duties of a full assistantship. While non-resident students are not required to pay out-of-state tuition, all recipients must pay the regular Kentucky resident and incidental fees as the GA award does not cover these expenses. For more detailed information, visit the Graduate Programs Web site at www.moreheadstate.edu/graduate. You can also reach the Graduate Office by phone at (606) 783-2039.

Qualified students are eligible to receive a graduate assistantship for two years. Failure to maintain a cumulative 3.0 GPA will result in the loss of the Graduate Assistantship position and benefits associated with the award.

1. Departments planning to use graduate assistants should identify a member of the graduate faculty to coordinate the activities of the graduate assistant(s).
2. The faculty member should furnish each graduate assistant with a job description which outlines his/her duties. The graduate assistant must agree to these duties and sign an acceptance form.
3. Unless exempted by SACS standards, a graduate assistant, who has teaching responsibilities, must have completed at least 18 graduate semester hours in his/her teaching field and must be supervised by a graduate faculty member with teaching experience in the same field. The graduate assistant's

supervision on the part of the faculty member must include in-service training and evaluation.

4. Any grievance must be routed through the supervising faculty, department chair, or director and the Graduate Dean.

A student for whom English is a second language may be employed as a graduate assistant only when a test of spoken English or other reliable evidence of the applicant's proficiency in oral communication and speech indicates that his/her appointment is appropriate.

Basic Procedures for Graduate Assistant Awards

For information pertaining to Graduate Assistantships refer to the following link <http://www.moreheadstate.edu/graduate/>.

The Science Endowment Fellowships

This endowment is available as a supplement to a graduate assistantship for an African-American student in the biological sciences. You must be unconditionally admitted to a graduate degree program, enroll as a full-time student in 600 level courses, and maintain a 3.0 cumulative GPA. With the supplemental money, the GA stipend will be \$12,500 per academic year. Graduate Assistant applications are available in the Office of Graduate Programs, Ginger Hall 701. Further information is available from the Biological & Environmental Sciences Chair, (606) 783-2944 or Geoff Gearer, Biology Graduate Coordinator, (606) 783-2803 (g.gearer@moreheadstate.edu). Awards will be made on a first come basis with a preferred deadline of April 1.

Major James Scott DeHart Graduate Fellowship

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

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

University Keys

Students employed as graduate assistants may obtain University keys necessary in the performance of their duties by initiating a request through their supervisor. Requests will be processed via the same procedures as those for other University employees except the form must indicate a date that the keys will be turned in. The MSU Police Department provides key services between the hours of 8 a.m. - 4:30 p.m., Monday through Friday.

Admission to Graduate Study

General Requirements

Admission to graduate study is granted to students who meet the academic requirements and who hold a baccalaureate degree from Morehead State University or another accredited institution of higher education, and to certain qualified Morehead State seniors. **A one-time nonrefundable \$30 application fee is required.** A minimum cumulative GPA of 2.5 on all undergraduate work is required. However, some programs require a higher GPA. Contact the department of your major to obtain the minimum score. Minimum scores on the GRE, GMAT or MAT are established by program. Students who do not have the minimum test scores but who demonstrate exceptional scholarly activity and/or research or the potential for quality work as evidenced by a high GPA may appeal to the appropriate department chair or program director. All graduate students will be limited to 12 graduate credit hours unless they are unconditionally admitted to a graduate program. Once unconditionally admitted, the student will be responsible for completing program requirements. Departments will have the authority to drop students from unapproved courses.

Types of Admission

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

1. **Unconditionally**-a student who meets the requirements for both general admission to graduate study, and for a particular program. A copy of the teaching certificate is also required for education students wishing to obtain a change in rank or to pursue additional certifications. Students are permitted to pursue coursework outlined on their program evaluations but are not permitted to take more than 12 hours of coursework outside the program to which they are admitted. Departments will have the authority to drop students from unapproved courses.
2. **Conditionally**-a student who meets the general requirements for admission to graduate study, but fails to satisfy one or more of the special requirements for admission to a particular program. This is a temporary classification, and must be changed as soon as the specified conditions are satisfied. Most graduate students will be limited to 12 graduate credit hours unless they are unconditionally admitted to a graduate program.
3. **Unclassified**-a student who meets the requirements for admission to graduate study, but does not wish to work toward a graduate program. Students admitted as unclassified will not be permitted to take more than 12 hours in any one program. Students should note that no more than 12 semester hours of graduate credit earned as an unclassified student may later be applied toward a program upon admission to that program, and only then at the discretion of the advisor and the Associate Vice President.
4. **Attempt to Qualify**-a student whose undergraduate GPA is slightly below 2.5, but not less than 2.3 and has met the testing requirement. A student so admitted, after completing a maximum of 12 semester hours of graduate work with at least a GPA of 3.0, may be considered for admission to a degree program.

5. **Non-degree Program**-a student who wishes to do a planned graduate program that leads to renewal or additional certification, but not to a degree. Prerequisites are a baccalaureate degree and a teaching certificate. The student must also meet program admission requirements.
6. **Visiting Student**-a student who has been admitted to a graduate program at another institution. Such a student may enroll at Morehead State University by submitting an application as a visiting student and payment of the \$30 application fee 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 student can opt to submit an official transcript in lieu of the letter of good standing.
7. **Senior at the University**-a student in the final semester of undergraduate study at MSU who has a minimum GPA of at least 2.5 may apply to enroll concurrently in courses for graduate credit not to exceed a total of 12 semester hours (undergraduate and graduate combined). If the work for a baccalaureate degree is being completed during a summer term, the combined course load is not to exceed six semester hours. Application for permission to take graduate courses is made to the Associate Vice President prior to registration. Forms are available in the Graduate Office. Seniors taking graduate courses pay undergraduate fees. If for any reason requirements for the baccalaureate degree are not completed during the term in question, no further permission will be given to register for graduate courses until the requirements for the baccalaureate degree have been met and regular admission to graduate study has been granted.

Denied Admission Policy

Once students have been denied admission to a graduate program, they will not be reconsidered for admission to the same program for one semester.

Special Admission

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

1. All international students must have their transcripts evaluated by Josef Silney & Associates, International Academic Credential Evaluators, or Worldwide Education Services (WES). International students who qualify for admission are required to take the English Language Institute Test of the University of Michigan, the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service. If the Michigan Test is taken, a minimum score of 82 is required. Students taking the IELTS must score a minimum of 5.5. A TOEFL score of 500 on the old testing system or 61 on the new system is required for admission to all graduate programs except the Master of Art in Communication, Master of Business Administration program, the Master of Science in Information Systems, and Biology, which require a score of 525 (old system) or 70 (new system) for admission. International students who have completed a bachelor's degree from an accredited college or university in the U.S. are exempt from this requirement.

International students will be officially admitted and issued a Form I-20A only after Enrollment Services has been notified that they have passed the English Test successfully, have met program admission requirements, and have submitted a statement certifying their ability to meet all financial obligations. The TOEFL examination is given regularly in most foreign countries. For further information regarding these tests, the applicant should contact the U.S. Counsel in the country of residence.

2. Graduates of non-accredited colleges must meet the MSU undergraduate requirements for graduation before their applications for graduate study will be approved. If a student's undergraduate preparation is inadequate, this deficiency must be satisfied by taking designated courses that will not be counted as graduate credit. Courses at the 600 level will not be acceptable for this validation work. A minimum of 12 semester hours of credit for such work is required. This deficiency also may be satisfied by presenting a GRE score of Verbal 450 and Quantitative 450.

Applications

Graduate study applications may be obtained from Enrollment Services, Graduate Office, graduate program departments, regional campus directors, or at <http://acampus21.moreheadstate.edu/prospective/> <http://acampus21.moreheadstate.edu/prospective/>. A one-time nonrefundable \$30 graduate application fee is required. Paper applications are returned to Enrollment Services, 100 Admissions Center, Morehead, KY 40351. From this office, the applications are forwarded to the appropriate departments for evaluation and admission recommendations are made to the Associate Vice President, Academic Programs and the official graduate admitting officer.

Changing Your Program

To change a program, the student must complete a new application and submit it to Enrollment Services. No change will be effective until the application is approved by the department for admission. Additionally, the one-time nonrefundable application fee will be incurred if this fee has not been paid previously.

The Second Master's Degree

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

1. Meet admission requirements;
2. Pay the one-time nonrefundable application fee of \$30 if the fee has not been paid previously;
3. Complete a minimum of 15 new graduate semester hours of MSU residence credit in approved courses beyond the first Master's degree (additional courses may be necessary to meet the degree requirements); and
4. Pass a final examination.

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

1. Meet admission requirements;

2. Pay the one-time nonrefundable application fee of \$30 if the fee has not been paid previously;
3. Complete a minimum of 15 new graduate semester hours of Morehead State University residence credit. In meeting specific degree requirements, a minimum of 18 semester hours will be required if only 12 semester hours of graduate work was completed for the Fifth-Year.; and
4. Pass a final examination.

Catalog Applicable

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

Degree/Non-Degree Requirements

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

1. A minimum of 30 graduate semester hours without a thesis, or 24 graduate semester hours with an acceptable thesis. Most programs are more than 30 hours. For the Education Specialist program, a minimum of 60 hours including the Master's degree must be completed.
2. No credit earned by correspondence or through testing programs may be applied to the requirements for the Master's degree, Ed.S., and non-degree programs.
3. Residence credit is given for all MSU course work completed on the campus or at the regional campus centers. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the Master's degree, Ed.S., and non-degree programs.
4. Fifty percent of the total course work (minimum of 15 semester hours) must be earned in courses open only to graduate students (courses numbered 600 and above).
5. Fifty percent of the total course work (minimum of 15 hours) must be earned in one field of study.
6. A minimum cumulative GPA of 3.0 is required for the degree or non-degree, and no credit is allowed for a mark below "C."
7. A maximum of nine semester hours may be earned through independent study, directed study, special problems, or workshops.
8. Satisfactory completion of a comprehensive exit examination. For specific requirements of a particular program (which may go beyond the minimum), consult the section on the appropriate program.
9. Must be unconditionally admitted to the program.

Time Limitation

From the time a student begins work on any graduate program, he or she has 10 years in which to complete it.

If a degree or program is not completed within the required time, suitable courses must be completed to replace those more than 10 years old. If the delay was caused by extenuating circumstances, a waiver request may be made. The request form is available in the Graduate Office, 701 Ginger Hall or online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>. Once approval has

been obtained from the professor, department chair, and college dean the University Graduate Committee will make the final decision.

Transfer Credit

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

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

Transfer credits taken during the final semester of a program will delay program completion until official transcripts of the courses have been received in the Graduate Office. To transfer a course, a "course substitution" form must be completed. Transfer credit does not compute in the MSU GPA. A course substitution/transfer form can be located by clicking the following link: <http://www.moreheadstate.edu/graduate/index.aspx?id=1332>

Course Substitution

The Course Substitution Form is to be used when a student wishes to take a different MSU course than the one listed on the Program Evaluation. The student meets with the advisor prior to taking the course. They review the course to be substituted. The advisor, department chair, and Associate Vice President, Academic Programs must sign the form for approval to be granted. The course to be substituted must be no older than 10 years, must carry a mark of "B" or better, and must be relevant to the required course listed on the Program Evaluation.

Thesis

Prior to beginning work on a thesis, the student should obtain a copy of the official guidelines from the Graduate Office located in 701 Ginger Hall or online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.

A minimum of two copies of the final draft of the thesis, signed by the student's committee, must be submitted to the Graduate Office at least two weeks prior to the end of the term in which the student anticipates completing all degree requirements. Several Master's degree programs offer the student the option of writing a thesis. If you plan to write a thesis, contact your advisor about your intent as early in your program as possible.

Final Examinations

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

Comprehensive Exit Examination

The student must pass a final comprehensive examination oral and/or written in the field of study. This examination will include the defense of the student's thesis, if one is written. For further information, contact the appropriate program coordinator or department chair.

Applying for the Degree

The student must file an application for the Master's or Education Specialist degree before his or her name will be placed on the list of graduates. This application should be made in the Graduate Office at the beginning of the term in which the student plans to complete the program. There is a \$10 graduation fee which must be paid by the degree candidate prior to graduation.

Applying for Certification/Non-Degree

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

Proficiency Evaluation for Teacher Certification

Experienced teachers seeking certification in an additional content area or for another grade level may request a proficiency evaluation to determine their eligibility. This is an individualized process during which appropriate university faculty will review an applicant's prior education, school-based professional development, experience, and/or other specialized training. The applicant is required to provide documentation of mastery of the critical competencies required of candidates completing the program of preparation in the field for which certification is being sought. This documentation can take a variety of forms including academic transcripts, records of in-service training, certificates, letters, work products, and other documents.

An applicant requesting a proficiency evaluation must obtain the proficiency evaluation form from the graduate office and submit it with a letter of application, which briefly states the basis for applicant claim of eligibility for additional certification, to the

chair person of the department which houses the desired certification program. The applicant will meet with the chair person who will conduct a preliminary review to determine eligibility. As a guide in conducting this evaluation, the chair person will on the evaluation form list the core university courses required of candidates typically obtaining the desired certification. This list of courses is intended to serve as a guideline for assessing the core competencies addressed within each course.

In this process the applicant is expected to demonstrate these competencies and not necessarily equivalences of work done in courses. Based on the guidelines provided in this meeting and outlined on the evaluation form the applicant will develop an array of evidence aligned with the required competencies. Upon submission of the evidence, the chair person will refer the applicant and the evidence to faculty member(s) with appropriate expertise who will review the applicant's material, request further documentation (if needed), and identify any areas of deficiency that must be addressed to obtain the requested certification.

The designated faculty member(s) will summarize the results of this process on the proficiency evaluation form. Additionally, transcripts, documentation of experience, and faculty reviews of applicant's other supporting evidence (summarized in written memoranda) must be attached to the application. The faculty member(s) shall then submit the completed form and all supporting material to the appropriate departmental chair person who will review it and forward the proficiency evaluation form and the attached documentation to the Graduate Office.

If the chair person does not concur with the faculty assessment of the applicant's competencies, the chair person will meet with the applicant and the relevant faculty member(s) to resolve any concerns and finalize the proficiency evaluation. In the event that the applicant disagrees with the results of the review, and this dispute cannot be resolved in meeting with the appropriate chair person and the involved faculty member(s), the applicant may file a Student Grievance Form through the Office of the Provost.

From that point forward, the procedures for resolving an Academic Grievance outlined elsewhere in this catalog will be followed. Upon completion of all identified deficiencies and successful completion of the required PRAXIS examination(s), the graduate certification officer will submit a recommendation for the requested certification to the Education Professional Standards Board. The applicant must have received a grade of at least a "C" in any undergraduate course or at least a "B" in any graduate class that is used to demonstrate competency for a proficiency review. Since proficiency evaluation is not part of a degree program, the University's typical limitation on the number of transfer credits hours will not apply to a proficiency evaluation. Successful proficiency evaluations will not be accepted in lieu of required course work in graduate programs.

Commencement

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

Course Load

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

A graduate assistant may not exceed 13 semester hours credit during a regular semester.

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

Course Numbering

Numbers from 600 - 699 preceding a title mean the course can be taken for graduate credit only.

Grading System

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

A	Superior work.
B	Average.
C	Below average, but counts as graduate credit.
D	No credit allowed; computed as zero quality points in GPA calculation.
E	No credit allowed; computed as zero quality points in GPA calculation.
I	Work not completed by semester's end. Must be made up by midterm of the following semester.
IP	Thesis, applied project, or other major research in progress.
K	Credit, pass-fail course - semester hours earned; no quality points and not computed in GPA.
N	Failure, pass-fail course - no quality points; computed in GPA.
U	Unofficial withdrawal. Computed as credits attempted; computed as zero quality points in GPA calculation.
W	Withdrew Officially. No hours attempted; not computed in GPA.
WY	Withdrawal from audit class. Not computed in GPA.
Y	Audit credit. No hours attempted; not computed in GPA; not applicable to degree program.

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

An "IP" grade is used to denote the continuation of an applied project, thesis, or major research project undertaken in lieu of a thesis. The "IP" grade may also be utilized for a 3 hour 670 numbered research course that cannot be finished in one or one and a half semesters. The "IP" grade must be changed to either a letter graduate or "W" within the program time limit allowed for

completion of a graduate degree or non-degree program. If the student is enrolled in more than one graduate program, the specific graduate degree or non-degree program that is to be completed must have no classes assigned the grade of either "I" or "IP" in order for the student to be awarded the degree or non-degree. An "IP" grade will remain a neutral factor in determining a student's GPA. The following graduate grades are counted in computing the GPA: A, B, C, D, E, N, I, and U. It is recommended the "Y" audit credit be utilized for students who wish to pursue graduate credit for professional development.

Repeating Courses

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

Auditing Courses

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

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

Academic Grievance Procedure

When a student has an academic dispute with a faculty member over a grade, there are procedures that exist to resolve the complaint in the most satisfactory way for both the student and faculty member. If the complaint involves a final grade, the student must take the complaint to the faculty member within the first two weeks of the beginning of the following semester. This policy requires several steps to complete the process. The entire policy that outlines the process, along with forms that must be completed, may be found at the following link: <http://www.moreheadstate.edu/provost/>

An electronic or hard copy of the policy may be obtained by calling Academic Programs at 606-783-2003 if you are unable to review it electronically.

Cooperative Doctoral Program with the University of Kentucky

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

A joint screening committee, composed of members from both institutions, will decide upon the applicant's eligibility. In order to be admitted to the program, the applicant must meet the requirements for admission to the doctoral program both at Morehead State University and the University of Kentucky.

After admission to the program, the student will be assigned to a doctoral committee composed of faculty members from both institutions and will be permitted to do approximately one year of work on campus at Morehead State.

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

For additional information contact:

Michelle Barber, Assistant Director of Graduate Recruitment
and Retention
m.barber@moreheadstate.edu
(606) 783-5127

University of Kentucky Cooperative Programs

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

College of Business and Public Affairs

(606) 783-2183
213D Combs Building

Schools

School of Business Administration
School of Public Affairs

School of Business Administration

Greg, Russell, Associate Dean

Faculty

A. Ahmadi, R. Albert (Dean), H. Choi, T. Creahan, R. Criscione, T. Elliott, D. Everett, T. Ghirmay, L. Godwin, B. Grace, M. Harford, A. Hassan, K. Henderson, S. Hunt, E. Kim, M. Kunz, B. Lyons, D. McAlister-Kizzier, S. Meisel, F. Mohamed, S. Nataraj, Chien-Chih Peng, E. Regan, S. Walters, B. Whitaker, L. Williams, S. Wymer, M. Yasin

Sport Management Faculty C. Chen, J. Hypes, M. Hypes

Degrees

Master of Business Administration
Master of Arts in Health, Physical Education - Sport Management
Master of Information Systems
Master of Arts in Teaching - Business & Marketing Education

Master of Business Administration

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

msu-mba@moreheadstate.edu.

Admission Requirements

1. General admission to graduate study.
2. Admission is determined by an admission index. The index is computed as follows: INDEX = (undergraduate GPA X 200) + GMAT score. The index must equal at least 1000. A minimum GMAT score of 400 is required. If a student has earned a Master's degree from a regionally accredited institution, the GMAT is not required. The GRE may be accepted in lieu of the

GMAT. The decision on whether to accept the GRE will be made on a case-by-case basis.

3. A minimum 2.5 undergraduate GPA is required. Students not meeting the minimum 2.5 undergraduate GPA requirement may be admitted to the MBA program if their GPAs in the last 60 hours of undergraduate study were at least 2.75 with a minimum composite index of 1,050. Application deadlines for admission into the MBA program are as follows: Spring semester application materials must be postmarked no later than December 1. Fall semester application materials must be postmarked no later than August 1. Summer semesters application materials must be postmarked no later than April 15.
4. Students may be conditionally admitted to the MBA program. Conditionally admitted students may only take foundation courses and must have met general admission to graduate study requirements. Once a student has completed the foundation course requirements, he or she will be unconditionally admitted.
5. International students must take the TOEFL. A score of 525 on this test is required for program admission; those who score below 525 will not be admitted to the program. Students scoring between 525 and 550 are required to complete ENG 100 and CMSP 108 or equivalent.
6. The Foundation Course Sequence, or comparable course work or experience, must be completed prior to full admission with at least a 3.0 GPA and no grade of less than "C" in any course. Students may use the College Level Equivalency Program (CLEP) examinations to satisfy the foundation course requirements.

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

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

Dismissal from MBA Program

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

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the MBA program with a minimum cumulative GPA of 3.0.
3. Must be unconditionally admitted.

	Sem. Hrs.
*ACCT 611 - Accounting Analysis for Decision Making	3
BIS 630 - Managerial Communications	3
CIS 615 - Managing Information Technology	3
ECON 661 - Managerial Economics	3
FIN 660 - Financial Management	3
MKT 650 - Marketing Administration	3
MNGT 665 - Organizational Behavior	3
MNGT 691 - Business Policies and Procedure	3

(Prerequisites: ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, MNGT 665)

Electives (choose 12 hours from: **ACCT** 650, 670, 683, 687, 690, 698, **BIS** 621, **CIS** 625, 632, 634, 635, 636, 638, 640, 642, 645, 650, 670, 699, **ECON** 645, 662, 670, 699, **FIN** 620, 622, 625, 628, 670, 672, 673, 674, 675, **MKT** 622, 640, 652, 655, 665, 668, 670, **MNGT** 606, 609, 610, 612, 620, 650, 655, 656, 661, 662, 663, 664, 667, 668, 670, 680, 682, 684, 698)

**Students who have completed at least 21 hours of undergraduate accounting courses may substitute an approved MBA elective for ACCT 611.*

TOTAL HOURS REQUIRED **36**

Learning Goals and Objectives

Goal 1: Our graduates will communicate effectively.

Within the MBA curriculum, students will demonstrate:

1. The ability to prepare and deliver an effective professional presentation on a current business topic.
2. The ability to effectively compose written documents for business audiences.

Goal 2: Our graduates will know and properly analyze ethical issues faced in business.

Within the MBA curriculum, students will demonstrate:

1. The ability to identify and properly evaluate ethical issues in a business situation and relate them to individual ethical behavior and to community responsibilities in organizations and society.

2. The ability to assess the ethical consequences of business decisions relative to the individual, the organization, and society.

Goal 3: Our graduates will possess knowledge of the domestic and global business environment and a sense of diversity awareness.

Within the MBA curriculum, students will demonstrate:

1. The ability to identify political and economic issues affecting domestic and global business and make sound business decisions in consideration of these issues.
2. The ability to identify legal and regulatory issues affecting domestic and global business and make sound business decisions in consideration of these issues.
3. The ability to identify diversity issues affecting domestic and global business and make sound business decisions in consideration of these issues.

Goal 4: Our graduates will be knowledgeable and skilled in the application of technology in contemporary organizations.

Within the MBA curriculum, students will demonstrate:

1. Knowledge of how technology changes organizational and management practices and make sound business decisions in consideration of this issue.
2. The ability to appropriately use technology for business operations, management decision-making, workgroup collaboration, and implementation of business strategies.
3. The ability to appropriately use technology to formulate strategic decisions in a given management situation.

Goal 5: Our graduates will be effective leaders and problem solvers, demonstrating the ability to integrate functional knowledge as they strategically manage change.

Within the MBA curriculum, students will demonstrate:

1. The ability to integrate functional business knowledge through analysis of management situations.
2. Leadership skills and knowledge of problems associated with leadership through the analysis of management situations.
3. An understanding of the issues related to managing change and the ability to make sound business decisions in the context of a changing business environment.
4. An understanding of strategic management and the ability to make sound strategic business decisions.

Department of Information Systems

Scott Wymer, Department Coordinator

(606) 783-2163

320 Combs Building

Faculty

H. Choi, D. Everett, S. Hunt, E. Kim, D. Kizzier, R. McCoy, S. Nataraj, E. Regan, S. Wymer

Degree

Master of Science in Information Systems

Master of Science in Information Systems

The Master of Science in Information Systems (MSIS) provides an inter-disciplinary approach to preparing graduates with expertise in information technology. The program structure allows students to build career elective choices based on their individual career goals. It is designed to meet the need for information systems leaders and innovators in a broad range of disciplines including business, education, government, healthcare, science, and the arts. The program requires 36 semester credit hours of graduate course work (excluding any prerequisite requirements) in four component areas: information systems core, a support area of the student's choosing, information systems technical course work, and an integrative capstone. The program provides a balance of practical application and theoretical concepts, while developing technical, organizational, and discipline specific knowledge and skills.

Admission Requirements

1. General admission to graduate study; exception: GPA 2.75 required.
2. Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT). Note: If a student already holds a Master's degree from an accredited institution, the GRE or GMAT is not required.
3. Admission is determined by an admission index, computed as follows: $\text{Index} = (\text{undergraduate GPA} \times 291) + (\text{composite verbal and quantitative GRE score})$. The index score must equal at least 1600 for admission. (The minimum individual scores allowed for consideration of admission, and computing of the admissions index, would be 550 for the composite [verbal and quantitative] GRE or an undergraduate GPA of 2.75.) The GMAT may be accepted in lieu of the GRE. The admission index with the GMAT is computed as follows: $\text{INDEX} = (\text{undergraduate GPA} \times 200) + \text{GMAT score}$. The index must equal at least 1000.
4. A portfolio is required which contains (1) two letters of recommendation from professionals familiar with the applicant's academic and/or work experience, (2) a one-page statement outlining the student's career goals and objectives as related to the program; and (3) documentation that addresses achievement of each of the prerequisite competencies.
5. It is strongly recommended students have at least two years of work experience in IS or in their chosen specialty before admission.
6. Applications deadlines are: Spring semester application materials must be postmarked no later than December 1. Fall semester application materials must be postmarked no later than August 1. Summer semester application materials must be postmarked no later than April 15. Deadlines for international students are May 1 for the fall semester and October 1 for the spring semester.
7. International students must take the Test of English as a Foreign Language (TOEFL). A score of 525 on this test is required for program admission; those who score below 525 will not be admitted. Students scoring between 525 and 550 are required to complete ENG 100 Writing I and CMSP 108 Fundamentals of Speech Communication. International residence students are required by U.S. Citizenship and

Immigration Services (USCIS) regulations to be enrolled in a minimum of six hours of on-campus classroom courses each semester.

8. Students may be conditionally admitted to the MSIS program. Conditionally admitted students may only take prerequisite component courses and must have met requirements for general admission to graduate study. Once a student has completed the prerequisite requirements, he or she will be unconditionally admitted if all other admission requirements are satisfied.

Required prerequisite competencies are:

- Concepts of IS in Organizations (equivalent to MSU undergraduate coursework: CIS 311, and MNGT 475 or CMSP 367). Suggested coursework to meet a deficiency in this area would be CIS 615.
- Fundamentals of PC hardware, software applications, and networking (equivalent to MSU undergraduate coursework: CIS 101, CIS 211, CIS 340). Suggested coursework to meet a deficiency in this area would be the CIS 632 and CIS 634.
- Undergraduate foundation in mathematics and statistics (equivalent to MSU undergraduate coursework: Math 152, Math 174, Math 353 or Math 354, CIS 200 or MATH 170).
- Expertise in at least one of the following IS areas: systems analysis and design, networking and systems administration, database design and management, Web development, advanced discipline specific applications, programming, graphics, multimedia and desktop publishing, knowledge management and information architectures, or IS management and decision making. Expertise can be shown either through appropriate coursework at an undergraduate or graduate level from an accredited college or university, or through relevant work experience and/or industry-standard certifications or training.

Note: The prerequisite courses do not satisfy the requirements for the 36 hour MSIS program.

Maintaining Enrollment in the Program:

In order to maintain enrollment in the program, students are expected to maintain an appropriate level of academic performance and will be required to have a minimum 3.0 GPA to graduate. Any student receiving two grades of "C" or below in any graduate level course will be placed on probation. If a student on probation receives a third grade of "C" or below, they will be dismissed from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the program with a minimum cumulative GPA of 3.0
3. Must be unconditionally admitted.

	Sem. Hrs.
Core Component	12
BIS 640 - Research Strategies for Information Systems	3
CIS 640 - Systems Planning and Implementation	3
CIS 650 - Innovation, Technology & Organizational Change	3

CIS 636 - Global Information Systems	3
Support Area	6-9
Electives in student's chosen area	
Integrative Component	3-6
BIS 699 - Thesis or	6
CIS 690 - Information Systems Team Project	3
Technical Component	12
BIS 698 - Advanced Supervised Field Experience	3
CIS 625 - Web Information Systems & Internet Technologies	3
CIS 628 - E-Business Application Programming	3
CIS 635 - Seminar in Information Systems	3
CIS 638 - Database Systems Design, Implementation & Mgt	3
CIS 642 - Systems Security	3
CIS 670 - Directed Research	3
CIS 699 - Selected Workshop Topics	3
MBI 660 - Data Warehousing and Data Mining (NKU course)	3
MBI 675 - Enter Workflow Design & Reengineer (NKU course)	3
TOTAL HOURS REQUIRED	36

MSIS graduates will be able to:

- Assume leadership positions in the information systems field.
- Use appropriate methods of inquiry to address complex workplace issues in information systems.
- Implement innovative technology-based solutions with sensitivity to ethical, legal and quality of life issues.
- Analyze organizational, technological, and economic issues to effectively design information system solutions.
- Manage systems projects from inception to completion to meet specified client needs.
- Become technical experts in one or more specialized areas of information systems.

Assessment Procedures

1. Students will successfully complete and orally defend an integrative technology-based project or thesis in the integrative component of the program. Assessment criteria will address the oral, technical, conceptual, and research competencies.
2. Within each class in the program, students are expected to achieve a minimum grade of "B", thereby achieving a minimum program GPA of 3.0.
3. Student competencies will be assessed within each course of the program.

Department of Management & Marketing

Michelle Kunz, Department Coordinator
 (606) 783-2174
 214 Combs Building

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

The Master of Arts in HPS allows specialization in one of two areas: Health and Physical Education (see the College of Science & Technology for this option) or Sport Management. The program is designed to provide students with opportunities to develop and demonstrate the expertise and research skills which are necessary to enable them to make independent professional contributions in their chosen specializations.

Admission Requirements

1. General admission to graduate study, including a minimum undergraduate GPA of 2.50.
2. Completion of an appropriate undergraduate major is required for unconditional admission to the program and selected area of specialization:
 - a. Health and Physical Education: health or physical education major
 - b. Sport Management: sport management or administration, physical education, recreation, business, or communication. Candidates with an undergraduate degree in another area(s) may submit a transcript to the department for consideration. The appropriate faculty will make an admission status recommendation, and when appropriate, include a list of undergraduate prerequisites that must be successfully completed prior to unconditional admission.
3. A minimum combined score on the verbal and quantitative sections of the GRE of 750 or a scaled score of 380 or higher on the Miller Analogies Test.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Complete all professional core courses.
3. Fulfill stated requirements for the selected area of specialization and research/internship.
4. Pass a written qualifying examination over the professional core curriculum (must have a 3.0 or higher to sit for the exam).
5. Pass an oral examination over content area (must have a 3.0 or higher GPA to sit for the exam).
6. Pass any additional area of specialization exit assessments (must have a 3.0 or higher GPA).
7. Have an exit GPA of 3.0 or higher.
8. Must be unconditionally admitted.

Program Requirements

	Sem. Hrs.
Professional Core Curriculum	
HPS 600 - Research Methods in Health, P.E., & Sports Management.	3
HPS 601 - Interpretation of Data	3
HPS 610 - Readings and Graduate Seminar	3

Areas of Specialization

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

Health/Physical Education

See curriculum for this option in the College of Science and Technology.

Sport Management

	Sem. Hrs.
SPMT 605 - Plan. & Designing Sport & Physical Activity Facility	3
SPMT 630 - Sport Marketing	3
SPMT 632 - Management and Administration of Sports Programs	3
SPMT 635 - Legal Issues in Sport and Physical Activity	3
SPMT 650 - Financing the Sport Enterprise	3
SPMT 655 - Leadership and Ethics in Sport and Physical Activity	3
SPMT 660 - Socio-Cultural Issues in Sport	3
SPMT 661 - Sport Relations	3
SPMT 671 - Sport Management Internship	3
TOTAL HOURS REQUIRED	36

Student Competencies

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

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

Assessments

Candidates must pass a written qualifying exam over the content of the three core courses: HPS 600, 601, and 610.

- This examination, which will consist of three essay questions, should be scheduled within one semester of completing the core courses.
- Students must formally apply in writing for the exam at the beginning of the semester in which he/she plans to take the exam.
- The student must have a cumulative GPA of 3.0 or higher to take the exam.

- The qualifying exam will be offered three times a year (Fall, Spring, and Summer).
- A student may have three attempts to pass each of the three core areas.
- When needed, the second or third attempts are to be formally scheduled by the student during any one of the three scheduled exam times (Fall, Spring and Summer).
- A student who does not pass all three core areas within three attempts will be dismissed from the program.
- Failure to take the exam will result as an attempt unless the student has formally applied to withdraw from the exam. A formal withdrawal must be submitted a minimum of 14 days prior to the administration of the exam.

School of Public Affairs

Michael Hail, Interim Associate Dean

(606) 783-5407

110 Combs Building

Faculty

M. Bessette, W. Green, M. Hail (Interim Associate Dean), T. Hare, S. Lange, B. Reeder, E. Reeves, M. Sloan

Degree

Master of Public Administration

Master of Public Administration

The Master of Public Administration (MPA) is a professional course of study for individuals pursuing careers in government, public service, education, and nonprofit organizations. Our MPA program actively engages students in a dynamic learning environment that combines coursework and research. It develops a comprehensive understanding of the concepts and principles of public administration while continuing our students' liberal education. As a result, graduates of the program will possess both the administrative skills and leadership abilities necessary to deal with the myriad of demands placed upon professional administrators. Our program provides a theoretically informed management degree that builds statesmen and public leaders committed to excellence and civic virtue. The MPA is an excellent professional degree for working professionals in government and non-profit organizations as well as for preparation in advanced graduate study in the social sciences or preparation for careers in public law or admission for law school. In addition to the two options below, topical seminars are offered on environmental studies, homeland security, and ethics.

Admission Requirements

1. General admission to graduate study.
2. Completion of 18 semester hours of undergraduate work in political science, sociology, economics, geography, psychology, business, or related field with GPA of 3.0 or higher. Students with demonstrated excellence in any undergraduate area will also be considered.
3. Acceptable proficiency in social science, analytical skills, and writing ability as determined by the IRAPP admissions committee from the following: undergraduate transcripts,

writing sample, publication record, and interview (required at committee's request).

4. GRE score of 1100 or higher preferred (total for both verbal and quantitative sections) and writing score of 2 or higher. Lower scores (minimum of 800) may be accepted with other evidence (e.g., high GPA or research and writing output) of potential for quality work.
5. Preferred TOEFL score of 525 or higher for international students; a lower score may be accepted with evidence of English speaking and writing proficiency.
6. A two-page typewritten statement of personal, educational, and career goals to be used as a writing sample or an interview with IRAPP Dean or MPA Director.
7. Two references.

Requirements for Degree

1. Satisfy University degree requirements.
2. Complete a minimum of 40 credit hours including a core of 25 hours and an option (nine hrs).
3. Complete an approved thesis or research query (six hrs).
4. Successfully complete a written or oral examination as determined by the student's advisory committee.
5. Public presentation of thesis or research query.
6. Minimum cumulative GPA of 3.0
7. Must be unconditionally admitted.

	Sem. Hrs.
Core	25
PA 610 - Public and Administrative Law	3
PA 620 - Bureaucracy and Public Management	3
PA 625 - Public Budgeting and Finance	3
PA 640 - Theoretical Foundations of Public Administration	3
PA 641 - Ethics	3
PA 660 - Intergovernmental Relations	3
PA 690 - Public Administration Internship	1
SOC 615 - Sociological Research or PA 605 - Epistemology & Research Methodology	3
SOC 635 or MNGT 600 - Survey of Mngt. and Org. Behavior	3

Completion of one of the following three options (nine hours):

Option in Non-Profit Management and Community Development

PA 655 - Community Development	3
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Choose Two of the Following:

CIS 650 - Innovation, Tech, and Organizational Change	3
RAPP 610 - Ideology and Policy Development in Appalachia	3
RAPP 611 - Spatial Analysis	3
RAPP 620 - Economic Development	3
RAPP 630 - Graduate Seminar in Regional Analysis and Policy	3
RAPP 637 - Environmental Policy and Mngt.	3
RAPP 670 - Directed Research	3
RAPP 685 - Environmental Education	3

SOC 620 - Sociology of Education	3
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Option in Federalism and Public Affairs

PA 650 - Federalism Theory and Constitutional Law	3
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Choose Two of the Following:

GOVT 600 - Seminar: State and Local Government	3
PA 611 - Jurisprudence	3
PA 630 - Politics of Public Policy	3
PA 645 - Seminar in Founding Fathers and American Thought	3
PS 600 - Political Science Seminar	3
RAPP 610 - Ideology and Policy Development in Appalachia	3
RAPP 630 - Graduate Seminar in Regional Analysis and Policy	3
RAPP 670 - Directed Research	3
SOC 620 - Sociology of Education	3

Option in Homeland Security and Political Theory

PA 680 - Homeland Security Policy	3
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Choose Two of the Following:

PA 630 - Politics of Public Policy	3
PA 642 - Western Political Theory I	3
PA 643 - Western Political Theory II	3
PA 645 - Seminar in Founding Fathers & American Thought	3
PA 681 - American Diplomatic History	3
PS 600 - Political Science Seminar	3
RAPP 670 - Directed Research	3

Thesis/Capstone

Completion of one of two research options (6 credit hours):

1. Completion and defense of an approved thesis; PA 699 – Thesis or
2. Completion of a capstone course (PA 695 - Research Query) and an applied research project (RAPP 670 or 3 hours of additional coursework approved by student's advisory committee).

TOTAL HOURS REQUIRED 40

Dismissal from MPA

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

Student Competencies

1. Students will be actively engaged in research and learning exercises that will develop comprehensive understanding of the concepts and principles of public administration.
2. Students will become familiar with American government and public sector institutions and the processes that are responsible for the formation and execution of public policy.
3. Students will engage in learning exercises and research projects that will develop an understanding of the links between public

administration and organizational behavior, public sector management, intergovernmental relations, public finance, and governmental policy.

- Students will participate in courses, seminars, and learning exercises that will develop an understanding of the institutions and processes that are responsible for the formation and execution of public policy in sub-national governments.

Assessment Procedures

- Competencies in public administration theory, methods, analytical thinking and professional report writing are assessed in each course in the curriculum.
- Students are systematically assessed by their thesis or applied research committee and undergo a defense of their research.
- Program assessment also takes place through alumni surveys in conjunction with program reviews.

Environmental Education Endorsement

The Environmental Education Endorsement will provide in-service teachers and non-formal educators with skills and knowledge that will enhance their ability to teach higher-level thinking skills (including formal operations) across disciplines. The program is designed to provide applied, place-based examples and experiences that teachers can use when teaching facts and concepts in Math, Science, Social Studies, and English. The program is appropriate for teachers from pre-K through secondary levels; however, middle school teachers will especially benefit from learning hands-on activities appropriate to students entering that phase of their learning ability.

Students seeking the Fifth-Year, M.A. in Education, M.A. in Teaching, and the Rank I in elementary, middle grades, or secondary education may complete the Environmental Education Endorsement. Other certified teachers, students in the M.A. in Teaching program, and non-formal educators (for example, Park Naturalists, Interpretive Zoologists, etc.) enrolled at the graduate level are also eligible for this endorsement as an extended area of study. To obtain an Environmental Education Endorsement, students must complete 12 semester hours of course work that collectively meet the North American Association of Environmental Educators' "Guidelines for the Initial Preparation of Environmental Educators Standards." These courses may be taken as the Content/Specialization of the M.A. and Fifth-Year programs, M.S. programs, and the Professional Area of the Rank I program.

Admission Requirements

- General admission to graduate study.
- Standard or provisional teaching certification or a statement of eligibility for teaching. Those students seeking to develop expertise in the area of Environmental Education will be able to take courses, but it cannot be used for initial teacher certification.
- A minimum of 2.75 undergraduate GPA.
- Interview by faculty and/or professional staff associated with the Environmental Education Center.

Required Coursework

	Sem. Hrs.
Core	6
RAPP 685 - Advanced Environmental Education	3
RAPP 637 - Environmental Policy and Management	3

Elective Courses

Choose one elective from Group A and one elective from Group B

Group A

AGR 612 - Conservation Workshop	3
BIOL 654 - Environmental Education	3
BIOL 683 - Special Workshop Topic (if approved by advisor)	3

Group B

SCI 676 - Research Problems	3
BIOL 635 - Advanced Ecology	3
BIOL 636 - Wetland Ecology and Management	3
GEO 605 - Conservation and Natural Resources	3

Total Hours Required **12**

Student Competencies

- Students will construct a basic understanding of the goals, theory, practice, and history of the field of environmental education.
- Students will be competent in the skills and understandings related to environmental literacy, including knowledge of environmental processes and systems, and skills related to questioning, analysis, and personal and civic responsibility.
- Students will be able to combine the fundamentals of high quality educational practices with the unique features of environmental education to design and implement effective instruction.
- Students will be able to engage learners in open inquiry and investigation, especially when considering environmental issues that are controversial and require students to seriously reflect on their own and others' perspectives.
- Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.

Assessment Procedures

- Students must obtain a grade of at least "B" in the core courses and maintain an overall 3.0 GPA in the endorsement course work.
- Upon completion of the coursework, candidates are required to complete the implementation and summation of a 40-hour Environmental Education learning unit and pass a multiple choice exit examination.
- Professional Portfolio and/or presentation.

Requirements for the Endorsement

- Must be admitted to MSU's graduate program.

2. Students are required to apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive exam.
3. The student is required to complete the implementation and summation of a 40-hour Environmental Education learning unit.
4. Student must obtain a cumulative 3.0 GPA.
5. Successful completion of 12 hours of approved graduate credits.
6. Professional portfolio and/or presentation.
7. The student must apply for graduation in the Graduate Office, 701 Ginger Hall, at the beginning of the semester in which he/she anticipates completion.

College of Education

(606) 783-2040
100 Ginger Hall

Departments

Early Childhood, Elementary, and Special Education
Middle Grades & Secondary Education
Foundational & Graduate Studies in Education

Department of Early Childhood, Elementary, and Special Education

(606) 783-2598
301A Ginger Hall

Faculty

M. Decker, D. Grace, S. Hawkins, K. Hazler, J. Knoll (Chair), E. McLaren, A. Miller, T. Miller, D. Peterson, E. Schack, M. Schack, M. Shon, D. Spoelker, M. Willis

Degrees

Master of Arts in Teaching - Special Education (LBD or MSD)

Important Notice Regarding Changes in Graduate Programs for Teachers

Current students and applicants interested in all Rank II (masters and fifth year) programs for Kentucky teachers should note that the Kentucky Education Professional Standards Board has mandated the following:

Candidates already admitted to master's in Elementary P-5, master's in Elementary 5-9, master's in Reading/Writing, master's in Secondary 8-12, master's in Special Education fifth year in Elementary P-5, fifth year in elementary 5-9, or fifth year Secondary must complete the program by **the end of the Fall 2012 semester**. Students who do not complete by the deadline will be required to transfer into one of the new programs. Because of the extensive revisions required in the new programs, there is no guarantee that all courses taken in the old program will apply to the new programs.

Note: this time limit supersedes the university regulation that provides 10 years in which to complete a program.

Check with the Dean of the College of Education at (606) 783-2040 or the Department of Foundational and Graduate Studies at (606) 783-2261 for current information on the status of these program changes.

Master of Arts in Teaching (MAT) - Special Education

The Master of Arts in Teaching - Special Education will lead to certification in Learning and Behavior Disorders (LBD) or Moderate and Severe Disabilities (MSD). This program will be

limited to 30 candidates in each annual cadre. Candidates will be ranked for admission based on the cumulative evaluation of criteria listed in the admission requirements. A detailed program information and application packet may be obtained by contacting the department in 401 Ginger Hall, (606) 783-2859.

Admission Requirements

1. Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.5 on a 4.0 point scale.
2. Submission of a graduate application form and an MAT in Special Education application.
3. Conditional admission requires either:
 - a. an undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours) with an ACT score of 21, **or**
 - b. an admission index (GRE verbal + GRE quantitative) x GPA of at least 2050.
4. For unconditional admission and eligibility for temporary provisional certification, students must submit:
 - a. Criminal background check by the Kentucky State Police.
 - b. Three letters of recommendation from employment supervisors (at least one required), former instructors, or professional educators that can speak to candidate's work ethic, professionalism, interpersonal skills, and other similar personal attributes.
 - c. One-page single spaced personal statement addressing related experience and motivation for becoming a special education teacher.
 - d. Documentation of successful completion of the three required foundation courses (EDSP 601, EDUC 618, EDEL 627) or equivalent courses.
 - e. The results of the Graduate Record Examination leading to an admission index (GRE verbal + GRE quantitative) x GPA of at least 2050 and demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest.
5. Review of all submitted material and selection for admission to the annual cadre by the program faculty once a year in March.

Requirements for the Degree

1. Must be unconditionally admitted.
2. A minimum cumulative GPA of 3.0 is required on all graduate coursework and no credit is allowed for a mark below "C."
3. Submission and review of a program completion portfolio demonstrating proficient performance on the Kentucky New Teacher Standards.
4. Must file an application for degree completion no later than the beginning of the semester during which they plan to complete their requirements.

- Students must successfully pass all PRAXIS Specialty test(s) prior to the KTIP experience and degree completion. Scores for the approved tests can be obtained at www.kyepsb.net.

Other Program Procedures and Requirements

- If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.
- Once accepted into the MAT program, candidates seeking employment in a public/private school may secure, along with the school district and the MSU Master of Arts in Teaching Program, a Temporary Provisional Certificate. Candidates may accomplish this by completion of a TC-TP form available at the school system where employment is desired. The candidate completes pages 1 and 3 and then must obtain signatures of the school district superintendent and the MSU MAT Coordinator. Finally, the form is submitted to the Education Professional Standards Board for processing.
- Students who are not employed as full-time teachers must be available for supervised field experience in public schools for a minimum of two semesters.
- No credit by correspondence may be applied toward completion of M.A.T.
- Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective program(s).
- Students employed via Temporary Provisional Certification whose employment is terminated by the employing district for unethical practices will be suspended from the program until the Education Professional Standards Board (EPSB) rules on the district's allegation. When a decision is rendered, the student will either be expelled or reinstated, based on EPSB's ruling.

Foundation Courses

	Sem. Hrs.
*EDSP 601 - Survey of Exceptional Children	3

(If the course was taken more than three years ago, the candidate will be required to take the online module on special education due process procedures available through the Kentucky EPSB).

EDF 610, EDF 611, EDF 680 or EDIL 628	3
*EDEL 627 - Reading in the Elementary School	3
*EDUC 618 or MATH 631	3

**Required for unconditional admission to the annual cadre.*

Core Special Education

EDSP 610 - Foundations of Effective Practice in Special Education	9
EDSP 611 - Seminar: Educating Students with Disabilities I	3
EDSP 612 - Seminar: Educating Students with Disabilities II	3
EDSP 613 - Advanced Topics in Effective Practice in Special Ed.	9
EDUC 650 - Supervised Practice in Teacher Education I	6
EDUC 651 or EDSP 675	6
EDF 600 - Research Methods in Education	3

Candidates will select either LBD or MSD

LBD

EDSP 614 - Designing, Delivering, and Managing Instruction of Students with Learning & Behavior Disorders I	3
EDSP 615 - Designing, Delivering, and Managing instruction of Students with Learning & Behavior Disorders II	3

MSD

EDSP 616 - Designing, Delivering, and Managing Instruction of Students with Moderate & Severe Disabilities I	3
EDSP 617 - Designing, Delivering, and Managing Instruction of Students with Moderate & Severe Disabilities II	3

Certification

Upon successful completion of EDSP 610 and EDSP 614 or EDSP 616 candidates will be eligible for employment by Kentucky schools with a Temporary Provisional Certificate. Under this circumstance most, if not all, program candidates will be employed as full-time teachers during the year in which they are enrolled in EDUC 650/651 and EDSP 611/612.

Certification in Learning and Behavior Disorders or Moderate and Severe Disabilities

(for teachers already certified in another area of special education)

Admission Requirements

Program admission requirements are based on state requirements for entrance to a teacher education/alternative track program as well as common elements for MSU teacher education programs.

These requirements include:

- Completion of a prior program at either the graduate or undergraduate level leading to certification as a special education teacher.
- Submission of a Graduate Application Form.
- Submission of three letters of recommendations that can speak to proficiency as a teacher.
- Submission of teaching portfolio which demonstrates a candidate's effective delivery of instruction as gauged against the Kentucky New Teachers Standards.
- Possess a cumulative GPA of at least 2.5 on a 4.0 scale in the applicant's prior certification program.
- Possess an admission index (GRE verbal + quantitative x GPA) of at least 2050.
- Demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest of the GRE.
- At the time a candidate is conditionally admitted (i.e., when they submit evidence that they meet the basic requirements of GPA and GRE scores) they will be assigned an advisor who will review their prior course work and develop an individualized

program plan. At the time of unconditional admission a program plan will be filed with the graduate office.

in Ginger Hall room 801. For second degree completion, contact the Registrar's Office in Ginger Hall room 201.

	Sem. Hrs.
Program Requirements	15-33
Methods: Common Core	0-18
EDSP 610 - Foundations of Effective Practice in Special Ed	3-9
EDSP 613 - Advanced Topic in Effective Practice in Special Ed	3-9
Candidates will select either option A or B:	
Option A: Specialization in Learning and Behavior Disorders	6
EDSP 614 - Designing, delivering, and managing instruction of students with learning and behavior disorders I (Summer A)	3
EDSP 615 - Designing, delivering, and managing instruction of students with learning and behavior disorders II (Summer B)	3
Option B: Specialization in Moderate and Severe Disabilities:	6
EDSP 616 - Designing, delivering, and managing instruction of students with moderate and severe disabilities I (Summer A)	3
EDSP 617 - Designing, delivering, and managing instruction of students with moderate and severe disabilities II (Summer B)	3
Practicum	9
EDSP 611 - Seminar: Educating Students with Disabilities I	3
EDSP 675 - Practicum in Special Education	6
Certification: Upon completion of EDSP 610 and EDSP 614 or EDSP 616 candidates will be eligible for employment by Kentucky Schools with a Temporary Provisional Certification.	

Upon completion of EDSP 675, EDSP 613, and EDSP 615 or EDSP 617, and successful completion of the required PRAXIS Examinations, candidates will be eligible for provisional certification and submission of teaching portfolio, which demonstrates a candidate's effective delivery of instruction as gauged against the Kentucky Teacher Standards.

P-5 Certification

(for teachers currently certified in another area)

If you hold certification in another area and wish to pursue certification for P-5, follow the steps listed below:

1. Apply for admission in Enrollment Services. The online application can be found at: www.moreheadstate.edu.
2. Students may select certification or a second bachelor's degree. Upon completion of the application process, the student will be assigned an advisor.
3. The program evaluation can be downloaded from the programs section on the Web site at: <http://www.moreheadstate.edu/>.
4. Once the coursework and appropriate Praxis exams are successfully completed, contact the Educational Services Unit

Department of Middle Grades & Secondary Education

201 Laughlin Health Building
(606) 783-2180

Faculty

L. Fitzgerald (Chair), J. Fernandez, K. Lafferty, D. Lambert, S. Lindsey, L. Lennex, R. Lockhart, S. Riegle, K. Sharp, M. Sims, K. Warsame

Degrees

- 5-9 Certification
- Master of Arts in Teaching - Middle Grades
- Master of Arts in Teaching - Secondary

5-9 Certification

(For teachers currently certified in another area)

If you hold certification in another area and wish to pursue certification for 5-9, follow the steps listed below:

1. Apply for admission in Enrollment Services. The online application can be found at: www.moreheadstate.edu.
2. You may select certification or a second bachelor's degree. Upon completion of the application process you will be assigned an advisor.
3. The program evaluation can be downloaded from the programs section on the Web site at: <http://www.moreheadstate.edu/>.
4. Once the coursework and appropriate PRAXIS exams are successfully completed, contact the Educational Services Unit in Ginger Hall room 801. For second degree completion, contact the Registrar's Office in Ginger Hall room 201.

Master of Arts in Teaching Programs (MAT)

The Master of Arts in Teaching Program is designed to provide candidates, who have attained a bachelor's degree, the opportunity to achieve certification and a master's degree while employed via Temporary Provisional Certification. The curriculum is rigorous and intentionally designed to address state and national standards, with the major focus being that of providing quality teachers to fill posted vacancies in Kentucky public/private schools. Instruction, mentoring and coaching are emphasized in all programs as key to assisting candidates with professional growth.

Students employed via Temporary Provisional Certification whose employment is terminated by the employing district for cause may be suspended from the program until the Education Professional Standards Board (EPSB) rules on the district's allegation(s). Following EPSB's decision, the student may either be suspended from or reinstated in the MAT Program.

Master of Arts in Teaching (MAT) – Health and/or Physical Education P-12

This program is primarily designed to provide individuals who have earned an undergraduate degree in an academic area related to Health and/or Physical Education and who may have work experience in that field with an opportunity to earn a teaching certificate while working on a master's degree.

Admission Requirements

1. Submit an application for Graduate Study, official transcripts test scores ACT 21 or GRE 750 or Pass specialty area required PRAXIS exam(s) to Enrollment Services and Undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours), or an admission index (GRE verbal + GRE Qualitative) x Undergraduate GPA of at least 2050.
2. Complete and submit an MAT Application (including copy of transcripts and test scores) to the MAT Office.
3. Complete an entrance interview with an MAT advisor.
4. Baccalaureate degree must be from an accredited institution and may be a major in the content area or a related content area; or when there is a concentration of coursework in the major or the content area faculty or chair may review and approve.
5. Documentation of work experience in the field, when appropriate.

Eligibility to enroll in coursework

Candidates may enroll in classes required for the Master of Arts in Teaching Health and/or Physical Education Program when they have fulfilled all of the admission requirements.

Eligibility to Continue in the Program

The following conditions must be met to determine eligibility to continue taking courses for credit toward the MAT degree:

1. Successfully completed all required PRAXIS content area exams.
2. Achieved and maintained a minimum cumulative GPA of 3.0 on a 4.0 scale.

Each candidate's transcript will be reviewed when:

Track A candidates (under contract in public school) complete two semesters of coursework and

Track B candidates (not under contract in a public school) complete 12 credit hours of coursework.

Exit Requirements

Candidates must:

1. Have maintained a cumulative GPA of 3.0; no credit is awarded when the grade earned is below a "C".
2. Successfully complete the Supervised Teaching Experience courses (EDUC 650 and 651).
3. Pass the Praxis Specialty area exam(s) in the content major prior to the KTIP experience. Students must pass the Principles of Teaching and Learning exam (PLT) and the Praxis Specialty exams for degree completion.

4. Successfully complete program-required portfolio (EDUC 650 and EDUC 651).
5. Students must file an application for degree completion in the Graduate Office, no later than the beginning of the semester during which they plan to complete all degree requirements.

Other Program Procedures and Requirements

1. Once accepted into the MAT program candidates seeking employment in a public/private school may secure, along with the school district and the MSU Master of Arts in Teaching Program, a Temporary Provisional Certificate. Candidates may accomplish this with the completion of a TC-TP form available at the school system where employment is desired. The candidate completes pages 1 and 3 and then must obtain signatures of the school district superintendent and the MST MAT Coordinator. Finally the form must be submitted to the Education Professional Standards Board.
2. Candidates who are not employed as full-time teachers must be available for supervised student teaching in a public school for a minimum of two semesters.
3. No credit will be given toward completion of required coursework for any MAT Program for correspondence courses.
4. Candidates who fall below a 3.0 GPA will be placed on probation. Candidates on probation will be allowed to repeat MAT required courses or to take graduate courses that do not count for credit in the MAT Program to raise their GPA to a 3.0. If after that semester candidates fail to achieve a 3.0 GPA they will be dropped from the MAT Program.
5. Candidates employed via Temporary Provisional Certification whose employment is terminated by the employing district for unethical practices will be suspended from the MAT Program until the Education Professional Standards Board (EPSB) rules on the district's allegation. When a decision is rendered, the candidate will either be expelled from or reinstated in the program, based on EPSB's decision.

Program Entrance and Design Interview

The selection of course requirements will occur in conjunction with the applicant/student, Coordinator of the MAT Programs, and the academic department chair or designee of the chair of the Health, Wellness, and Human Performance Department in the College of Science & Technology. During this meeting an agreement will be reached about the course work the student must complete to fulfill the MAT Program requirements (Prerequisites, Professional Education, Required Supervised Teaching and Content Area Studies). At the end of this meeting the written check sheet will be produced and must be signed by the student and the attending content and content area representative.

Sem. Hrs.

Professional Education	17-18
EDF 610 - Advanced Human Growth and Development	3
EDF 611 - Adolescent Development or EDEL 640 - Contemporary Inst. Practices P-9 or	
EDSE 633 - Effective Classroom Instruction	3
PHED 612 - Program Design,	3

Implementation, and Assessment (Required)	
HPS 610 - Readings and Seminar or EDEL 677 - Reading in the Content Area	3
EDUC 652 - Applied Classroom Practice Modules I (required)	2
EDUC 653 - Applied Classroom Practice Modules II (required when recommended by MSU Supervisor)	1
*EDSP 601 - Survey of Exceptional Children or EDF 680 - History and Philosophy of Education	3

Total Hours 17 - 18

**This course is required when student has not successfully completed at least one course in the area of Special Education. The need to take this course will be determined at the Program Entrance and Design Interview.*

Supervised Clinical Practice 12

EDUC 650 - Supervised Practice in Stud. Teaching I	6
EDUC 651 - Supervised Practice in Stud. Teaching II	6

Total Hours 12

Content Area 6

Total Hours Required 35-36

Master of Arts in Teaching (MAT) - Middle Grades 5-9

The Master of Arts in Teaching will lead to certification in the Middle Grades with an area of specialization in English, Mathematics, Science, or Social Studies.

Admission Requirements:

1. Submit an application for Graduate Study, official transcripts, and test scores ACT 21 or GRE 750 or pass content area required PRAXIS exam(s) to Enrollment Services and Undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours), **or** an admission index (GRE verbal + GRE Qualitative) x Undergraduate GPA of at least 2050.
2. Complete and submit an MAT Application (including copy of transcripts and test scores) to the MAT Office.
3. Complete an entrance interview with an MAT advisor.
4. Baccalaureate degree must be from an accredited institution and may be a major in the content area or a related content area; or when there is a concentration of coursework in the major the content area faculty or chair may review and approve.
5. Documentation of work experience in the field, when appropriate.

Eligibility to Enroll in MAT Middle Grades Program Coursework

Candidates are eligible to enroll in courses required for the MAT Middle Grades Program when they fulfill all of the admission requirements.

Eligibility to Continue in the Program

The following conditions must be met to determine eligibility to continue taking courses for credit toward the MAT Middle Grades Program. The student must have:

1. Successfully completed all required Praxis content area exams
2. Achieved and maintained a minimum GPA of 3.0 on a 4.0 scale

Each candidate's transcript will be reviewed when

Track A candidates (under contract in public school) complete two semesters of coursework and

Track B candidates (not under contract in a public school) complete 12 credit hours of coursework.

Exit Requirements

Candidates must:

1. Have maintained a GPA of 3.0; no credit is awarded when the grade earned is below a "C".
2. Successfully complete the Supervised Teaching Experience courses (EDUC 650 and 651).
3. Pass the Praxis Specialty Exam(s) in the content major prior to the KTIP experience. Students must pass the Principles of Teaching and Learning exam (PLT) and the Praxis Specialty Exams to be eligible for degree completion.
4. Successfully complete program-required portfolio (EDUC 650 and EDUC 651).
5. Students must file an application for degree completion in the Graduate Office, no later than the beginning of the semester during which they plan to complete all degree requirements.

Other Program Procedures and Requirements

1. Once accepted into the MAT program candidates seeking employment in a public/private school may secure, along with the school district and the MSU Master of Arts in Teaching Program, a Temporary Provisional Certificate. Candidates may accomplish this through the completion of a TC-TP form available at the school system where employment is desired. The candidate completes pages 1 and 3 and then must obtain signatures of the school district superintendent and the MST MAT Coordinator. Finally the form must be submitted to the Education Professional Standards Board.
2. Candidates who are not employed as full-time teachers must be available for supervised student teaching in a public school for a minimum of two semesters.
3. No credit will be given toward completion of required coursework for any MAT Program for correspondence courses.
4. Candidates who fall below a cumulative 3.0 GPA will be placed on probation. Candidates on probation will be allowed to repeat MAT required courses or to take graduate courses that do not count for credit in the MAT Program to raise their GPA to a 3.0. If after that semester candidates fail to achieve a 3.0 GPA, they will be dropped from the MAT Program.

5. Candidates employed via Temporary Provisional Certification whose employment is terminated by the employing district for unethical practices will be suspended from the MAT Program until the Education Professional Standards Board (EPSB) rules on the district's allegation. When a decision is rendered the candidate will either be expelled from or reinstated in the program, based on EPSB's decision.

Professional Core	17-18
EDF 610 - Adolescent Development	3
EDMG 636 - Middle school Curriculum (required)	3
EDEL 640 - Contemporary Inst. Practices P-9 or	
EDSE 633 - Effective Classroom Instruction	3
EDEL 677 - Reading in the Content Area or	
EDEL 628 - Materials and Methods in Reading Instruction or	
EDEL 626 - Investigations in Reading	3
EDUC 652 - Applied Classroom Practice Modules I (required)	2
EDUC 653 - Applied Classroom Practice Modules II (required when recommended by MSU supervisor)	1
*EDSP 601 - Survey of Exceptional Children or	
EDF 680 - History and Philosophy of Education	3

Total Hours **17-18**

** This course is required when student has not successfully completed at least one course in the area of Special Education. The need to take this course will be determined at the Program Entrance and Design Interview.*

Supervised Clinical Practice	12
EDUC 650 - Supervised Practice in Student Teaching I	6
EDUC 651 - Supervised Practice in Student Teaching II	6

Total Hours **12**

Content Area **6**

Total Hours Required **35-36**

Extending Certification

Students who complete the MAT in Middle Grades and wish to obtain certification in the same secondary content area must complete the following:

1. Submit graduate application for admission.
2. Must meet admission criteria.
3. Submit substitution forms if applicable.
4. Successfully complete EDSE 634.
5. Must successfully complete Praxis tests (PLT & Area).
6. Must apply for completion of the program.

Master of Arts in Teaching (MAT) - Secondary

This program is designed for individuals who have earned an undergraduate degree in Biology, Business, Chemistry, Earth

Science, English, French, Math, Physics, Social Studies, Spanish, or a closely related field. It offers an opportunity for candidates to earn Professional Teaching Certification while completing a Master of Arts in Teaching degree. The degree provides candidates who have been granted a Temporary Provisional Certificate with a mechanism for refining and demonstrating their teaching skills and competencies during participation in the MAT program.

A Master's degree with Professional Certification is the end result of successful completion of the Praxis Tests and the 36-hour program.

Admission Requirements

1. Submit an application for Graduate Study, official transcripts, and test scores ACT 21 or GRE 750 or pass content area required PRAXIS exam(s) to Enrollment Services and Undergraduate cumulative GPA of at least 2.75 on a 4.0 scale or an earned graduate GPA of 3.0 on a 4.0 scale (minimum of nine credit hours), **or** an admission index (GRE verbal + GRE Qualitative) x Undergraduate GPA of at least 2050.
2. Complete and submit a MAT Application (including copy of transcripts and test scores) to the MAT Office.
3. Complete an entrance interview with a MAT advisor.
4. Baccalaureate degree must be from an accredited institution and may be a major in the content area or a related content area; or when there is a concentration of coursework in the major, the content area faculty or chair may review and approve.
5. Documentation of work experience in the field, when appropriate.

Eligibility to enroll in coursework

Candidates may enroll in classes required for the Master of Arts in Teaching Secondary Education or Business or French or Spanish Program when they have fulfilled all of the admission requirements.

Eligibility to Continue in the Program

The following conditions must be met to determine eligibility to continue taking courses for credit toward the MAT degree:

1. Successfully completed all required Praxis content area exams.
2. Achieved and maintained a minimum GPA of 3.0 on a 4.0 scale.

Exit Requirements

Candidates must:

1. Have maintained a cumulative GPA of 3.0; no credit is awarded when the grade earned is below a "C."
2. Successfully complete the Supervised Teaching Experience courses (EDUC 650 and 651).
3. Pass the Praxis Specialty test(s) in the content major prior to the KTIP experience. Students must pass the Principles of Teaching and Learning exam (PLT) and the Praxis Specialty exams for degree completion.
4. Successfully complete program-required portfolio (EDUC 650 and EDUC 651).
5. Students must file an application for degree completion in the Graduate Office, no later than the beginning of the semester during which they plan to complete all degree requirements.

Other Program Procedures and Requirements

1. Once accepted into the MAT program candidates seeking employment in a public/private school may secure, along with the school district and the MSU Master of Arts in Teaching Program, a Temporary Provisional Certificate. Candidates may accomplish this through the completion of a TC-TP form available at the school system where employment is desired. The candidate completes pages 1 and 3 and then must obtain signatures of the school district superintendent and the MST MAT Coordinator. Finally the form must be submitted to the Education Professional Standards Board.
2. Candidates who are not employed as full-time teachers must be available for supervised student teaching in a public school for a minimum of two semesters.
3. No credit will be given toward completion of required coursework for any MAT Program for correspondence courses.
4. Candidates who fall below a 3.0 GPA will be placed on probation. Candidates on probation will be allowed to repeat MAT required courses or to take graduate courses that do not count for credit in the MAT Program to raise their GPA to a 3.0. If after that semester candidates fail to achieve a 3.0 GPA they will be dropped from the MAT Program.
5. Candidates employed via Temporary Provisional Certification whose employment is terminated by the employing district for unethical practices will be suspended from the MAT Program until the Education Professional Standards Board (EPSB) rules on the district's allegation. When a decision is rendered the candidate will either be expelled from or reinstated in the program, based on EPSB's decision.

Sem. Hrs.

Professional Core	17-18
EDF 611 - Advanced Human Growth and Development	3
EDSE 634 - Secondary School Curriculum (required)	3
EDSE 633 - Effective Classroom Instruction or EDEL 640 - Contemporary Inst. Practices	3
EDEL 677 - Reading in the Content Area or EDEL 628 - Materials and Methods in Reading Inst. or	
EDEL 626 - Investigations in Reading	3
EDUC 652 - Applied Classroom Practice Modules I (required)	2
EDUC 653 - Applied Classroom Practice Modules II (required when officially recommended by MSU supervisor)	1
*EDSP 601 - Survey of Exceptional Children or EDF 680 - History and Philosophy of Education	3
Total Hours	17-18
<i>* This course is required when a student has not successfully completed at least one course in the area of Special Education. The need to take this course will be determined at the Program Entrance and Design Interview.</i>	
Supervised Field Experience	12
EDUC 650 - Supervised Practice in Teacher Education I	6

EDUC 651 - Supervised Practice in Teacher Education II	6
Total Hours	12
Content Area graduate courses	6
TOTAL HOURS REQUIRED	35-36

Extending Certification

Students who complete the MAT in Secondary Education and wish to obtain certification in the same middle grade content area must complete the following:

1. Submit graduate application for admission.
2. Submit substitution forms if applicable.
3. Must successfully complete EDMG 636.
4. Must successfully complete one teaching methods course: EDEL 622, EDEL 623, ENG 612, MATH 631, SCI 691, or SCI 690.
5. Apply for completion of the program.

Foundational & Graduate Studies in Education

(606) 783-2261
503 Ginger Hall

Faculty

L. Aagaard, D. Abell, V. Ballesterio, D. Barnett (Chair), T. Conner, R. Hughes, M. Jones, B. Klecker, L. Nabb, D. Owen, T. Simpson, R. Skidmore, L. Spradlin, W. Staley, J. Templeton, M. Willis, W. Willis, R. Wallace, S. Wright

Degrees

Master of Arts in Adult and Higher Education
Master of Arts in Counseling
Master of Arts in School Administration
Master of Arts in Education - Teacher Leader
Master of Arts in Education (Education Technology)
Specialist in Education (Curriculum and Instruction, Adult and Higher Education, Counseling, and Instructional Leadership)

Non-Degree Programs

Rank I Program (Counseling, Education Technology, Special Education, Elementary Education, Secondary Education)
Director of Special Education
Instructional Computer Technology
Interdisciplinary Early Childhood Education

Leadership Certification Programs

Director of Pupil Personnel Services
Supervisor of Instruction, K-12
School Superintendent

Important Notice Regarding Changes in Graduate Programs for Teachers

Current students and applicants interested in all Rank II (master's and fifth year) programs for Kentucky teachers should note that

the Kentucky Education Professional Standards Board has mandated the following:

Candidates already admitted to a master's in elementary P-5, master's in Elementary 5-9, master's in Reading/Writing, master's in Secondary 8-12, master's in Special Education, fifth year in Elementary P-5, fifth year in 5-9, or fifth year Secondary must complete the program **by the end of the Fall 2012 semester**. Students who do not complete by this deadline will be required to transfer into one of the new programs. Because of the extensive revisions required in the new programs there is no guarantee that all courses taken in the old program will apply to the new programs.

Note: this time limit supersedes the University regulation that provides 10 years in which to complete a program.

Master of Arts in Adult and Higher Education

The Adult and Higher Education graduate program is designed to develop the capacity of individuals to plan, organize, and carry through a variety of education and service programs to meet adult learners' needs in postsecondary and adult continuing education institutions. The program is flexible insofar as students may plan their programs for preparation in teaching, administration, student personnel, or developmental studies. **This program is not approved for rank change for public school teachers.**

Admission Requirements

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.
3. A GRE score of 700 (verbal and quantitative) with a minimum verbal score of 350 or a 25 raw score (370-375 Scaled Score) on the Miller Analogies Test is required.
4. TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international students.

Requirements for the Degree

1. Satisfy the general degree requirements.
2. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.
3. All graduate students pursuing programs of study in the Foundational & Graduate Studies in Education must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.
4. Must be unconditionally admitted.
5. Completion of the following program:

Sem. Hrs.

Adult and Higher Education	15
EDAH 640 - Principles of Adult and Higher Education	3
EDAH 643 - Seminar in Higher Education or EDAH 688 - Seminar in Adult Education	3

EDAH 651 - Human Development in Adulthood	3
EDAH 653 - Program/Curriculum Development and Evaluation	3
EDF 600 - Research Methods in Education	3
Electives selected from the following	6
EDAH 641 - Academic and Administrative Problems in Higher Ed	3
EDAH 642 - Student Personnel in Higher Education	3
EDAH 650 - Developmental Education for Adult Students	3
Area of specialization (selected by student & Graduate Com.)	9
TOTAL HOURS REQUIRED	30

The area of specialization that will prepare the student for their chosen career may be from courses in any one of several disciplines. For example, students interested in counseling should take courses in the counseling area.

NOTE: Students may write a thesis in lieu of six hours of course work. Also, with approval, EDAH 670 - Directed Research, EDAH 676 - Directed Study, or EDAH 678 - Internship, may be substituted for up to three hours of regular course work. The program is designed to be completed in a minimum of 30 semester hours, but based on student need, additional credit hours may be required.

Competencies Required in the Program

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

Assessment Procedures

During the final semester of study, all students complete a comprehensive oral examination administered by two faculty members from Adult and Higher Education and one optional faculty member from the student's specialty area. The oral

examination usually lasts one hour and consists of questions from the committee members related to the total program of study. If the student's performance is deemed unsatisfactory, the oral examination may be repeated no sooner than two weeks after the initial examination.

Master of Arts in Counseling

The graduate program in counseling prepares people as school counselors and mental health counselors at the master's and Educational Specialist levels. At the master's level, students acquire core knowledge and clinical skills, which enable them to enter the profession of counseling. Graduates in the Educational Specialist programs develop advanced skills in clinical work and research. We strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of the College of Education at MSU.

Successful completion of the requirements leads to a Provisional Counseling Certificate grades P-12.

A student planning a career as a counselor in mental health is required by Kentucky law to complete the Ed.S. Program for the educational components to apply for licensure as a Licensed Professional Clinical Counselor.

Admission Requirements

1. General admission to graduate study.
2. A GRE score of 800 (verbal and quantitative) with a minimum verbal score of 350 or a raw score of 33 (385-390 Scaled Score) on the Miller Analogies Test is required.
3. TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international students.

Requirements for the Degree

1. Satisfy the general degree requirements.
2. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.
3. All graduate students pursuing programs of study in the Department of Foundational & Graduate Studies in Education must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who received grades of "C" in more than two graduate courses will be immediately dropped from his/her respective program.
4. Students are expected to adhere to the ethical standards and guidelines of the American Counseling Association, the American School Counselor Association, and/or the American Mental Health Counselors Association. Breach of ethical practices will result in dismissal from the program.
5. Students in practicum and advanced practicum are required to have personal liability coverage. Previously students have been allowed to use their professional association liability coverage (through KEA) in practicum and advanced practicum. This will no longer be allowed as these policies only cover their members in their regular work duties and not

specifically as a student counselor. The department will accept any personal professional liability insurance that specifically states it covers student counselors/counselors/in training in their role as a student counselor. An example of this would be Health Care Providers Service Organizations (www.hpso.com). If you have any questions contact any faculty member in the Counseling unit.

6. Must be unconditionally admitted.

7. Students must complete the following program requirements:

Sem. Hrs.

Counseling Core

EDGC 619 - Career Counseling	3
EDGC 620 - Psycho-Social & Multicultural Factors in Counseling	3
EDGC 656 - Introduction to Counseling	3
EDGC 665 - Philosophy and Practice of School Counseling	3
EDGC 666 - Theories of Counseling	3
EDGC 667 - Group Counseling	3
EDGC 668 - Legal and Ethical Issues in Counseling	3
EDGC 669 - Practicum in Counseling	3
EDGC 671 - Practices and Techniques in Counseling	3

Professional Education Core

EDF 600 - Research Methods in Education	3
EDF 610 - Advanced Human Growth and Development	3
EDGC 661 - Measurement Principles and Techniques	3

TOTAL HOURS REQUIRED 36

Academic Competencies

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

Clinical Competencies

1. Demonstrate the ability to utilize various theoretical formulations, interview techniques and appropriate psycho-educational instruments (EDGC 619, 661, 666, 667, and 669).
2. Demonstrate the ability to select and apply a variety of interventions in the conduct of professional counseling with a variety of clients and client problems (EDGC 619, 620, 666, 667, and 669).
3. Demonstrate the ability to select, administer, score and interpret a variety of psycho-educational instruments

appropriate for entry-level professional counselors (EDGC 661).

4. Demonstrate the ability to design and execute applied and action research projects for study in the field of counseling (EDF 600, EDGC 661).
5. Demonstrate appropriate, ethical, and professional interpersonal skills for both individual and group counseling as well as for consultation settings (EDGC 620, 656, 666, 667, and 669).

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

Assessment Procedures

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 retake the examination after consultation with their advisor. Failing to perform adequately on the second exit examination will result in a remediation plan for the student as developed by the program faculty. If after the remediation plan is completed and the student is unsuccessful in the third attempt at the exam, the student will be dismissed from the counseling program.

NOTE: Persons doing counseling outside of schools - pastors, social workers, and others - are expected to apply for the Ed.S in Counseling degree program. The Ed.S. program does not qualify the candidate for certification as a counselor in the public schools or lead to a rank change.

Master of Arts in School Administration

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

Admission Requirements

1. General admission to graduate study with the exception of GPA.
2. A GRE minimum combined score of 750 (verbal and quantitative) or a minimum 31 raw score (381-386 Scaled Score) on the Miller Analogies Test.
3. A baccalaureate degree in education from an accredited college or university.
4. A valid teaching certificate.
5. Must have a 3.2 cumulative GPA on all graduate work completed.
6. Three years of full-time teaching must be completed before the certification will be issued.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If a student has not become unconditionally admitted after completing 12 graduate hours, the student will not be permitted to register for additional hours.

3. Complete the test(s) required by the EPSB. Students must score (85%) on the Kentucky Principal's Test and (165) on the School Leaders Licensure Assessment.
4. Must maintain at 3.2 cumulative GPA on all graduate work completed.
5. Must be unconditionally admitted.
6. Must successfully complete an exit professional portfolio. (Portfolio must be submitted within the last six weeks of the semester in which program completion is expected.)**

Level 1	Sem. Hrs.
EDIL 601 - Introduction to School Leadership & Admin.	3
EDIL 610 - School Leadership Practicum	3
EDIL 618 - School Finance and Support Services	3
EDIL 628 - School Law & Ethics	3
EDIL 634 - Leadership for Human Resources Development in Schools	3
EDIL 650 - Leadership for School Program Improvement	3
TOTAL HOURS REQUIRED	18

Level 2	Sem. Hrs.
*EDF 600 - Research Methods	3
*EDGC 661 - Measurement Principles and Techniques	3
EDIL 619 - Technology and Best Practices for School Improvement	3
EDIL 637 - Leadership for School Program Collaboration	3
EDIL 647 - Leadership for School Community Relations	3
EDIL 669 - Leadership for School Problem Solving	3
TOTAL HOURS REQUIRED	18

**Should be taken prior to enrollment in Level 2 course work.*

****NOTE:** Upon completion of Level 1 coursework, successful completion of the testing requirements, and submission of an approved exit professional portfolio, students who already have an appropriate master's degree will be recommended for the Statement of Eligibility for Provisional Certification for Instructional Leadership - Principal, grades K-12, Level 1. Upon completion of Level 1 and 2 coursework and an exit professional portfolio, those students who already have an appropriate master's degree and 60 graduate hours, will be eligible for Rank I after passing the School Leaders Licensure Assessment and Kentucky Principal's Test.

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

Program Completion

1. Students must file for completion at the beginning of their last semester. Forms are available in the Graduate Office or online at www.moreheadstate.edu/graduate or <http://www.moreheadstate.edu/graduate>.
2. Students must provide the Graduate Office with copies of successful scores on the Kentucky Principal's Test and the School Leaders Licensure Assessment.

3. Students must have a cumulative 3.2 GPA.

The Master of Arts in Education - Teacher Leader Program

MSU has been redefining its educator preparation programs for the last few years. A large portion of this redefinition has resulted in the Master of Arts in Education - Teacher Leader (TL) Program. The program provides strong leadership training for candidates who choose to serve as classroom teachers throughout their professional careers. The TL program allows candidates to hone skills to serve as resource teachers, consultants, committee chairs, and instructional leaders among their peers in their schools and districts. For those seeking to be leaders in their own schools and districts, the program prepares candidates to pursue opportunities beyond their own classroom and to focus on skills needed to leverage both internal and external resources that influence student achievement. An underlying philosophy of the program is that student learning is enhanced when schools are filled with instructional leaders who understand and model effective teaching and learning practices and who are able to mentor others to become more effective leaders.

Master of Arts in Education - Teacher Leader Middle Grades 5-9

Admission Requirements

1. An acceptable admission index by meeting any of the following
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum)
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum)
 - c. The test requirement is waived for candidates who have successfully completed a master's degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours, the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate
<http://www.moreheadstate.edu/graduate>.

3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Middle Grades	12
EDMG 636 - Middle School Curriculum	3
EDEL 677 - Reading in the Content Area	3
Two of the following depending upon area of certification:	
EDEL 623 - Advanced Language Arts	3
EDEL 622 - Advanced Social Studies Instruction	3
EDUC 618 - Teaching Mathematics for Diverse Learners	3
SCI/MATH 619 - Advanced Integrated Math and Science for Teachers	3
Total Hours Required	30

NOTE: The Teacher Leader Master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program, the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Designs and conducts professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual

presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Gifted Education

Admission requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
 2. A teaching certificate or statement of eligibility
 3. An approved professional growth plan signed by school supervisor. (*If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan.*)
- Students not meeting these requirements may apply under the alternate admission plan*

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.

5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Gifted Education	12
EDSP 641 - Conceptions and Identification of Gifted Children and Youth	3
EDSP 642 - Meeting Individual Needs of Gifted Children & Youth	3
EDSP 643 - Teaching the Gifted Student	3
EDSP 645 - Practicum in Gifted Education	3
Total Hours Required	30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (e), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].

9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Educational Technology

Admission requirements

- An acceptable admission index by meeting any of the following:
 - GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - The test requirement is waived for candidates who have successfully completed a master's degree.
- A teaching certificate or statement of eligibility.
- An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan)*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

- Satisfy general degree requirements.
- Apply for graduation in the Graduate Office, 701 Ginger Hall or access the form online at www.moreheadstate.edu/graduate
- Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
- Successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
- If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Educational Technology	15
EDUC 621 - Technology for the 21st Century Teacher	3
EDUC 680 - Introduction to Instructional Design & Technology	3
EDUC 611 - Introduction to Action Research & Grant Writing	3
EDUC 628 - Technology, Education, & Culture: From the Alphabet to the Internet	3
<i>Select one of the following courses:</i>	<i>3</i>
<i>EDUC 688, EDUC 625, EDUC 685, CIS 634, or CIS 650</i>	
Total Hours Required	33

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

- Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
- Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
- Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
- Gain experience in content knowledge (within areas of specialization).
- Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
- Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
- Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
- Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
- Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
- Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
- Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
- Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
- Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
- Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].

15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Reading/Writing Endorsement National Board Certification Option

Admission requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.

2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Reading/Writing Endorsement	15
EDEL 626 - Investigations in Reading	3
ENG 608 - Writing Project	3
ENG 609 - Writing Project	3
EDEL 625 - Foundations in Language Development	3
EDEL 677 - Reading in the Content Areas	3

National Boards	9
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EDUC 603 - Assessment of Students
Planning Units (transferred in from NBC)
Classroom Community (transferred in from NBC)

Total Hours Required **36**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Reading/Writing Endorsement Non National Board Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
 2. A teaching certificate or statement of eligibility.
 3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*
- Students not meeting these requirements may apply under the alternate admission plan.*

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Reading/Writing Endorsement	21
EDEL 626 - Investigations in Reading	3
ENG 608 - Writing Project	3
ENG 609 - Writing Project	3
EDEL 624 - Practicum in Reading	3
EDEL 625 - Foundations in Language Development	3
EDEL 662 - Assessment in Reading	3
EDEL 677 - Reading in the Content Area	3
Total Hours Required	33

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent

courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader English

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at

www.moreheadstate.edu/graduate
http://www.moreheadstate.edu/graduate.

3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

English **12**

Note: Candidates must be approved to participate in the Morehead Writing Project Summer Institute to register for the following two courses:

ENG 608 - Writing Project Summer Institute	3
ENG 609 - Writing Project Summer Institute	3
ENG 612 - Theories of Teaching Writing	3
Elective - Graduate English course approved by advisor	3

Total Hours Required **30**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].

6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all

members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader School Community Leader National Board Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
 2. A teaching certificate or statement of eligibility.
 3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*
- Students not meeting these requirements may apply under the alternate admission plan.*

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

School Community Leader	12
EDIL 621 - Research for the Instructional Leader	3
EDIL 622 - Understanding Professional Responsibilities	3
EDIL 623 - Coaching & Mentoring for Improved Results	3
EDIL 624 - Designing & Implementing High Quality Professional Development	3

National Boards	9
EDUC 603 - Assessment of Students Planning Units (transferred in from NBC)	3
Classroom Community (transferred in from NBC)	

Total Hours Required **36**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance.

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].

10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader School Community Leader Non National Board Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of	3

Learning	
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first twelve hours of graduate study.</i>	

Area of Specialization

School Community Leader	12
EDIL 621 - Research for the Instructional Leader	3
EDIL 622 - Understanding Professional Responsibilities	3
EDIL 623 - Coaching & Mentoring for Improved Results	3
EDIL 624 - Designing & Implementing High Quality Professional Development	3
Total Hours Required	30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].

14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Interdisciplinary P-5 Specialization

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).

- c. The test requirement is waived for candidates who have successfully completed a master's degree.
 2. A teaching certificate or statement of eligibility.
 3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*
- Students not meeting these requirements may apply under the alternate admission plan.*

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate.
<http://www.moreheadstate.edu/graduate>
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Interdisciplinary P-5 Specialization	12
<i>The following two courses are required:</i>	
EDEL 627 - Reading in the Elementary School	3
MATH 631 - Problem Solving for the Elementary Teacher	3
<i>Choose two courses from the following:</i>	

EDEL 622 - Social Studies in Today's Elementary Schools	3
EDEL 623 - Advanced Language Arts for the Elementary Teacher	3
EDEL 629 - Literature Across Curriculum	3
SCI 690 - Advanced Science for the Elementary School Teacher	3

Total Hours Required 30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].

17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Business & Marketing Content Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
 2. A teaching certificate or statement of eligibility.
 3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*
- Students not meeting these requirements may apply under the alternate admission plan.*

While enrolled in ECTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*ECTL 601 - Leadership and Decision Making	3
*ECTL 602 - Education in Context	3
*ECTL 603 - Research and Teacher Leadership	3
ECTL 604 - Collaboration for Teachers	3
ECTL 605 - Developmental Analysis of Learning	3
<i>*ECTL 601, ECTL 602 & ECTL 603 must be completed within the first 12 hours of graduate study.</i>	

Area of Specialization

Business & Marketing	12
The following course is required:	
BIS 621 - Instructional Innovations in Business & Information Technology Education	3
An additional 12 hours selected from the following courses:	
BIS 630 - Managerial Communications	3
MKT 650 - Marketing Administration	3
MNGT 661 - Human Resource Topics	3
MNGT 665 - Organizational Behavior	3
FIN 660 - Financial Management	3
ECON 661 - Managerial Economics	3
Total Hours Required	30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains critical performance (CP).

1. Be leaders in their schools and districts [ECTL 601 (A), ECTL 602 (D), ECTL 604 (D), ECTL 605 (D), ECTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [ECTL 601 (D), ECTL 603 (A), ECTL 605 (CP), ECTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [ECTL 602 (E), ECTL 603 (E), ECTL 604 (E), ECTL 605 (D), ECTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [ECTL 601 (E), ECTL 602 (E), ECTL 605 (CP), ECTL 606 (E)].
6. Support P-12 student achievement in diverse settings [ECTL 601 (A), ECTL 602 (E/A), ECTL 603 (E), ECTL 604 (A), ECTL 605 (D/E), ECTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [ECTL 601 (A), ECTL 606 (CP)].
8. Designs and plans instruction [ECTL 602 (D), ECTL 604 (A), ECTL 605 (D), ECTL 606 (CP)].
9. Creates and maintains a learning climate [ECTL 601 (CP), ECTL 602 (E), ECTL 604 (E), ECTL 605 (E), ECTL 606 (E)].
10. Implements and manages instruction [ECTL 604 (A), ECTL 606 (E)].
11. Assesses and communicates learning results [ECTL 601 (A), ECTL 602 (D), ECTL 604 (A), ECTL 605 (E/A), ECTL 606 (A)].
12. Demonstrates the implementation of technology [ECTL 601 (E), ECTL 606 (A)].
13. Reflects on and evaluates teaching and learning [ECTL 601 (A), ECTL 602 (D/E), ECTL 603 (A), ECTL 604 (A), ECTL 605 (CP), ECTL 606 (D)].
14. Collaborates with colleagues, parents, and others [ECTL 601 (A), ECTL 602 (D/E), ECTL 603 (A), ECTL 604 (CP), ECTL 606 (D)].
15. Evaluates teaching and implements professional development [ECTL 601 (E), ECTL 602 (E), ECTL 604 (D), ECTL 605 (E), ECTL 606 (E)].
16. Provides leadership within school, community, and profession [ECTL 601 (D), ECTL 602 (E), ECTL 603 (A), ECTL 604 (D), ECTL 605 (D), ECTL 606 (D)].
17. Design and conduct professionally relevant research projects [ECTL 602 (D), ECTL 603 (CP), ECTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be

involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Business & Marketing Technology Option

Admission requirements

- An acceptable admission index by meeting any of the following:
 - GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - The test requirement is waived for candidates who have successfully completed a master's degree.
- A teaching certificate or statement of eligibility.
- An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

- Satisfy general degree requirements.
- The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate.
<http://www.moreheadstate.edu/graduate>
- Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
- Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
- If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Business & Marketing **12**

The following course is required:

BIS 621 - Instructional Innovations in Business & Information Technology Education 3

An additional 12 hours selected from the following courses:

BIS 630 - Managerial Communications 3

BIS 640 - Research Strategies in BIS 3

CIS 625 - Web Information Systems & Internet Technologies 3

CIS 636 - Global Information Systems 3

CIS 650 - Innovation, Technology, and Organizational Change 3

Total Hours Required **30**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes competencies for the Teacher Leader program and the course(s) in which each competency is discussed

(D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would

improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Social Studies Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. (*If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan.*)

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.

- The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
- Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
- Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
- If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

Social Studies

12

Note: Courses selected must align with candidate's professional growth and career goals

HIS 600 - Special Class	3
HIS 610 - American Biography	3
HIS 680 - History for Teachers	3
GEO 600 - Political Geography	3
GEO 602 - Geographic Factors and Concepts	3
GEO 605 - Conservation of Natural Resources	3
GEO 615 - Urban Geography	3
GEO 680 - Geography for Teachers	3
GOVT 600 - Seminar on State and Local Government	3
GOVT 605 - Environmental Law and Policy	3
GOVT 680 - Government for Teachers	3
ECON 600 - Survey of Economics	3
ECON 690 - Economic Education for Teachers	3

Total Hours Required **30**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

- Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
- Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
- Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
- Gain experience in content knowledge (within areas of specialization).
- Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
- Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
- Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
- Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
- Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
- Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
- Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
- Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
- Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
- Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
- Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
- Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
- Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent

courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader IECE Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at

www.moreheadstate.edu/graduate
<http://www.moreheadstate.edu/graduate>.

3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
5. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

IECE **21**

The following courses are required:

EDEC 600 - Workshop (Special Topics)	3
EDEC 627 - Preschool Child	3
EDEC 637 - Early Childhood Education	3
EDSP 605 - Programs for Young Handicapped Children	3
IECE 615 - Parents of Young Children	3

The following courses are required for IECE certification:

IECE 657 - Interdisciplinary Early Childhood Education Professional Assessment	3
IECE 658 - Interdisciplinary Early Childhood Education Professional Assessment (continued)	3

Total Hours Required **36**

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list included the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].

4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the

Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader IECE Non IECE Certification Option

Admission Requirements

1. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - b. Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - c. The test requirement is waived for candidates who have successfully completed a master's degree.
2. A teaching certificate or statement of eligibility.
3. An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan

While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate <http://www.moreheadstate.edu/graduate>.
3. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.

5. If a student has not become unconditionally admitted after completing twelve graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Area of Specialization

IECE	15
<i>The following courses are required:</i>	
EDEC 600 - Workshop (Special Topics)	3
EDEC 627 - Preschool Child	3
EDEC 637 - Early Childhood Education	3
EDSP 605 - Programs for Young Handicapped Children	3
IECE 615 - Parents of Young Children	3
Total Hours Required	30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].

10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Master of Arts in Education - Teacher Leader Special Education

**EDTL 601, EDTL 602 & EDTL 603 MUST be taken
within the first 12 hours of graduate study.*

Admission Requirements

- An acceptable admission index by meeting any of the following:
 - GRE score (verbal + quantitative) X undergraduate GPA = 2050 (minimum).
 - Miller Analogies Test (MAT) Scaled Score X undergraduate GPA = 980 (minimum).
 - The test requirement is waived for candidates who have successfully completed a master's degree.
- A teaching certificate or statement of eligibility.
- An approved professional growth plan signed by school supervisor. *(If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan).*

Students not meeting these requirements may apply under the alternate admission plan.

While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

- Satisfy general degree requirements.
- The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate
<http://www.moreheadstate.edu/graduate>.
- Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
- Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
- If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3

Area of Specialization

Special Education	12
EDSP 621 - Operation of Special Education Programs	3
EDSP 630 - Universal Design for Learning	3
EDSP 631 - Advanced Behavior Management	3
EDSP 632 - Applied Research in Special Education	3
Total Hours Required	30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

- Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
- Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
- Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
- Gain experience in content knowledge (within areas of specialization).
- Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
- Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
- Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
- Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
- Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
- Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
- Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
- Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
- Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
- Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
- Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].

16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Teacher Leader - Fifth Year

Admission Requirements

To be eligible for admission, candidates must have attained the following:

1. A baccalaureate degree.
 2. A standard or provisional teaching certificate or statement of eligibility.
 3. Minimum undergraduate GPA of 2.50.
 4. An approved professional growth plan signed by school supervisor. If the candidate is not currently teaching the candidate's advisor may approve the professional growth plan.
- While enrolled in EDTL 601, the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional six hours. If after completing an additional six hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Students are required to apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive examination.
3. The student must apply for graduation in the Graduate Office, 701 Ginger Hall or access the completion form online at www.moreheadstate.edu/graduate
<http://www.moreheadstate.edu/graduate>.
4. Maintain a cumulative 3.0 GPA in all courses taken after completing the bachelor's degree.
5. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
6. If a student has not become unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Core Courses

	Sem. Hrs.
*EDTL 601 - Leadership and Decision Making	3
*EDTL 602 - Education in Context	3
*EDTL 603 - Research and Teacher Leadership	3
EDTL 604 - Collaboration for Teachers	3
EDTL 605 - Developmental Analysis of Learning	3
EDTL 606 - Curriculum and Instructional Design	3
<i>*EDTL 601, EDTL 602 & EDTL 603 MUST be taken within the first 12 hours of graduate study.</i>	

Professional Education & Academic Support

Courses from Professional Education and Academic Support must align with candidate's professional growth and career goals.

Professional Education - 6 hours

Candidate chooses six hours graduate level education courses that align with his/her professional growth plan. The candidate's advisor and department chair must approve the courses.

Academic Support - 6 hours

Candidate chooses six hours graduate level academic support (content) courses that align with his/her professional growth plan. The candidate's advisor and department chair must approve the courses.

Total Hours Required

30

NOTE: The Teacher Leader master's degree will NOT change the area in which a candidate is certified to teach.

Student Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D), enhanced (E), assessed (A), and/or contains a critical performance (CP).

1. Be leaders in their schools and districts [EDTL 601 (A), EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
2. Evaluate high-quality research on student learning and college readiness [EDTL 601 (D), EDTL 603 (A), EDTL 605 (CP), EDTL 606 (E)].
3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management [EDTL 602 (E), EDTL 603 (E), EDTL 604 (E), EDTL 605 (D), EDTL 606 (A)].
4. Gain experience in content knowledge (within areas of specialization).
5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities [EDTL 601 (E), EDTL 602 (E), EDTL 605 (CP), EDTL 606 (E)].
6. Support P-12 student achievement in diverse settings [EDTL 601 (A), EDTL 602 (E/A), EDTL 603 (E), EDTL 604 (A), EDTL 605 (D/E), EDTL 606 (D)].
7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards [EDTL 601 (A), EDTL 606 (CP)].
8. Designs and plans instruction [EDTL 602 (D), EDTL 604 (A), EDTL 605 (D), EDTL 606 (CP)].
9. Creates and maintains a learning climate [EDTL 601 (CP), EDTL 602 (E), EDTL 604 (E), EDTL 605 (E), EDTL 606 (E)].
10. Implements and manages instruction [EDTL 604 (A), EDTL 606 (E)].
11. Assesses and communicates learning results [EDTL 601 (A), EDTL 602 (D), EDTL 604 (A), EDTL 605 (E/A), EDTL 606 (A)].
12. Demonstrates the implementation of technology [EDTL 601 (E), EDTL 606 (A)].
13. Reflects on and evaluates teaching and learning [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (A), EDTL 605 (CP), EDTL 606 (D)].
14. Collaborates with colleagues, parents, and others [EDTL 601 (A), EDTL 602 (D/E), EDTL 603 (A), EDTL 604 (CP), EDTL 606 (D)].
15. Evaluates teaching and implements professional development [EDTL 601 (E), EDTL 602 (E), EDTL 604 (D), EDTL 605 (E), EDTL 606 (E)].
16. Provides leadership within school, community, and profession [EDTL 601 (D), EDTL 602 (E), EDTL 603 (A), EDTL 604 (D), EDTL 605 (D), EDTL 606 (D)].
17. Design and conduct professionally relevant research projects [EDTL 602 (D), EDTL 603 (CP), EDTL 606 (E)].

Assessment Procedures

Each aspiring Teacher Leader candidate is required to successfully complete a capstone project. The capstone project will require application of teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for

improvement. One of the major objectives in the Research and the Teacher Leader course is to "Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings." These questions then become foundational in the candidates' work in subsequent courses and will be the nucleus around which their capstone projects are built. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three-member committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project. Additional information, including the rubric used to evaluate the capstone project, may be obtained by contacting the Foundational & Graduate Studies in Education Department.

Teacher Leader Alternative Admission Plan

Alternative Admission Plan

(Standard/Regular Admission Requirements are listed at the beginning of each TL content area).

Candidates who do not qualify for regular admission may apply for alternative admission to the TL program. This process requires that candidates meet the criteria for admission to the Teacher Leader Fifth Year program. These requirements are as follows:

1. A baccalaureate degree.
2. A standard or provisional teaching certificate or statement of eligibility.
3. Minimum undergraduate GPA of 2.50.
4. An approved professional growth plan signed by school supervisor. If the candidate is not currently teaching, the candidate's advisor may approve the professional growth plan.

Candidates meeting these criteria will be admitted to the Teacher Leader Fifth Year program.

Provision 1. Candidates granted alternative admission may take up to 12 hours in the specific Teacher Leader program to which they are applying. If the candidate earns a GPA of 3.75 or higher for these 12 hours, the GRE/MAT testing requirements are waived for regular admission to the program. If a GPA of 3.75 is not attained, the candidate must submit a GRE/MAT score no later than the conclusion of the semester during which the 12th hour is completed at which time an admission index will be calculated.

The admission index will be determined by the following:

- A. $\text{GRE score (verbal + quantitative)} \times \text{undergraduate GPA} = 2050$ (minimum).

B. Miller Analogies Test (MAT) scaled score X undergraduate GPA = 980 (minimum).

Provision 2. Once candidates have successfully completed 12 credit hours and met criteria for regular or alternative admission to the Master of Arts in Education - Teacher Leader program, they may apply for admission to the Teacher Leader master's or they may continue in the Teacher Leader Fifth Year program.

Master of Arts in Education - Educational Technology with Instructional Computer Technology Endorsement

This program is designed to prepare teachers to become instructional leaders in the area of technology integration in P-16 curriculum and instructional design. Teachers completing this M.A. program with the instructional computer technology endorsement will receive training in the areas of instructional technology and design based on best practices in instructional computer technology as well as state and national standards. This program will support the efforts of teachers who are interested in integrating technology into their instruction and are interested in providing instructional technology and instructional design leadership within their schools and districts.

Admission Requirements

1. General admission to graduate study.
2. Standard or provisional teaching certification, a statement of eligibility for teaching, or letter describing your role as educational support. Those students seeking to develop expertise in the area of educational support will be able to obtain the master's degree, but it cannot be used for initial teacher certification.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections. This must be taken before or within the first 12 graduate hours for unconditional admission to graduate studies. Students will be admitted to the graduate school on a conditional basis until the GRE requirements are met.
4. Demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest of the GRE.
5. A minimum of 2.75 undergraduate GPA.

Prerequisite (may be waived on advisor's recommendation)

Select one of the following:

	Sem. Hrs.
EDIL 619, EDSE 616, or EDEL 616	3

Core Courses (Complete all of the following)

EDUC 621 — Tech for the 21st Century Teacher	3
EDUC 680 — Introduction to Instructional Design and Technology	3
EDUC 611 or EDF 600	3
EDUC 628 - Technology, Education and Culture	3

Professional Education (Complete all of the following)

EDUC 644 — Multimedia Design for the Classroom	3
EDUC 688 — Educational Games and Simulations.	3
EDUC 625 — Assistive Technology	3

EDUC 685 — Principles of Distance Education	3
EDUC 681 — Individualized Learning Systems	3
EDEL 600 — Workshop	3
CIS 634 — Management of Telecommunications and Networking	3
CIS 650 — Innovation, Technology and Organizational Change	3

TOTAL HOURS REQUIRED 36-39

Students should check with their advisor for approval of courses prior to enrolling in those courses. The student is responsible for meeting requirements for admission, the exit exam, and application for graduation. Course requirements may change if certification requirements change. Only coursework taken for graduate credit may be counted on the master's degree.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive examination.
3. Must submit a professional portfolio demonstrating work completed within the program.
4. Must apply for graduation in the Graduate Office, 701 Ginger Hall.
5. Maintain a 3.0 GPA in all courses taken after completing the bachelor's degree.
6. Must be unconditionally admitted.

For a student who has not met testing requirements for admission into the program, but who has successfully completed 12 hours of approved coursework with a 3.25 or above GPA, the department chair may waive the testing requirement.

Assessment Procedures

Assessment is conducted in two ways that include an exit examination and a professional portfolio.

Exit Examination: After completing at least 27 semester hours including the core classes, the student is required to complete an exit examination and a professional portfolio. The exit exam is a multiple-choice examination covering the four required core courses. Even if transfer courses are accepted or courses are accepted as substitutes for core courses, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester and both summer terms; it is scheduled and administered by the department. The student must have advisor approval and should contact the department office to register. Students should apply to take the exam at least two weeks prior to the scheduled date of the exam. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare, at least three months must elapse following the first exam. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or

summer session, the student should contact the department chair.

Professional Portfolio: The professional portfolio will encompass projects completed in the program showing mastery of the educational technology and instructional design skills developed within the program. The portfolio must be submitted by the student to their advisor by the scheduled due date. Students should arrange to complete the professional portfolio prior to the end of the semester in which they plan to complete the degree.

Student Competencies

Students will meet the following: International Society for Technology Education (ISTE) National Educational Technology Standards (NETS) for Teachers and Association for Educational Communications and Technology (AECT)/National Council for Accreditation of Teacher Education (NCATE) Initial Educational Communications and Technology standards through the Master of Arts in Education: Educational Technology program.

The Kentucky Teacher Standards are embraced in these competency standards. The Kentucky Teacher Standards are noted as "ETS" followed by the standard number.

ISTE NETS for Teachers

Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operations and concepts. EDUC 621, 625, 628, 644, 680, 685, CIS 634, and 650. ETS 1, 9, 10

Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 4, 5, 6, 7, 8, 10.

Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 4, 5, 10.

Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 5, 6, 7, 8, 10.

Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice. EDEL 599, EDUC 611, 621, 625, 644, 685, 688, CIS 634, and 650. ETS 1, 9, 10.

Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. EDEL 599, EDUC 628, 644, 680, 681, 688, and CIS 650. ETS 1, 8, 9, 10.

AECT Standards

Standard 1: DESIGN. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 10.

Standard 2: DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-

based, and integrated technologies. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 10.

Standard 3: UTILIZATION. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 5, 10.

Standard 4: MANAGEMENT. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise educational technology by applying principles of project, resource, delivery system, and information management. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 5, 6, 7, 8, 10.

Standard 5: EVALUATION. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. EDUC 621, 625, 644, 680, 681, 685, and 688. ETS 2, 3, 5, 6, 7, 8, 10.

Instructional Computer Technology Endorsement

This program is designed to prepare teachers to become instructional leaders in the area of technology integration in P-16 curriculum and instructional design. Teachers completing the instructional computer technology endorsement will receive training in the areas of instructional technology and design based on best practices in instructional computer technology as well as state and national standards. This program will support the efforts of teachers who are interested in integrating technology into their instruction and are interested in providing instructional technology and instructional design leadership within their schools and districts.

Admission Requirements

1. General admission to graduate study.
2. Teaching certificate or statement of eligibility.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections. This must be taken before or within the first 12 graduate hours for unconditional admission to graduate studies. Students can be admitted to the graduate school on a conditional basis until the GRE requirements are met.
4. Demonstration of basic writing proficiency by scoring at least 2.5 on the analytic writing subtest of the GRE.
5. A minimum of 2.75 undergraduate GPA.

	Sem. Hrs.
EDUC 621 — Technology for the 21st Century Teacher	
EDUC 680 — Intro to Instructional Design and Technology	3
EDUC 611 — Intro to Action Research & Grant Writing	3
EDUC 628 — Tech, Ed & Culture: from the Alphabet	3
Select one of the following courses: EDUC 644, EDUC 688, EDUC 625, EDUC 685, CIS	3

634, or CIS 650

TOTAL HOURS REQUIRED

15

Requirements for the Endorsement

1. Students are required to apply for the exit exam at least two weeks prior to the exam date and must have advisor permission to take the exam. Additional written and/or oral examinations may be required as part of the comprehensive examination.
2. The student must submit a professional portfolio demonstrating work completed within the program.
3. The student must apply for graduation in the Graduate Office, 701 Ginger Hall.
4. Maintain a 3.0 GPA in all courses taken after completing the bachelor's degree.
5. Must be unconditionally admitted.

Assessment Procedures

Assessment is conducted in two ways that include an exit examination and a professional portfolio.

Exit Examination: After completing the classes, the student is required to complete an exit examination and a professional portfolio. The exit exam is a multiple-choice examination covering the four required core courses. Even if transfer courses are accepted or courses are accepted as substitutes for courses, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester and both summer terms; it is scheduled and administered by MSU's Testing Center. The student must have advisor approval and should contact the Testing Center to register. Students should apply to take the exam at least two weeks prior to the scheduled date of the exam. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare, at least three months must elapse following the first exam. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Professional Portfolio: The professional portfolio will encompass projects completed in the program showing mastery of the educational technology and instructional design skills developed within the program. The portfolio must be submitted by the student to their advisor by the scheduled due date. Students should arrange to complete the professional portfolio prior to the end of the semester in which they plan to complete the program.

Rank I Program for Counselors

(60 graduate Hours, including the master's in Counseling degree)

Applicants must meet two of the following three:

1. A minimum combined score on the verbal and quantitative sections of the GRE of 800 with a minimum verbal score of 350 or a 33 raw score (385-390 Scaled Score) on the Miller Analogies Test is required.

2. GPA of 3.5 in the master's degree.
3. Provisional certification in counseling.

Sem. Hrs.

EDGC 619 - Career Counseling	3
EDGC 620 - Psycho-Social and Multicultural Factors in Counseling	3
EDGC 656 - Introduction to Counseling	3
EDGC 665 - Philosophy and Practice of School Counseling	3
EDGC 666 - Theories of Counseling	3
EDGC 667 - Group Counseling	3
EDGC 668 - Legal and Ethical Issues in Counseling	3
EDGC 669 - Practicum in Counseling	3
EDGC 671 - Practices and Techniques in Counseling	3
EDGC 679 - Advanced Practicum	3
EDGC 683 - Advanced Counseling Theory	3

Electives 9

EDGC 674, 676, 680, or 682

Testing 6

EDGC 661 - Measurement Principles and Techniques 3

EDGC 662 - Individual Inventory Techniques 3

Psychology of the Individual 6

EDF 610, EDF 611, EDSP 601, PSY 650, PSY 689

Research 6

EDF 600, EDGC 670, EDEL 616, EDIL 619

TOTAL HOURS REQUIRED 60

Students entering the Rank I program for guidance counselors must successfully complete an oral exit examination, and maintain a 3.0 GPA.

Rank I in Educational Technology with Instructional Computer Technology Endorsement

This program is designed to prepare teachers to become instructional leaders in the area of technology integration in P-16 curriculum and instructional design. Teachers completing this Rank I program with the instructional computer technology endorsement will receive training in the areas of instructional technology and design based on best practices in instructional computer technology as well as state and national standards. This program will support the efforts of teachers who are interested in integrating technology into their instruction and are interested in providing instructional technology and instructional design leadership within their schools and districts.

Admission Requirements

1. Must hold a master's degree from an accredited college or university or have completed a fifth-year Program.
2. Valid teaching certificate or statement of eligibility. Student must have a 3.0 GPA on all graduate course work.

- Minimum composite GRE score of 750 on the verbal and quantitative sections. This must be taken before or within the first 12 graduate hours for unconditional admission to graduate studies. Students can be admitted to the graduate school on a conditional basis until the GRE requirements are met.

than two courses will be immediately dropped from his/her respective program.

- Satisfactorily complete all course work and classes as required and have a minimum of 3.0 GPA.

Assessment Procedures

Assessment is conducted in two ways that include an exit examination and a professional portfolio.

Exit Examination: After completing at least 27 semester hours including the core classes, the student is required to complete an exit examination and a professional portfolio. The exit exam is a multiple-choice examination covering the four required core courses. Even if transfer courses are accepted or courses are accepted as substitutes for core courses, the student is responsible for the content of the required courses on the exam. The exam is given at least once per semester and both summer terms; it is scheduled and administered by MSU's Testing Center. The student must have advisor approval and should contact the Testing Center to register. Students should apply to take the exam at least two weeks prior to the scheduled date of the exam. Students should arrange to complete the exit exam prior to the end of the semester in which they plan to complete the degree. The written exam can be taken only two times. The exam (alternate form) may be taken for a second time; to allow the student time to prepare, at least three months must elapse following the first exam. Students who do not pass the written exam must successfully complete an oral examination to meet degree requirements. If an oral exam is necessary, it is the student's responsibility to contact his/her advisor. If the advisor is not available during that semester or summer session, the student should contact the department chair.

Professional Portfolio: The professional portfolio will encompass projects completed in the program showing mastery of the educational technology and instructional design skills developed within the program. The portfolio must be submitted by the student to their advisor by the scheduled due date. Students should arrange to complete the professional portfolio prior to the end of the semester in which they plan to complete the degree.

Rank I Program in Special Education

Requirements for Admission

- Must hold either a master's degree or a fifth-year program from an accredited college or university.
- A minimum GPA of 3.0.
- Must hold a valid teaching certificate or statement of eligibility for exceptional children.

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

	Sem. Hrs.
Studies dealing with research	6 (min.)
Studies dealing with the foundations of education and the nature and psychology of the learner	6 (min.)
Studies dealing with programs of the school	9 (min.)
Specialized area - special education and support courses	21 (min.)

	Sem. Hrs.
Prerequisite Course	3
The prerequisite can be waived on advisor's recommendation. EDIL 619, EDSE 616, or EDEL 616	
Core Courses	12
EDUC 621 — Technology for the 21st Century Teacher	3
EDUC 680 — Intro to Instructional Design and Technology	3
EDUC 611 or EDF 600	3
EDUC 628 — Tech, Ed & Culture: From the Alphabet to the Internet	3
General Electives (to be chosen from the following courses in consultation with the assigned advisor)	15-18
EDIL 619, EDSE 616, or EDEL 616	3
EDUC 644 — Multimedia Design for the Classroom	3
EDUC 688 — Educational Games and Simulations	3
EDUC 625 — Assistive Technology	3
EDUC 685 — Principles of Distance Education	3
EDUC 681 — Individualized Learning Systems	3
EDEL 600 — Workshop	3
CIS 634 — Management of Telecommunications and Networking	3
CIS 650 — Innovation, Technology and Organizational Change	3
MINIMUM TOTAL HOURS REQUIRED	27-30
(A minimum of 60 graduate hours including the master's degree or Fifth-Year)	

Requirements for the Rank I

- The program must be planned with the student's advisor at the beginning of the program.
- A minimum of 60 approved graduate credits including a master's degree or 30 approved graduate credits in addition to a Rank II.
- A GPA of 3.0 or better in all work offered for the program. No credit is accepted on grades lower than "C."
- Up to nine semester hours may be earned at another accredited institution and transferred to this program with approval.
- Credit earned by correspondence shall not apply toward the Rank I program.
- The student must meet University exit assessment criteria.
- Must meet additional requirements of specific program:
 - All graduate students pursuing this program must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective programs. Any student who receives grades of "C" in more

Electives 9 (min.)
A program plan that outlines specific courses preapproved to meet these requirements can be located at <http://moreheadstate.edu/ci/index.aspx?d=6316>
MINIMUM TOTAL HOURS REQUIRED 60

Requirements for Program Completion

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

Rank I Program for Elementary Teachers with the Fifth-Year

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

Admission Requirements

1. Completion of fifth-year program or master's degree.
2. Minimum composite GRE score of 580 on the verbal and quantitative sections.

	Sem. Hrs.
*Professional Education	18
EDF 600 - Research Methods in Education	3
EDF 680 - History and Philosophy of Education	3
EDF 681 - Adv. Seminar in Contemporary Ed. Thought	3
EDEL 682 - Advanced Curriculum Development	3
EDEL 685 - Collaboration for Teachers	3
EDEL 686 - Seminar for Experienced Teachers in Grades P-9	3

(Must have completed 24 hours prior to enrollment including all of the Professional Education courses; may be concurrently enrolled in one of these courses.)

General Electives (to be chosen from courses listed on the checksheet in consultation with the assigned advisor) 18-24

MINIMUM TOTAL HOURS REQUIRED 36

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

Rank I Program Secondary

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

Admission Requirements

1. Must hold a Master's degree from an accredited college or university or have completed a Fifth-Year Program.
2. Must hold a valid teaching certificate.
3. Must meet additional requirements of specific programs.

4. Student must have a 3.0 GPA on all graduate course work.
5. A minimum combined score on the verbal and quantitative sections of the GRE of 650 or a minimum 25 raw score (370-375 Scaled Score) on the Miller Analogies Test is required.

Requirements for the Rank I Program

1. The program must be planned with the student's advisor at the beginning of the program.
2. A minimum of 60 graduate hours including the master's degree or the fifth-year plus 30 hours is required for Rank I.
3. A GPA of 3.0 or better in all work offered for the program. No credit is accepted on grades lower than "C."
4. A minimum of 30 semester hours (of the total 60 hours) in courses open only to graduate students.
5. Up to nine semester hours (of the last 30) may be earned at another accredited institution and transferred to this program.
6. Credit earned by correspondence shall not apply toward the Rank I program.
7. The student must meet University exit assessment criteria.
8. Must meet additional requirements of specific program:
 - a. All graduate students pursuing this program must maintain a 3.0 graduate GPA. Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective program. Any student who receives grades of "C" in more than two courses will be immediately dropped from his/her respective program.
 - b. Satisfactorily complete all course work and classes as required and have a minimum of 3.0 GPA.
9. Must be unconditionally admitted.

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

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

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

MINIMUM TOTAL HOURS REQUIRED 63

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

Environmental Education Endorsement

This endorsement program is offered through the Center for Environmental Education in the Institute for Regional and Public Policies/College of Business and Public Affairs. The endorsement is appropriate for K-12 teachers. For additional information, visit the Web site at <http://eec.moreheadstate.edu/eee>.

Rank I for Secondary Teachers Including the Master's Degree

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

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

MINIMUM TOTAL HOURS REQUIRED 60

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

Director of Special Education Certification Program

The purpose of the certificate for Director of Special Education is to prepare individuals to be effective administrators of public school special education programs. Students must maintain a 3.0 GPA to complete the program.

Admission Requirements

1. Must hold a master's degree from an accredited college or university.
2. Must hold a valid teaching certificate in an area in special education.
3. Minimum composite GRE score of 750 on the verbal and quantitative sections.
4. Must receive favorable consideration from an admission review committee which shall be composed of faculty teaching the program and practicing special education administrators in the public schools.
5. Must have successfully completed three years of full-time teaching experience in special education. A letter of validation must be received from the superintendent of the school district(s).

Level 1	Sem. Hrs.
Assessment course chosen from EDGC 661 or an equivalent course in assessment	3
One of the following: EDEL 630, 632, EDSE 634, EDMG 636	3

Level 2	Sem. Hrs.
EDIL 601 - Introduction to School Leadership Administration	3
EDIL 628 - School Law & Ethics	3
EDSP 621 - Operation of Special Education Programs	3
EDSP 622 - Instructional Leadership in Special Education	3
EDSP 623 - Special Education Program Coordination	3
EDSP 624 - Practicum*	6

*Must have completed 12 of the 15 Level 2 hours listed above before

enrolling in practicum listed above.

Must have a 3.0 cumulative GPA to complete the program.

Interdisciplinary Early Childhood Education Certification Birth to Primary

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

IECE 657 - Interdisc Early Childhood Ed Professional Assessment	3
IECE 658 - Interdisc Early Childhood Ed Continued Professional Assess	3

The following will be assessed in IECE 657 and 658:

- Achieve a passing score on portfolio assessment.
- Completion of required on-demand tasks at 90 percent success level.
- Completion of required knowledge-based examination at 85 percent success level.
- Demonstrated teaching skills through video tapes and/or observed situations.

The Specialist in Education (Ed.S.) Degree

The Specialist in Education Degree Program offers students who have demonstrated superior scholastic ability and special interest and aptitude in certain areas the opportunity to gain a high level of competency in a chosen specialized field for service as instructors, supervisors, or administrators. In some cases, the program may serve to advance the candidate toward the doctorate. It should also be noted that the Ed.S. Program may qualify school personnel for Kentucky's highest salary for teachers if it includes the requirement for a Rank I in the respective fields. Programs of study for the Specialist in Education Degree are offered in:

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

Ed.S. in Adult and Higher Education

Admission Requirements

1. One year of full-time teaching experience recommended.
2. A master's degree from an accredited college or university.
3. Criteria for admission are based upon:
 - a. Evidence of superior scholastic performance (GPA 3.5).
 - b. A GRE score of 750 on the verbal and quantitative sections.
 - c. Interview with the applicant by the admissions committee.
 - d. Applicant's background in the area of his/her proposed specialization.
 - e. Recommendations from selected references.
 - f. TOEFL score of 525 (197 computer-based) or English Language Institute Test of the University of Michigan score of 74.

Requirements for the Degree

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

Section I

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

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

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

Section II

Area of specialization. Minimum of 15 hours.

Section III

Supporting work:

- | | |
|-------------------------|--------------|
| a. Outside of education | Min. 9 hours |
| b. Research | Min. 9 hours |
| c. Electives | Min. 9 hours |

MINIMUM TOTAL HOURS REQUIRED 60

Ed.S. in Counseling (Licensed Professional Clinical Counselor Option)

Admission Requirements

1. A bachelor's degree in Counseling, Psychology, Social Work, Education, or related area from an accredited college or university (minimum 66 hour program) or a master's degree in Counseling, Counselor Education, Counseling Psychology or related area from an accredited college or university acceptable to the faculty (minimum 30-hour program).
2. Evidence of superior scholastic performance as indicated by a GPA of 3.5 on all graduate work completed. (3.0 GPA for bachelor's degree applicants.)
3. A GRE score of 800 on the verbal and quantitative sections with a minimum verbal score of 350 or a 33 raw score (385-390 Scaled Score) on the Miller Analogy Test is required.
4. Applicant's background in the area of his or her proposed specialization.

5. Recommendations from selected references.

6. Completion of the requirements below:

	Sem. Hrs.
EDF 600 - Research Methods in Education	3
EDF 610 - Advanced Human Growth and Development	3
EDGC 619 - Career Counseling	3
EDGC 620 - Psycho-Social and Multicultural Factors in Counseling	3
EDGC 656 - Introduction to Counseling	3
EDGC 661 - Measurement Principles and Techniques	3
EDGC 662 - Individual Inventory Techniques	3
EDGC 666 - Theories of Counseling	3
EDGC 667 - Group Counseling	3
EDGC 668 - Legal and Ethical Issues in Counseling	3
EDGC 669 - Practicum in Counseling	3
EDGC 678 - Internship	6
EDGC 679 - Advanced Practicum	3
EDGC 683 - Advanced Counseling Theory	3
EDGC 699A - Applied Project	6
PSY 650 or PSY 661	3
PSY 611 - Computer Packages for the Life Sciences	3

Nine hours from:

EDGC 671, 674, 676, 680, or 682 9

TOTAL HOURS REQUIRED 66

Requirements for the Degree

1. Unconditional admission to the program.
2. Successful completion of 60 semester hours of coursework (including master's degree) approved by the candidate's supervisory committee.
3. Successful completion of an applied project (six semester hours).
4. Successful completion of an oral examination and oral defense of applied project report.

This program must be planned with the student's advisor. Students must complete a written examination and a sample videotape no less than 30 minutes in length that successfully demonstrates counseling skill development and maintain a cumulative GPA of 3.0.

Ed.S. in Counseling (School Counseling Option)

Admission Requirements

1. A master's degree in School Counseling and provisional certification as a school counselor.
2. One year of successful work experience.
3. Evidence of superior scholastic performance as indicated by a cumulative graduate GPA of 3.5 or higher.
4. A GRE composite score of 800 on the verbal and quantitative sections with a minimum verbal score of 350 or a 33 raw score (385-390 Scaled Score) on the Miller Analogies Test is required.
5. Completion of the requirements below:

	Sem. Hrs.
Counseling Core	42
EDGC 619 - Career Counseling	3
EDGC 620 - Psycho-Social and Multicultural Factors in Counseling	3
EDGC 656 - Introduction to Counseling	3
EDGC 665 - Philosophy and Practice of School Counseling	3
EDGC 666 - Theories of Counseling	3
EDGC 667 - Group Counseling	3
EDGC 668 - Legal and Ethical Issues in Counseling	3
EDGC 669 - Practicum in Counseling	3
EDGC 671 - Practices and Techniques in Counseling	3
EDGC 679 - Advanced Practicum	3
EDGC 683 - Advanced Counseling Theory	3
EDGC 674, 676, 680, or 682	9
Nature and Psychology of the Individual	6
EDF 610 - Advanced Human Growth and Development	3
Approved Elective	3
Testing	6
EDGC 661 - Measurement Principles and Techniques	3
EDGC 662 - Individual Inventory Techniques	3
Research	6
EDF 600 - Research Methods in Education	3
EDIL 619 - Technology and Best Practices for School Improvement	3
EDIL 621 - Research for the Instructional Leader	3
EDGC 670 - Directed Research	3
EDGC 699A - Applied Project	6
TOTAL HOURS REQUIRED	66

Requirements for the Degree:

1. Unconditional admission to the program.
2. Successful completion of 60 semester hours of coursework (including master's degree) approved by the candidate's supervisory committee.
3. Successful completion of an applied project (six semester hours).
4. Successful completion of an oral examination and oral defense of applied project report.

Ed.S. in Instructional Leadership

Admission Requirements

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

- d. Applicant's background in the area of his/her proposed specialization.
- e. Recommendations from selected references.

Requirements for the Degree

1. Twenty-four semester hours of course work approved by the student's advisory committee.
2. Completion of an applied project (six semester hours).
3. Comprehensive written or oral examinations.
4. Must be unconditionally admitted.

	Sem. Hrs.
Required Course	6
EDIL 699A - Applied Project	
Additional Courses	24
EDEL 630 - Curriculum Construction	3
EDIL 601 - Introduction to School Leadership Administration	3
EDIL 618 - School Finance and Support Services	3
EDIL 628 - School Law & Ethics	3
EDIL 637 - Leadership for School Program Collaboration	3
EDIL 649 - School Systems Administration	3
EDIL 659 - Strategic Planning in Education	3
EDIL 669 - Leadership for School Problem Solving	3

Upon the approval of the student's Ed.S. committee course substitutions may be approved.

TOTAL HOURS REQUIRED 30

Ed.S. in Curriculum & Instruction (Ed.S.)/Rank I

The Specialist in Education degree program offers students who have demonstrated superior scholastic ability and special interest and aptitude in certain areas the opportunity to gain a high level of competency in a chosen specialized field for service as instructors, supervisors, or administrators. This Education Specialist Program will qualify school personnel for Kentucky's highest rank and salary for teachers. This program replaces the Rank I program for students in the Elementary Education (K-4, P-5 or 5-8, 5-9) program who have completed the Masters of Arts in Education degree. Students with a Master of Arts in Education who do not wish to pursue the Ed.S. may enter the Rank I program.

Admission Requirements

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

Requirements for the Degree

1. Completion of the program with a cumulative GPA of 3.5.
2. Comprehensive written or oral examinations.
3. Must be unconditionally admitted.

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

Leadership Certification Programs

Director of Pupil Personnel Services

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

Admission Requirements

1. A master's degree from an accredited college or university.
2. Three years of full-time teaching.
3. Possess a valid teaching certificate.
4. Must possess a GPA of 3.2 on all graduate work completed.
5. A GRE minimum combined score of 750 (verbal and quantitative) or a minimum 31 raw score (381-386 Scaled Score) on the Miller Analogies Test.

Requirements for the Program

1. Complete all required coursework.
2. Must possess a 3.2 GPA on all graduate work completed.
3. Must apply for completion in the Graduate Office at the beginning of the semester in which they plan to complete all coursework.
4. Must be unconditionally admitted.
5. Must successfully complete an exit professional portfolio. The portfolio must be submitted within the last six weeks of the semester in which program completion is expected.

Level 1	Sem. Hrs.
EDIL 601 - Introduction to School Leadership Administration	3

EDIL 628 - School Law & Ethics	3
EDIL 698 - Seminar for Administrator of Pupil Personnel Services	3
EDSP 601 - Survey of Exceptional Children	3
TOTAL HOURS REQUIRED	12

Level 2

EDGC 665 - Philosophy and Practice of School Counseling	3
EDGC 661 - Measurement Principles and Techniques	3
EDIL 647 - Leadership for School Community Relations	3
TOTAL HOURS REQUIRED	9

Supervisor of Instruction, K-12

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

Requirements for Admission

1. The candidate must have earned a GPA of 3.2 or above on all graduate work attempted.
2. A GRE minimum combined score of 750 (verbal and quantitative) or a minimum 31 raw score (381-386 Scaled Score) on the Miller Analogies Test.
3. The candidate must have successfully completed three years of full-time teaching for certification to be issued.
4. The candidate must have completed a master's in Education Degree.
5. The candidate must possess a valid teaching certificate.

Requirements for the Program

1. Satisfactorily complete all course work and classes as required and possess a cumulative 3.2 GPA.
2. Apply for completion in the Graduate Office at the beginning of the semester you plan to finish all coursework.
3. Must be unconditionally admitted.
4. Must successfully complete an exit professional portfolio. The portfolio must be submitted within the last six weeks of the semester in which program completion is expected.

Level 1	Sem. Hrs.
EDEL 627, EDEL 677 or EDUC 629	3
EDEL 632 - Elementary School Curriculum	3
EDGC 661 - Measurement Principles and Techniques	3
EDIL 601 - Introduction to School Leadership Administration	3
EDIL 621 - Research for Instructional Leadership	3
EDIL 631A - Practicum in District Administration/Supervisor	1
EDIL 650 - Leadership for School Program	3

Improvement	
EDSE 634 - Secondary School Curriculum	3
EDSP 601 - Survey of Exceptional Children	3
TOTAL HOURS REQUIRED	25

Level 2

EDIL 628 - School Law & Ethics	3
EDIL 634 - Leadership for Human Resource Dev in Schools	3
EDIL 643 - School Housing	3
EDIL 647 - Leadership for School Community Relations	3
TOTAL HOURS REQUIRED	12

School Superintendent

Admission Requirements

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

Requirements for the Program

1. Satisfactorily complete all course work and earn a GPA of 3.2 or above on all graduate work attempted.
2. Apply for completion in the Graduate Office at the beginning of the semester you plan to finish all course work.
3. Must be unconditionally admitted.
4. Must successfully complete an exit professional portfolio. The portfolio must be submitted within the last six weeks of the semester in which program completion is expected.

Sem. Hrs.

EDIL 631B - Practicum in District Administration/Superintendent	3
EDIL 641 - The School Superintendent	3
EDIL 649 - School System Administration	3
EDIL 659 - Strategic Planning in Education	3
TOTAL HOURS REQUIRED	12

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

Leadership Alternative Admission Plan

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

Admission Requirements

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

Caudill College of Arts, Humanities & Social Sciences

(606) 783-2650
211 Rader Hall

School of the Arts

Art & Design
Music, Theatre & Dance
Communication, Media & Leadership Studies

School of Humanities and Social Sciences

History, Philosophy, Religion & Legal Studies
International & Interdisciplinary Studies
English
Sociology, Social Work & Criminology

Department of Art & Design

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

Faculty

D. Bartlett, B. Campbell, K. Campbell, R. Franzini (Chair), B. Frieder, D. Golding, J. Gritton, D. Li, E. Mesa-Gaido, G. Mesa-Gaido, E. Perkins,

Degree

Master of Arts in Art
(Art Education, Graphic Design, and Studio Art Tracks)

Master of Arts in Art

The Master of Arts in Art allows tracks in three areas: Art Education, Graphic Design, and Studio Art. All tracks require a common core.

Admission Requirements

1. General admission to graduate study.
2. Completion of an undergraduate major in art or an equivalent experience with the requirement of supplemental courses.
3. Undergraduate GPA in Art of 3.0.
4. Minimum composite GRE score of 650 on the verbal and quantitative sections.
5. Submission and approval of art portfolio (CD-ROM, DVD, or slides) supporting plans and objectives for the graduate program, including: identified art work (20 works, 10 of which should relate to possible area of study), designed resume and statement of intent. The statement should mention the following: 1. Description of work, discussing media and subject matter; 2. Influences; 3. Goals for graduate studies; and 4. Long-term career goals.

Requirements for the Degree

1. General admission to Graduate Study.
2. Must be unconditionally admitted.
3. 15 core hours.
4. 30 total hours required.
5. Participation in Mid-Program Review.
6. Exhibition of artwork with accompanying statement.
7. Passing of final oral examination held during M.A. exhibition.

Required Core	Sem. Hrs.
Art History	6
ART 661, 662, 663, 664, 667, 668, 672, 673, 674, 675, 681, 682	

Drawing	3
ART 604A, or 604	

Studio	6
ART 604, 604A, 604B, 605, 606, 607, 608A, 608B, 609, 610, 611A, 611B, 613A, 613B, 614, 616, 646, 651A, 651B, 653, 655A, 655B, 656, 657, 670, 676, 687, 688A, 688B, 689, 692, 694A, 694B, 695, 698	

Art Education Track	Sem. Hrs.
ART 627	3
ART 680	3
Studio	9
ART 604, 604A, 604B, 605, 606, 607, 608A, 608B, 609, 610, 611A, 611B, 613A, 613B, 614, 616, 646, 651A, 651B, 653, 655A, 655B, 656, 657, 670, 676, 687, 688A, 688B, 689, 692, 694A, 694B, 695, 698	

Exhibition of art work completed during the program with accompanying artist's statement. Teaching philosophy paper reflecting current education and art theory and the relationship of that knowledge to the professional development and practice of the candidate and Kentucky's Experienced Teacher Standards.

Graphic Design Track	Sem. Hrs.
ART 608A	3
ART 608B	3
ART 610 or 611A	3
ART 670	3
ART 676	3

Exhibition of art work completed during the program with accompanying artist's statement.

Studio Art Track	Sem. Hrs.
Studio	15
ART 604, 604A, 604B, 605, 606, 607, 608A, 608B, 609, 610, 611A, 611B, 613A, 613B, 614, 616, 646, 651A, 651B, 653, 655A, 655B,	

656, 657, 670, 676, 687, 688A, 688B, 689, 692, 694A, 694B, 695, 698

Exhibition of art work completed during the program with accompanying artist's statement.

TOTAL HOURS REQUIRED 30

Student Competencies

Students completing the program will be able to:

1. Understand and skillfully apply selected media, techniques, and technology in the production and presentation of artwork.
2. Use knowledge of characteristics of visual art to effectively convey their ideas.
3. Effectively choose and evaluate selected subject matter, symbols, and ideas as content for works of art, and develop unified bodies of work.
4. Reflect upon and assess the characteristics and merits of their work in relationship to the visual arts, history, culture and other disciplines.
5. Communicate in a professional setting, in written and oral form, about a unified body of work selected for exhibition.

Assessments

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

Department of Communication, Media & Leadership Studies

(606) 783-2134

111 Breckinridge Hall

Faculty

L. Albert, A. Andaloro, N. Earl, J. Hill, J. Kenney, C. Lindell, (Interim Chair), J. McCoy, J. Modaff, M. Moore

Degree

Master of Arts in Communication

Master of Arts in Communication

The Master of Arts in Communication is a "generalist" (non-specialized) degree with two options: thesis and non-thesis.

Requirements for Admission

1. General admission to graduate study.
2. GRE score multiplied by undergraduate cumulative GPA must meet or exceed 2100 (a minimum of 650 on the GRE verbal and quantitative sections.)
3. Applicants must have a bachelor's degree in communication or a closely related field. Undergraduate courses may be required in cases where the undergraduate degree is deemed too far afield.

4. GRE and TOEFL (for students who speak English as a foreign language) must be completed prior to admission to the program. Minimum TOEFL score of 525.

5. Application materials must be received no later than six weeks prior to the beginning of the semester for which admission is requested. All materials must be received by March 1st in order to be considered for unconditional admission.

Exit Assessment

At the end of each fall and spring term, students planning to graduate that term or during the summer must sit for a written examination and oral interview. The written exam is a one-day, in-house test composed of questions provided by members of the student's graduate committee. The oral component is a follow-up to the written test, and provides students the opportunity to clarify and extend what was written, as well as a chance to discuss program strengths and weaknesses with committee members. A graduate student handbook for the Communication MA will be provided to each student upon admission, detailing the process for the exit examination and composition of committees.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Must be unconditionally admitted.

Master of Arts in Communication - Non-Thesis

Required Core	Sem. Hrs.
COMM 600 - Qualitative Research Methods in Comm.	3
COMM 605 - Communication Theory	3
COMM 610 - Bibliographic Research and Writing	3
Electives	21

Non-thesis students may take up to six hours of elective coursework outside of the Communication, Media & Leadership Studies department. Such courses are to be selected with the approval of the academic advisor.

TOTAL HOURS REQUIRED 30

Master of Arts in Communication - Thesis

Required Core	Sem. Hrs.
COMM 600 - Research Methods in Communication	3
COMM 605 - Communication Theory	3
COMM 610 - Bibliographic Research and Writing	3
COMM 699 - Thesis	6
Electives	15
TOTAL HOURS REQUIRED	30

Departmental Electives

CMAF 610, 611, 655, 687, 689, 691, 697, 698

CMEM 650, 660

CMJN 604, 660

CMSP 621, 622, 623, 627

COMM 610, 650, 662, 665, 667, 682, 683,

COMM 620, 621 (may be taken twice in addition to core)

COMM 647 - Internship (may not be repeated)
COMM 670 - Directed Research (may not be repeated)
THEA 612, 613, 630, 652, 653, 655, 662, 663, 664, 665, 670

Student Competencies

Students must demonstrate competency in the following areas:

1. Qualitative research methods
2. Communication theory
3. Graduate-level writing
4. Bibliographic research
5. Integration, synthesis and application of course concepts

Means of Assessing Competencies

Course grades plus the results of the comprehensive exit examination are combined to determine an assessment of the student's performance. Courses use the common letter-grade scale. The exit exam is PASS/FAIL.

Note: *To receive program credit, all students must receive a grade of "A" or "B" in core courses. No credit is allowed in any other course for a grade below "C." Students who fail the exit exam are able to retake it only once at the end of the term the test is taken. Subsequent retakes must be scheduled for the end of the next semester the test is conducted.*

Department of English

(606) 783-9448
103 Combs Building

Faculty

A. Adams, K. Carlson, G. Colburn, G. Eklund, M. Graves,
F. Helphinstine, S. Henneberg, C. Holbrook, T. Irons, K. Mincey,
R. Morrison, S. Morrison, L. Neeper (Chair), R. Royar,
C. Wilkinson

Degree

Master of Arts in English
Master of Arts in Teaching - Middle Grades English Language
Arts see page 33
Master of Arts in Teaching - Secondary English see page 34

Master of Arts in English

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in English.
3. A minimum GPA of 3.0 on all undergraduate English courses above the freshman level, to have included 12 credits of upper division English and American literature courses.
4. A minimum score of 400 on the verbal and 400 on the quantitative sections of the GRE.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Maintain a 3.0 GPA in all English courses; a maximum of two "Cs" will be accepted for credit toward the degree.
3. ENG 603 - Bibliography.

4. Satisfactory performance on the M.A. in English examination. (No student may take the exam more than twice.)
5. A minimum of 33 graduate hours, with at least 27 hours in English and no more than six hours in one other field. The 27 graduate hours in English are to include the following minimum requirements: three hours in writing, three hours in linguistics, and 12 hours in literature, with at least three hours in British and three hours in American literature. Only three hours of ENG 676 may count toward the completion of the M.A. program in English.
6. Thesis option: in place of two elective graduate courses, students may complete a thesis (six hours) and an oral defense.

Competencies for the Master of Arts in English

All students are expected to demonstrate:

1. Mastery of research methods and library resources essential to graduate study of literature.
2. Working knowledge of major periods in American and British literature, as well as major authors and works in those periods.
3. Command of literary terminology.
4. Ability to analyze literary texts at a sophisticated level, employing a range of critical approaches.
5. Working knowledge of linguistic techniques for the investigation, description, and analysis of human language and its use.
6. Mastery of the conventions of the critical essay.
7. Ability to produce coherent and polished written discourse adapted to a specific purpose.
8. Ability to produce proposals for one or more authentic audiences.

Assessments for the Master of Arts in English

1. M.A. Exam (to demonstrate competencies 2, 3, 4, 7).
2. Embedded Course Documents (for example, seminar papers, class presentations, and research proposals and reports)
3. (Optional) Thesis and Oral Defense
 - Creative Thesis
 - Critical Thesis

Exit Examination Information

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

Department of History, Philosophy, Religion & Legal Studies

(606) 783-2655
354 Rader Hall

Faculty

J. Ernst, (Interim Chair), W. Green, V. Craig

Degree

Master of Arts in Teaching - Secondary Social Studies see page 34

Students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the description of courses section.

Department of International & Interdisciplinary Studies

(606) 783-2655
Honors House

Faculty

P. Krummrich, J. Secor

There are no graduate degrees offered by the Department, but students interested in teaching French or Spanish at the high school level should explore the MAT options in those subjects.

Department of Music, Theatre, & Dance

(606) 783-2473
106 Baird Music Hall

Faculty

S. Baker, L. Baruth, S. Blair, S. Creasap, G. Detweiler, R. Escalante, G. Ginn, J. Grice, C. Hammond (Interim Chair), L. Keenan, J. Lee, R. Little, B. Mason, S. McBride, R. Miles, N. Nabb, F. Oddis, D. Oyen, R. Prindle, J. Roseman, S. Snyder, P. Taylor, G. Towell, J. Viton, G. Wing

Master of Music

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

Admission Requirements

1. Completion of a bachelor's degree in music from an accredited institution or its equivalent with a minimum GPA of 3.0 on all undergraduate music courses above the freshman level.
2. General admission to graduate study.
3. Completion of the Graduate Music Entrance Examination in music history/literature and music theory (analysis). The music entrance examination must be completed prior to the first semester of enrollment and is administered at the start of the Fall, Spring, and Summer I semesters by the Coordinator of Graduate Studies in Music.
4. Successful completion of an audition for the appropriate music faculty is required for admission to the Performance Emphasis (the faculty prefer a face-to-face audition. However, a recorded audition (CD and/or DVD) is acceptable when a face-to-face meeting cannot be arranged).
5. Prior to enrollment in graduate-level music education courses, graduate students pursuing the Master of Music degree with Emphasis in Music Education must hold an earned bachelor's degree in music education from an accredited institution or enroll in the Post-Baccalaureate Integrated Music P-12 Initial Certification Program and complete the education and music education course requirements.

Requirements for the Degree

1. Unconditional admission to the Master of Music program before completing 12 hours of coursework.
2. Graduate students pursuing the Master of Music degree in Performance (Voice) are expected to demonstrate proficiency in French, German, and Italian diction before completing 12-credit hours of music study at the graduate level and prior to enrollment in more than 3-credit hours of private applied lessons in voice. Proficiency is demonstrated by satisfactory completion of the department's Foreign Language Diction Proficiency Examination. Students who complete the examination with unsatisfactory results must demonstrate proficiency by completing the undergraduate course in foreign language diction, or the equivalent, with a grade of "C" or higher. The Foreign Language Diction Proficiency Examination is in two parts, one written and one oral. Students will complete: (1) a transcription of excerpt(s) from song poetry texts written in French, German, and Italian using the International Phonetic Association (IPA) alphabet; and (2) a spoken oration of excerpt(s) from song poetry texts written in French, German, and Italian.
3. Satisfy University degree completion requirements.
4. Complete the Master of Music degree Core Requirements and the requirements for an Emphasis in Performance or Music Education.
5. Pass the Comprehensive Capstone Examination appropriate to the program emphasis.

Core Requirements

	Sem. Hrs.
MUST 665 - Form and Analysis*	3
MUSH 600 - Graduate Music History Survey*	3
MUSW 680 - Research Methods & Materials	3
MUST 690 - Studies in Musical Style	3
MUSH 695 - Seminar in Music History**	3
Core Electives	6-12

Electives may be chosen from studies in music history and literature, music theory, analysis, composition, arranging, music education, pedagogy, conducting, applied music, ensembles related to performance area (three credit hours maximum) and music business. MUSH 600 Graduate Music History Survey and/or MUST 665 Form Analysis, if waived due to satisfactory completion of entrance diagnostic exams, can count as electives. The Coordinator of Graduate Studies in Music must approve electives.

**One or both of these courses may be waived upon satisfactory completion of entrance diagnostic examinations. If waived, the credit hours will be added to the core electives.*

***As course topics change, may be repeated for credit as an elective.*

Emphasis in Music Education

Competencies

The student pursuing the Master of Music degree program in Music Education will demonstrate:

1. a comprehensive understanding of music through active engagement in listening to, performing, analyzing, and creating music;

2. knowledge of the essential bibliographical resources and advanced competence in music research;
3. an enlightened understanding of music learning theories and pedagogy;
4. the ability to apply appropriate technologies to work in and about music;
5. advanced written and oral communicative skills;
6. advanced creative and evaluative skills;
7. the ability to produce scholarly and/or creative works in music and/or music education;
8. understanding of and the ability to evaluate research in music education;
9. advanced knowledge of the foundations and current trends in music education;
10. advanced teaching techniques, skills, methods;
11. advanced knowledge of performance practices relevant to literature appropriate to the area of specialization; and
12. knowledge of the applied pedagogies appropriate to the area of specialization.

	Sem. Hrs.
Core Requirements (see above)	9-15
Core Electives (see above)	6-12
MUSE 681 - Foundations of Music Education	3
MUSE 682 - Seminar in Music Education*	3
MUSE 625 - Psychology of Music	3
MUSW 684 Comprehensive Capstone Exam: Music Education**	0

* As course topics change, may be repeated for credit as an elective.

**MUSW 684 Comprehensive Capstone Examination in Music Education is to be taken during the final semester of program study. A grade of "Pass" is required for this course to satisfy degree requirements. Consists of Master of Music program exit examination and comprehensive written and oral examinations for the Emphasis in Music Education (reviewed by committee of graduate music faculty).

TOTAL HOURS REQUIRED **30**

Emphasis in Performance

Competencies

The student pursuing the Master of Music degree program in Performance will demonstrate:

1. a comprehensive understanding of music through active engagement in listening to, performing, analyzing, and creating music;
2. knowledge of the essential bibliographic resources and advanced competence in music research;
3. an enlightened understanding of music learning theories and pedagogy;
4. the ability to apply appropriate technologies to work in and about music;
5. advanced written and oral communicative skills;
6. advanced creative and evaluative skills;
7. the ability to produce scholarly and/or creative works in music and/or music education;

8. professional competence in performance skills and interpretation;
9. advanced knowledge of performance practice relevant to the literature for the major instrument/voice; and
10. advanced pedagogical skills appropriate to the major instrument/voice.

Sem. Hrs.

Core Requirements (see above)	9-15
Core Electives (see above)	6-12
MUSP 600 - Private Applied Music	6
MUSP 670 - Private Applied Pedagogy & Performance Practice	1
MUSP 660 - Graduate Recital*	2
MUSW 685 - Comprehensive Capstone Exam: Performance**	0

*MUSP 660 Graduate Recital is to be taken as the final semester of private applied study.

**MUSW 685 Comprehensive Capstone Examination in Performance is to be taken during the final semester of program study. A grade of "Pass" is required for this course to satisfy degree requirements. Consists of Master of Music program exit examination and comprehensive written and oral examinations for the Emphasis in Performance (reviewed by committee of graduate music faculty).

TOTAL HOURS REQUIRED **30**

Assessments

1. Graduate jury and public recital (Emphasis in Performance only).
2. Comprehensive Capstone Exam that includes: (1) A final comprehensive written exam in music history and literature and music theory, and (2) A final research project and oral examination in the area of emphasis and specialization. Should the Comprehensive Capstone Exam assessment prove to be unsatisfactory, the student will be counseled by the principal graduate advisor and members of the examination committee and will be allowed to repeat those areas that were deemed to be deficient.

Advising

Because the Graduate Music Entrance Examination is used to determine readiness for graduate study in music and to advise an appropriate plan of study, students are expected to complete University and departmental admission requirements prior to taking the first course in graduate music studies.

Prior to initial enrollment, the student will schedule an advisory conference with the Coordinator of Graduate Studies in Music. With this initial conference and subsequent advising sessions each semester, the graduate student in music will be adequately informed about their progress and planning toward degree completion.

Graduate Assistantships in Music

Graduate Assistantships in Music are available on a competitive basis to qualified graduate students who are admitted unconditionally to a master's degree program at Morehead State University. They are offered on a per semester basis for one

academic year with consideration for renewal for a second academic year (excluding summer) pending available funding and provided that the Graduate Assistant receives a satisfactory evaluation each term of service, is continuously enrolled as a full-time student (enrolled in at least nine graduate credit hours but no more than 12) in courses at the 600 level, and maintains at least a 3.0 grade point average.

Graduate Assistants are employed as either full-time assistants (20-hours per week for \$5,000 per semester) or half-time assistants (10-hours per week for \$2,500 per semester). In addition to the assigned work hours for full- or half-time assistants, Graduate Assistants are expected to assist with major departmental events and projects as needed and perform on the major instrument in service to department, as requested.

Out-of-state tuition is waived for non-resident Graduate Assistants. All graduate assistants are required to pay regular Kentucky resident tuition and incidental fees.

Department of Sociology, Social Work & Criminology

(606) 783-2656
347 Rader Hall

Faculty

B. Barton, E. Breshel, R. Bylund, S. Faulkner, C. Hardesty, R. Katz, C. Phillips (Chair), E. Reeves, D. Rudy, M. Seelig, J. Stafford, P. Steele, E. Swank, S. Tallichet

Degree

Master of Arts in Sociology
(General Sociology, Criminology, Gerontology, Regional Analysis and Public Policy, and Chemical Dependency Certification)

Master of Arts in Sociology

The Master of Arts in Sociology allows options in five areas: (1) General Sociology, (2) Criminology, (3) Gerontology, (4) Regional Analysis and Public Policy (RAPP) and (5) Chemical Dependency Certification. All options require basic courses in theory and research methods. The gerontology option also 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 and 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, including Sociological Theory, Social Science Data Analysis, and Research Methodology.
3. A minimum GPA of 3.0 in all sociology courses.
4. Undergraduate GPA of 2.75 required.
5. A combined GRE score of 680 is desired on the verbal and quantitative sections; writing score of two or higher.

6. Assessment of the student's potential for successful completion of the program will also be based upon the following:
 - a. Submission of a two-page typewritten statement of educational and career goals relative to the program.
 - b. Submission of an undergraduate academic writing assignment.
 - c. When an applicant's materials do not clearly suggest the potential for successful completion of the program, the department Graduate Admissions Committee may also require an interview of the applicant.

Requirements for the Degree

1. Must be unconditionally admitted and satisfy general degree requirements.
2. All students must successfully complete SOC 615 (Sociological Research), and SOC 650 (Sociological Thought and Theory).
3. Completion of one of the four options: general sociology, criminology, gerontology, or RAPP.

Academic Standing

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

General Sociology Option

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

PLAN A (30 hours)

1. Completion of a minimum of 24 semester hours of approved graduate work in sociology. At least 15 hours of the sociology credit must be earned in courses at the 600 level. Coursework must include SOC 615 and SOC 650.
2. Completion of an approved thesis (six hours).

PLAN B (36 hours)

1. Completion of a minimum of 36 semester hours of approved course work in sociology. At least 18 hours of sociology credit must be earned in courses at the 600 level (three hours of independent study or independent research may be taken as part of the 18 hours at the 600 level). Coursework must include SOC 615 and SOC 650.
2. Complete a written comprehensive examination.

Criminology Option

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

PLAN A (30 hours)

Required specialization courses:	Sem. Hrs.
CRIM/SOC 601 - Criminology Theory	3
CRIM/SOC 625 - Deviance	3
SOC 615 - Sociological Research	3
SOC 650 - Sociological Thought and Theory	3
Graduate Criminology or Sociology Electives	12

SOC 699 - Thesis	6
TOTAL HOURS REQUIRED	30

PLAN B (36 hours)

Required specialization courses:

CRIM/SOC 601 - Criminology Theory	3
CRIM/SOC 625 - Deviance	3
SOC 615 - Sociological Research	3
SOC 650 - Sociological Thought and Theory	3
Graduate Criminology or Sociology Electives	24
Comprehensive examination	
TOTAL HOURS REQUIRED	36

Gerontology Option

(36 hours)

1. Students electing this option must complete a minimum of 36 semester hours in sociology, including SOC 615 and SOC 650. Nine of these hours must be a professional practicum in social agencies or independent research. Eighteen semester hours exclusive of the practicum must be earned in courses at the 600 level (three semester hours of independent study or independent research may be taken to meet 600 level course requirements.)
2. Completion of a minimum of nine semester hours in gerontology or gerontology-related courses.
3. A written comprehensive examination or thesis.

Regional Analysis and Public Policy Option

Admission Requirements

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

Sem. Hrs.

Required courses:

RAPP 610 - Ideology and Policy Development in Appalachia	3
RAPP 620 - Economic Development	3
RAPP 630 - Graduate Seminar in Regional Issues	3
SOC 603 - Appalachian Sociology	3
SOC 615 - Sociological Research	3
SOC 630 - Social Inequality	3
SOC 635 - Organizations in Contemporary Society	3
SOC 650 - Sociological Thought and Theory	3
SOC 699 - Thesis (supervised by IRAPP and Sociology faculty)	6

Electives (any 600 level Sociology course or any approved course by Sociology department chair)	6
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TOTAL HOURS REQUIRED	36
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Requirements for the Degree

1. Must be unconditionally admitted and satisfy University degree requirements.
2. Complete an approved thesis.
3. Complete a minimum of 36 semester hours of 500-600 level course work, including six hours credit for the thesis.
4. At least 21 credit hours must be completed in sociology.
5. Take final written/oral examinations as determined by the student's advisory committee.

Competencies Required in the Program

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

Assessment Procedures

1. Competencies in theory, methods, analytical thinking, and professional report writing are assessed in each course in the curriculum.
2. Take home comprehensive examinations are administered in each of the program specialties (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.
 - b. The Sociology Graduate Examination Committee will administer this policy.
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.

Chemical Dependency Certification Option

This option is designed to meet the requirements for the Kentucky Alcohol and Drug Abuse Certification Board for individuals who wish to be certified as chemical dependency counselors.

1. Hold a bachelor's degree

2. Complete a total of 270 classroom hours. This includes four classes and one three credit hour practicum (135 hour practicum).
3. Successfully complete 6,000 hours of paid practicum under a certified chemical dependency counselor.
4. Pass both a written and oral examination.

Admission Requirements

1. General admission to graduate study.
2. Must hold a bachelor's degree in Social Work, Psychology, Sociology or a closely related field.

Required courses:

SWK 660 - Introduction to Chemical Dependency Counseling	3
SWK 661 - Alcohol, Alcoholism, & Chemical Dependency	3
SWK 662 - Approaches to Chemical Dependency Treatment I	3
SWK 663 - Approaches to Chemical Dependency Treatment II	3
SWK 664 - Practicum in Chemical Dependency	3
TOTAL HOURS REQUIRED	15

Requirements for the Program

1. Satisfy admission requirements for the University and be unconditionally admitted to the program.
2. Must complete all courses including practicum with a cumulative GPA of 3.0 or better.

Competencies Required in the Program

1. Students will be expected to demonstrate competency in individual and group counseling concerning drug and alcohol issues.
2. Students will be able to apply acquired assessment and referral skills related to chemical dependency.
3. Students will develop competencies enabling them to work with a variety of populations.

Assessment Procedures

1. Students will be expected to demonstrate mastery of skills as they progress through the individual courses through examinations and taped videos whereby students display skills. Overall demonstration of skills will be measured during the last course (SWK 664 - Practicum in Chemical Dependency). Students will be placed in an agency setting whereby they can practice/demonstrate the skill sets they have learned in previous courses.
2. Upon completion of the required courses and the 135 hour practicum, the program will track completion rates for the students completing the 6,000 hour practicum along with the oral and written examinations.

Students who wish to continue in pursuit of a master's degree after completing the Chemical Dependency Certification will need to seek the counsel of their advisor in order to determine an appropriate track.

College of Science & Technology

(606) 783-2023
246 Reed Hall

Departments

Agricultural Sciences
Biology & Chemistry
Industrial & Engineering Technology
Mathematics, Computer Science, & Physics
Earth & Space Science
Psychology

School of Health Sciences

MSU/UK Physician Assistant Program
Nursing
Imaging Sciences
Health, Wellness, & Human Performance

Department of Agricultural Sciences

(606) 783-2662
325 Reed Hall

Faculty

M. Phillips (Chair), B. Rogers, J. Stubbs, J. Willard, T. Wistuba

Degree

Master of Science in Career and Technical Education

Non-Degree Program

Rank I Program in Career and Technical Education

Master of Science in Career and Technical Education

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

Admission Requirements

1. Satisfy University admission requirements.
2. Satisfy one of the following:

- a. minimum score of 700 on the verbal and quantitative sections of the GRE and a minimum of 3.0 undergraduate grade point average in major field.
- b. GRE (verbal & quantitative) X GPA = 2100.

Requirements for the Degree

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

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

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

B. Technical Concentration **9**

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

C. Approved Research or Electives **9**

TOTAL HOURS REQUIRED **30**

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

Student Competencies

1. Knowledge of the development, objectives, philosophy, and administration of career and technical education.
2. The ability to analyze and understand the correct trends and status of career and technical education.
3. An understanding of the importance of work and the career planning process.

- An understanding of guidelines for selection and use of various tests to help individuals understand career options that fit their personality and skill.
- An awareness of the role parents, teachers, and guidance counselors play in guiding a student through the career planning process.
- Knowledge of legislative funding in programs and projects in career and entrepreneurship education.
- An understanding of planning and evaluating career and technical education within the local school system and the ramifications for KERA.
- The ability to aid in development of those attitudes, understandings, and abilities which will lead to proficiency in teaching career and technical education.
- The ability to understand the principles of and the knowledge and skill necessary to understand and implement technical preparation education.
- The ability to recognize different types of data derived from an examination and to measure and evaluate individual student performance.
- The ability to develop tests containing the four characteristics of a good evaluation instrument.
- The ability to manage personnel and facilities in educational and industrial organizations.

Non-Teaching Competencies

- Apply technical-management functions in business, industry, education and government.
- Apply theories, concepts, and principles of related disciplines to develop communication skills required for technical-managers.
- Apply scientific and technological concepts to solving technological problems.
- Apply concepts and skills developed in a variety of technical and professional disciplines including materials properties and production processes, and quality control to conduct empirical research in order to improve the production processes and techniques.

Assessment Procedures

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

Department of Biological & Environmental Sciences

(606) 783-2945
103 Lappin Hall

Faculty

D. DeMoss, G. DeMoss, D. Dennis (Chair), D. Eisenhour, M. Fultz, G. Gearner, J. Hare, S. O'Keefe, D. Peyton, B. Reeder, A. Risk, D. Saxon, D. Smith, C. Tuerk, S. Welter, C. Wymer

Degree

Master of Science in Biology

Master of Arts in Teaching - Secondary Biology see page 34

Master of Science in Biology

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

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

Additional information regarding specific courses and program possibilities may be obtained on the departmental Web page at: www.moreheadstate.edu/bes or by writing the Chair, Department of Biological & Environmental Sciences, Morehead State University, Morehead, KY, 40351. On-campus students can inquire at 103 Lappin Hall.

Admission Requirements

- General admission to graduate study.
- Completion of an undergraduate major or minor in biology, environmental science, or an equivalent course of study.
- Minimum GPA of 2.5 with a minimum GPA of 3.0 in all upper division biology courses.
- Acceptable proficiency in chemistry, mathematics, and physics as determined by the biology graduate admissions committee.
- Minimum GRE score of 800 for verbal plus quantitative sections.
- Minimum TOEFL score for international students is 525. Computer-based test score of 173. Internet-based score is 70.

Requirements for the Degree (Thesis)

- Satisfy University degree requirements.
- Must be unconditionally admitted.
- Complete an approved thesis.
- Complete a minimum of 30 semester hours of 600 level course work, including six hours credit for the thesis and one hour credit for graduate seminar.
- At least 24 of the 30 hours must be completed in biological science. The remaining hours may be selected from biology or related fields (if approved by the student's advisory committee).
- Take final written/oral examinations as determined by the student's advisory committee.

Requirements for the Degree (Non-Thesis)

- Satisfy University degree requirements.
- Must be unconditionally admitted.
- Complete a minimum of 30 semester hours of graduate (600-level) work.
- Complete a minimum of 21 approved semester hours in biology (of the 30 required). The remaining nine hours may be

selected from biology or related fields (with the approval of the student's graduate committee; e.g. education, RAPP, mathematics, and psychology).

5. Successfully complete (with a minimum score of 80percent) three final written examinations over the student's biology course work.

Program Competencies

1. All students are expected to demonstrate:
 - a. The mastery of course work considered fundamental to the training of a biologist. Required competencies may include the accumulation of knowledge in molecular biology, botany, zoology, microbiology, physiology, ecology and evolution. A thesis-track student may elect to specialize in one of the above areas.
 - b. The mastery of supplementary courses selected to enhance the training of a biologist. Supplemental course work generally includes statistics and/or computer skills.
 - c. The use of equipment and instruments required for biological research.
 - d. The ability to think analytically, and have a thorough understanding of the scientific method. Students are expected to evaluate published research with respect to experimental design, strengths and weaknesses of data, and validity of research conclusions.
 - e. The ability to write a formal proposal of their intended research projects. The proposal will consist of a literature survey, research objectives, materials and methods, significance, bibliography, and an itemized budget for the research (thesis students).
 - f. The ability to design original experiments, collect and analyze data, and report the findings through oral and written presentations (thesis students).
2. Students preparing for post-master's degree professions must develop those competencies required for admission to professional schools or Ph.D.-level graduate programs.

Assessment of Competencies

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

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

Admission Requirements

1. General admission to graduate study.
2. Completion of an undergraduate major in biology, environmental science, or an equivalent course of study.
3. Minimum GPA of 3.0 in all upper division biology courses.
4. Acceptable proficiency in chemistry, mathematics, and physics as determined by the biology graduate admissions committee.
5. Minimum GRE score of 400 for verbal and 400 for quantitative sections.
6. Minimum TOEFL score for international students is 525. Computed-based test score of 173. Internet-based score is 70.

Requirements for the Degree (Thesis)

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

Requirements for the Degree (Non-Thesis)

1. Satisfy University degree requirements.
2. Must be unconditionally admitted.
3. Complete a minimum of 37 semester hours of 600 level course work.
4. At least 25 credit hours must be completed in biological sciences.
5. Complete the 12-semester-hour Regional Analysis requirements.
6. Take final written/oral examinations as determined by student's advisory committee, which must include at least one IRAPP faculty (associate or affiliate).

Requirements for M.S. in Biology with RAPP Emphasis

MATH 653 - Concepts in the Design of Experiments
RAPP 610 - Ideology and Public Development in Appalachia
RAPP 620 - Economic Development
RAPP 630 - Graduate Seminar in Regional Issues

Program Competencies

1. All students are expected to demonstrate:
 - a. The mastery of course work considered fundamental to the training of a biologist. Required competencies may include the accumulation of knowledge in molecular biology,

botany, zoology, microbiology, physiology, ecology, and evolution. A thesis-track student may elect to specialize in one of the listed areas.

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

Assessment

1. Students must pass both a written exit examination prepared by the BES departmental committee and an oral examination given by the student's graduate committee. It is expected that students attain an 80 percent performance level on the written exit examination and unanimous approval by the student's graduate committee concerning performance on the final oral examination and research component. Exams will include questions pertaining to regional analysis and biological principles. Students failing to reach the 80 percent performance level on the written exam may retake the exam one time after a seven-day period.
2. In-class evaluation of journal research occurs in all graduate courses, and interpretation of scientific articles associated with the student's thesis or non-thesis research is evaluated.
3. All research proposals are evaluated by the graduate advisory committee.
4. Every thesis track student is expected to perform original research and present the data in a formal seminar (BIOL 671) setting to the faculty and students of the BES department. This oral seminar is graded by the faculty in attendance and the averaged score must be 80 percent or above. Students failing to reach the 80 percent performance level must give the seminar to their committees after a seven day period.

Gulf Coast Research Laboratory

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

The marine sciences courses, taught only at Gulf Coast Research Laboratory during the summer, are suitable for elective courses in graduate major and minor programs of study in the College of Science and Technology. Applications for the courses and additional information are available from the on-campus coordinator in the Department of Biological and Environmental Sciences, by calling the research laboratory directly at (228) 872-4200, or by visiting their Web site at www.usm.edu/gcrl.

Department of Industrial & Engineering Technology

(606) 783-2418
210 Lloyd Cassity Building

Faculty

W. Grise, S. Krijestorack, R. Stanley, Y. You, A. Zargari (Chair)

Degrees

Master of Science in Career and Technical Education
Master of Science in Engineering Technology

Non-Degree Program

Rank I Program in Career and Technical Education

Master of Science in Career and Technical Education

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

Admission Requirements

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

Requirements for the Degree

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

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

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

B. Technical Concentration **9**

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

C. Approved Research or Electives **9**

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

TOTAL HOURS REQUIRED **30**

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

Student Competencies

1. Knowledge of the development, objectives, philosophy, and administration of career and technical education.
2. The ability to analyze and understand the correct trends and status of career and technical education.
3. An understanding of the importance of work and the career planning process.
4. An understanding of guidelines for selection and use of various tests to help individuals understand career options that fit their personality and skill.
5. An awareness of the role parents, teachers, and guidance counselors play in guiding a student through the career planning process.
6. Knowledge of legislative funding in programs and projects in career and entrepreneurship education.
7. An understanding of planning and evaluating career and technical education within the local school system and the ramifications for KERA.

8. The ability to aid in development of those attitudes, understandings, and abilities which will lead to proficiency in teaching career and technical education.
9. The ability to understand the principles of and the knowledge and skill necessary to understand and implement technical preparation education.
10. The ability to recognize different types of data derived from an examination and to measure and evaluate individual student performance.
11. The ability to develop tests containing the four characteristics of a good evaluation instrument.
12. The ability to manage personnel training and facilities in educational and industrial organizations.

Non-Teaching Competencies

1. Apply technical-management functions in business, industry, education and government.
2. Apply theories, concepts, and principles of related disciplines to develop communication skills required for technical-trainers.
3. Apply scientific and technological concepts to solving technological problems.
4. Apply concepts and skills developed in a variety of technical and professional disciplines including materials properties and production processes, and quality control to conduct empirical research in order to improve the production processes and techniques.

Assessment Procedures

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

Master of Science in Engineering Technology

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

Admission Requirements

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

Requirements for the Degree

1. Satisfy admission requirements.
2. Successfully complete and defend a thesis or pass both written and oral comprehensive exit examinations.
3. Must be unconditionally admitted.
4. Complete the required course work in the three components as follows:

	Sem. Hrs.
A. Core Courses	12

The student must complete 12 semester hours from the following:

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

B. Technical Concentration 12

The student must complete 12 semester hours from the following:

IET 621 - Experimental Design for Industry	3
IET 622 - Industrial Project Management	3
IET 630 - Design for Manufacturability	3
IET 644 - Wireless Networking & Systems	3
IET 645 - Computer Interfacing and Applications	3
IET 680 - Networking Technology	3
IET 688 - Computer Integrated Manufacturing	3
IET 690 - Supervised Internship	3
ITMT 684 - Manufacturing Information Systems	3
Technical Electives	6
ITCD, ITMT, ITCM, or ITEC	

C. Synthesis Experience (Research) 9

The student must complete nine semester hours from option 1 or 2.

***Option 1 - Thesis**

	Sem. Hrs.
IET 670 - Directed Research or	
IET 676 - Directed Study	3
IET 699 - Thesis	6

Option 2 - Non-thesis

IET 670 - Directed Research	3
IET 676 - Directed Study	3
Electives	3
IET, ITCD, ITCM, ITEC, or ITMT	

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

TOTAL HOURS REQUIRED 33

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

Student Competencies

1. Perform advanced technical-management responsibilities in business, industry, education and government;
2. Apply theories, concepts, and principles of related disciplines to develop the communication skills required for technical-managers;
3. Apply scientific and technological concepts to solving technological problems;
4. Apply concepts and skills developed in a variety of technical and professional disciplines including computer applications and networking, materials properties and production processes, and quality control to conduct empirical research in order to improve the production processes and techniques;

5. Plan, facilitate, and integrate technology and problem solving techniques in the leadership functions of the economic enterprise system; and,
6. Engage in applied technical research in order to add to the knowledge of the discipline and to solve problems which surface in the workplace.

Assessment Procedures

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

Certification Programs for Career and Technical Education School Principal and Career and Technical Education Supervision and Coordination

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

Admission Requirements

1. Satisfy University admission requirements.
2. Bachelor's degree.
3. Five or 10-year teaching certificate for any one of the areas of career and technical education authorized in the Kentucky State Plan for Career and Technical Education.
4. Three years of teaching experience in career and technical education.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. Fifteen semester hours* from the following four areas with a minimum of three hours from each area:
 - a. Organization and administration of career and technical education.
 - b. Administration and supervision of education personnel.
 - c. Program planning, research, and evaluation in career and technical education.
 - d. Vocational guidance; industrial psychology; human relation.
3. Certificate for Technical School Principal.
4. Must be unconditionally admitted.
5. Complete appropriate EPSB testing requirements.

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.

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

Rank I Program (Career & Technical Education)

Admission Requirements

1. Must hold a master's degree from an accredited college or university, or have completed a fifth-year program.
2. Must possess a valid teaching certificate.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate hours including the master's degree or the fifth-year plus 30 hours.
3. A GPA of 3.0 or better in all work offered for the program. No credit is accepted on grades lower than "C."
4. A minimum of 30 hours (of total 60) in courses open only to graduate students.
5. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit earned by correspondence shall not apply toward the Rank I program.
7. Student must meet University exit assessment criteria.
8. Must be unconditionally admitted.

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

	Sem. Hrs.
Studies dealing with research	06-8
Studies dealing with the foundation of education and the nature and psychology of the learner	9-12
Studies dealing with the programs of the school	8-12
Specialized areas and supporting courses	30-36
Approved electives	0-8
MINIMUM TOTAL HOURS REQUIRED	60

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

Department of Mathematics, Computer Science, & Physics

(606) 783-2930
105 Lappin Hall

Faculty

D. Ahmadi (Chair), L. Jaisingh

Degree

- Master of Arts in Teaching - Middle Grades Math see page 33
- Master of Arts in Teaching - Secondary Math see page 34

The Department of Mathematics, Computer Science, & Physics does not offer a graduate degree program in Mathematics. However, students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the description of courses section.

Department of Earth & Space Science

(606) 783-2381
101 Space Science Center

Faculty

R. Boram, A. Carnevali, V. Craig, R. Hunt, A. Macintosh, B. Malphrus, T. Pannuti

Degree

- Master of Arts in Teaching - Middle Grades Science see page 33
- Master of Arts in Teaching - Secondary Chemistry see page 34
- Master of Arts in Teaching - Secondary Earth Science see page 34
- Master of Arts in Teaching - Secondary Physics see page 34

There is not a graduate degree program in Earth & Space Science. However, students enrolled in other graduate programs may, with advisor approval, enroll in support courses offered by the department. Courses are listed in the description of courses section.

Department of Psychology

(606) 783-2981
601 Ginger Hall

Faculty

L. Couch (Interim Chair), L. Haller, S. Kidwell, D. Olson, S. Reilley, G. Remillard, I. White, W. White

Degree

- Master of Science in Psychology (Clinical, General)

Master of Science in General/Experimental Psychology

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

Experimental Psychology - Thesis Option

	Sem. Hrs.
Required Core	12
PSY 612 - Advanced Experimental Design and Analysis I	3
PSY 613 - Advanced Experimental Design and Analysis II	3
PSY 699 - Thesis	6
Area Electives	21
600 level courses approved by advisor and	

department chair with no more than nine credit hours in PSY 670, 676, and/or 690.

TOTAL HOURS REQUIRED 33

General Psychology - Non-Thesis Option

Required Core 9

PSY 612 - Advanced Experimental Design and Analysis I 3

PSY 613 - Advanced Experimental Design and Analysis II 3

PSY 690 - Psychological Research 3

Area Requirements 18

Select six courses from the following:

PSY 677 - Seminar in Developmental Research 3

PSY 684 - Sensation & Perception 3

PSY 621 - Advanced Physiological Psychology 3

PSY 633 - Personality Theory 3

PSY 634 - Learning Theory 3

PSY 636 - Seminar in Cognitive Psychology 3

PSY 654 - Seminar in Social Psychology 3

Electives 6

(600 level courses approved by advisor and department chair)

TOTAL HOURS REQUIRED 33

Special Admission Requirements

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

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

Accreditation

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

Program Competencies

Students must:

1. Be competent in the design, statistical analysis, and interpretation of psychological research.
2. Be competent in written and oral communication skills necessary for presentation of scientific research.
3. Be competent in the use of computer software packages necessary for data analysis, figure and table production, paper and poster presentations, and written reports.
4. Understand the complexity of human and animal behavior and the influence of psychological, biological, and social factors on behavior.

5. Demonstrate advanced knowledge and skills in a specialized research area of scientific psychology (Experimental Psychology - Thesis option students).

6. Demonstrate a broad understanding of the principles and methods of core content areas of scientific psychology (General Psychology - Non-Thesis option).

Assessment Procedures

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

Master of Science in Clinical Psychology

This program is designed primarily to train practitioners of Clinical and Counseling Psychology who will practice, at least at the beginning of their careers, under the supervision of a doctoral psychologist. It is also designed to prepare students for doctoral training in Clinical or Counseling Psychology. It is composed of a core of courses and training experiences common to the two tracks of the program, Clinical Psychology and Counseling Psychology, and specialty emphases and elective courses allowing students to gain more specialized training in certain areas of psychological practice.

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

Course Requirements

	Sem. Hrs.
Psychology Core	18
PSY 677 - Seminar in Developmental Research, or	
PSY 633 - Personality Theory	3
PSY 612 - Advanced Experimental Design and Analysis I	3
PSY 613 - Advanced Experimental Design and Analysis II	3
PSY 621 - Advanced Physiological Psychology	3
PSY 634 - Learning Theory, or	
PSY 636 - Seminar in Cognitive Psychology	3
PSY 654 - Seminar in Social Psychology	3
Clinical Core Requirements	24
PSY 601 - Legal Ethical Issues in Psychology	1

PSY 661 - Psychopathology	3
PSY 672 - Practicum	6
PSY 673 - Psychotherapy I	3
PSY 674 - Psychotherapy II	3
PSY 678 - Internship	6
PSY 690 - Psychological Research	2
Specialty Emphasis Requirements (Clinical or Counseling)	12
Clinical Psychology Emphasis	
PSY 657 - Intellectual Assessment	3
PSY 658 - Assessment of Children	3
PSY 662 - Assessment of Adults	3
PSY 663 - Marriage and Family Therapy, or	
PSY 665 - Child and Adolescent Psychotherapy	3
Counseling Psychology Emphasis	
EDGC 619 - Career Counseling	3
PSY 656 - Psychometrics	3
PSY 663 - Marriage and Family Therapy	3
PSY 665 - Child and Adolescent Psychotherapy	3
For Both Emphases	
PSY 699 - Thesis or Electives:	6
<i>(600 level courses approved by advisor and department chair.)</i>	

Special Admission Requirements

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

Enrollment in the master's degree program is limited and admission is highly competitive. Applications are accepted until all of the openings have been filled. To ensure full consideration, students are encouraged to apply by March 1. Applicants are expected to start the program in the fall semester, except in exceptional circumstances. Students who lack prerequisite courses sometimes may be conditionally admitted to the program. However, credit for course work required in order to gain unconditional admission is not applied toward the M.A. degree requirements. The conditionally admitted student meets with his or her advisor and gives immediate priority to remediating the admissions deficiencies. Students conditionally admitted who do not meet the admissions conditions by the end of their second

semester in the program will be dropped from the program. Such individuals may reapply for admission to the graduate program upon remediation of all prior admissions conditions.

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

Accreditation

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

Program Competencies

Students must demonstrate:

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

Assessment

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

The specific components of the program are as follows:

1. Students are expected to maintain an overall GPA within the program of 3.0. If, at the end of a semester, the student's overall GPA falls below 3.0, the student will be placed on program probation for one semester and will be expected during that semester to raise his/her GPA to at least 3.0. If, following this semester, the student has obtained an overall GPA of 3.0 or better, probation will be terminated. If, following

the first semester of probation the student's semester and overall GPA remains below 3.0, the student will be dismissed from the program for unsatisfactory academic performance.

If, following this second semester, the semester GPA is 3.0 or better but the overall GPA remains below 3.0, the student will be placed on probation for one more semester. Following that semester, if the semester and overall GPA are 3.0 or better, probation will be terminated. If her/his semester or overall GPA remains below 3.0, the student will be dismissed from the program for unsatisfactory academic performance. Again, if a student is dismissed, every effort will be made to counsel the student regarding other career alternatives.

Additionally, any student who, during the entire course of his or her program, earns a sum total of three grades less than "B", will be dismissed from the program for unsatisfactory academic performance. Once again, if and when this occurs, every effort will be made to counsel the student regarding other career alternatives.

2. At the end of the first year of clinical course work each student shall take and pass an examination concerning general knowledge in psychopathology and psycho diagnosis, ethical and legal issues, psychometrics, and psychotherapy. Additionally, the examination taken by students in the Clinical Psychology track will include coverage of basic core knowledge of the assessment of intelligence and the assessment of personality and psychopathology. Should a student not pass this examination, he or she would then retake the examination at the beginning of the fall semester of what would be the student's second year in the program. If the student does not pass this reexamination, he or she will be dismissed from the program. Once again, if and when this occurs, every effort will be made to counsel with the student regarding other career alternatives.
3. Prior to starting the internship experience, each student shall have taken and passed all of the core clinical courses and at least nine credit hours of course work of the specialty emphasis requirements. Exceptions to this criterion can be made with the approval of the student's advisor, the clinical faculty, and the department chair. In addition, each student shall take a multiple-choice examination modeled on the Examination for Professional Practice in Psychology, the examination used by Kentucky and other states to license and certify psychologists. This examination consists of eight content domains covering the major topic areas covered in the program curriculum. The student will receive feedback on their overall performance and on their performance on each of the content domains. He or she will be informed that, in his or her oral comprehensive examination, special emphasis will be given to the areas of weakness noted in the eight content domains.
4. Finally, at the end of his or her internship experience, each student must take and pass a comprehensive oral examination administered by a committee of three faculty. The committee must include two clinical psychology faculty members and one experimental/academic psychology faculty member, chosen by the student. The examination will revolve around a presentation of a case from the student's internship, recognizing that there will be modifications in the outline due to weaknesses noted from the EPPP-modeled examination.

Department of Health, Wellness, & Human Performance

Lynne Fitzgerald, Chair

201 Laughlin Health Building
(606) 783-2180

Faculty

G. Blunt, J. Dearden, L. Fitzgerald (Chair), T. Hardman,
M. Magner, J. Newsome, M. Probst, A. Rathbun

Degree

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

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

The Master of Arts in HPS allows specialization in one of two areas: Health and Physical Education or Sport Management (this option is now housed in the College of Business and Public Affairs). The program is designed to provide students with opportunities to develop and demonstrate the expertise and research skills which are necessary to enable them to make independent professional contributions in their chosen specializations.

Admission Requirements

1. General admission to graduate study, including a minimum undergraduate GPA of 2.50.
2. Completion of an appropriate undergraduate major is required for unconditional admission to the program and selected area of specialization:
 - a. Health and Physical Education: health or physical education major
 - b. Sport Management: sport management or administration, physical education, recreation, business, or communication. Candidates with an undergraduate degree in another area(s) may submit a transcript to the department for consideration. The appropriate faculty will make an admission status recommendation, and when appropriate, include a list of undergraduate prerequisites that must be successfully completed prior to unconditional admission.
3. A minimum combined score on the verbal and quantitative sections of the GRE of 750 or a scaled score of 380 or higher on the Miller Analogies Test.

Requirements for the Degree

1. Satisfy general degree requirement.
2. Complete all professional core courses.
3. Fulfill stated requirements for the selected area of specialization and research/internship.
4. Pass a written qualifying examination over the professional core curriculum (must have a 3.0 or higher to sit for the exam).
5. Pass an oral examination over content area (must have a 3.0 or higher GPA to sit for the exam).
6. Pass any additional area of specialization exit assessments (must have a 3.0 or higher GPA).

7. Have an exit GPA of 3.0 or higher.
8. Must be unconditionally admitted.

Program Requirements

	Sem. Hrs.
Professional Core Curriculum	
HPS 600 - Research Methods in Health, P.E., & Sports Management	3
HPS 601 - Interpretation of Data	3
HPS 610 - Readings and Graduate Seminar	3

Areas of Specialization

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

Health/Physical Education

Sem. Hrs.

Students must select 15-18 hours from the following:

HLTH 608 - General School Safety	3
HLTH 614 - Principles of Epidemiology	3
HLTH 618 - Use and Abuse of Drugs	3
HLTH 603 - Administration of School Health	3
HLTH 613 - Administration of Public Health	3
HLTH 650 - Graduate Seminar	3
HPS 602 - Wellness Promotion	3
PHED 608 - Seminar in Motor Learning and Development	3
PHED 611 - Issues in Health and Physical Education	3
PHED 612 - Program Design, Implementation and Assessment	3
PHED 617 - Advanced Adapted Physical Education	3

Research or Internship - select three-six hours:

HLTH 670 - Directed Research	3
HLTH 699 - Thesis	6
PHED 670 - Directed Research	3
PHED 699 - Thesis	6

TOTAL HOURS REQUIRED **30**

Sport Management

This option is now housed in the College of Business & Public Affairs

Student Competencies

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

1. Demonstrate an understanding of the methodology and significance of research techniques as they relate to the various educational disciplines.
2. Demonstrate the ability to utilize various research methods and apply the findings to the various educational disciplines.
3. Demonstrate the ability to analyze both quantitative and qualitative data.
4. Demonstrate the ability to design and conduct applied research in the disciplines of health, physical education, and recreation.

5. Demonstrate an understanding of the dimensions of wellness and its impact on lifestyle and quality of life.
6. Demonstrate an understanding of current practices associated with the disciplines of health and physical education.
7. Develop a personal philosophy regarding the value of health, physical education, recreation, sport and sportsmanship.

Assessments

Candidates must pass a written qualifying exam over the content of the three core courses: HPS 600, 601, and 610.

- This examination, which will consist of three essay questions, should be scheduled within one semester of completing the core courses.
- Students must formally apply in writing for the exam at the beginning of the semester in which he/she plans to take the exam.
- The student must have a cumulative GPA of 3.0 or higher to take the exam.
- The qualifying exam will be offered three times a year (Fall, Spring, and Summer).
- A student may have three attempts to pass each of the three core areas.
- When needed, the second or third attempts are to be formally scheduled by the student during any one of the three scheduled exam times (Fall, Spring and Summer).
A student who does not pass all three core areas within three attempts will be dismissed from the program.
- Failure to take the exam will result as an attempt unless the student has formally applied to withdraw from the exam. A formal withdrawal must be submitted a minimum of 14 days prior to the administration of the exam.

Description of Courses

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

Abbreviations (Course Prefixes)

ACCT	Accounting
AGR	Agricultural Sciences
ART	Art
BIOL	Biology
BIS	Business Information Systems
CHEM	Chemistry
CIS	Computer Information Systems
CMAP	Communication (Advertising/Public Relations)
CMEM	Communication (Electronic Media)
CMJN	Communication (Journalism)
CMSP	Communication (Speech)
COMM	Communication (General)
CRIM	Criminology
CS	Computer Science
CTE	Career and Technical Education
ECON	Economics
EDAH	Education (Adult and Higher)
EDEC	Education (Early Childhood)
EDEL	Education (Elementary)
EDF	Education (Foundations)
EDGC	Education (Counseling)
EDIL	Education (Instructional Leadership)
EDMG	Education (Middle Grades)
EDSE	Education (Secondary Education)
EDSP	Education (Special)
EDUC	Education (Professional)
EET	Electricity-Electronics Technology
ENG	English
FIN	Finance
FNA	Fine Arts
FRN	French

GEO	Geography
GOVT	Government and Public Affairs
HIS	History
HLTH	Health
HPS	Health, Physical Education, and Sport Sciences
HS	Human Sciences
IECE	Interdisciplinary Early Childhood Education
IET	Industrial Engineering and Technology
ITCD	Computer Aided Design
ITEC	Electricity - Electronics Technology
ITMT	Industrial Technology - Manufacturing
MATH	Mathematics
MKT	Marketing
MNGT	Management
MUSC	Music (Conducting)
MUSE	Music (Education)
MUSG	Music (Class Applied)
MUSH	Music (History and Literature)
MUSM	Music (Ensembles)
MUSP	Music (Private Applied)
MUST	Music (Theory)
MUSW	Music (Research)
PA	Public Administration
PHED	Physical Education
PHIL	Philosophy
PSY	Psychology
RAPP	Regional Analysis and Public Policy
SCI	Science Education
SOC	Sociology
SPA	Spanish
SPM	Sport Management
SWK	Social Work
THEA	Theatre

Accounting Courses

ACCT 600. Survey of Accounting. (3-0-3); II.

Prerequisite: graduate standing. Preparation of financial reports for internal and external users; the analysis and interpretation of accounting data and its use in management planning and control. This course does not satisfy the requirements of the 36 hour MBA program.

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

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

ACCT 650. Financial Accounting. (3-0-3); on demand.

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

ACCT 670. Directed Research. (1 to 3 hrs.); on demand.

Prerequisite: graduate standing with minor equivalent in accounting. Provides an opportunity and challenge for directed study of accounting problems. Student must present a written statement prior to registration of an approved research problem.

ACCT 683. Auditing Applications. (3-0-3); on demand.

Prerequisites: graduate standing and 21 hours of undergraduate accounting courses, or consent of instructor. Auditing in a computer environment; audit sampling for tests of control and substantive testing; detail audit cycles; specialized reporting; compliance auditing; operational auditing.

ACCT 687. Tax Accounting Research and Planning. (3-0-3); on demand.

Prerequisites: ACCT 387 and 487. This course will examine tax case problems and utilize a solutions approach by referencing the Internal Revenue Code and case law. Additionally, this course will explore how the code and case law establish policy and provides a foundation for tax planning.

ACCT 690. Emerging Issues in Management Accounting. (3-0-3); on demand.

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

ACCT 698. Selected Workshop Topics. (1 to 4 hrs.); on demand.

Workshop on various accounting subjects will be presented periodically to supplement the basic course offerings in accounting. Credit toward degree programs must be approved by

the student's advisor and the department chair.

Agricultural Sciences Courses

AGR 600. Impact of Technology. (3-0-3); I.

Prerequisite: consent of instructor. A study of the impact of technology on individuals, society, and the environment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Cross listed with HS 600 and IET 600.

AGR 603. Quality Assurance in Science and Technology. (3-0-3); I.

Prerequisite: consent of instructor; MATH 353 or 354 recommended. A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control within technical and industrial applications. Cross listed with HS 603 and IET 603.

AGR 605. Farm Business Analysis. (2-2-3); on demand.

Prerequisite: consent of instructor. A basic course in the applicability of farm records to the efficiency analysis of whole farms and of specific enterprises. Actual University farm enterprises will be used to provide the data source for laboratory work.

AGR 612. Conservation Workshop. (2-2-3); on demand.

Prerequisite: consent of instructor. Development of the conservation movement with broad treatment of the basic natural resources, including land, water, air, minerals, forests, and wildlife. May be repeated, but not to exceed a total of six hours.

AGR 615. Animal Nutrition. (2-2-3); II.

Prerequisite: AGR 316. Equates with AGR 415. Chemistry, metabolism, and physiological functions of nutrients, digestibility, nutritional balances, and measures of food energy.

AGR 670. Directed Research. (1 to 6 hrs.); on demand.

Prerequisite: one basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a special problem.

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

AGR 672. Methods in Teaching Vocational Agriculture. (4-0-4); I.

The principles of methods applied to teaching vocational agriculture to high school students. Course organization, farming programs, and Future Farmers of America activities.

AGR 674. Adult and Young Farmer Education.
(3-0-3); II.

The principles and techniques needed in organizing and program planning in post high school vocational agricultural education and conducting young farmer and adult farmer classes.

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

AGR 676. Directed Study.
(1 to 6 hrs.); on demand.

Prerequisite: degree in agriculture. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department.

AGR 684. Teaching Vocational Agriculture.
(8-0-8); on demand.

Supervised teaching in centers selected by the state agriculture education staff and members of the teaching staff. Teacher experiences with in-school and out-of-school groups.

AGR 685. Teaching Agricultural Mechanics.
(3-0-3); on demand.

Equates with AGR 485. Objectives and methods, equipment and management of the shop; organization of facilities for high school and vocational technical programs.

AGR 686. Planning Programs in Vocational Agriculture.
(3-0-3); on demand.

Equates with AGR 486. Organization and analysis of the program of vocational agriculture. Departmental program of activities, summer programs, advisory committees, and Future Farmers of America activities.

AGR 688. Curriculum Development and Content Selections.
(3-0-3); on demand.

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

AGR 689. Special Class.
(1 to 3hrs); on demand.

AGR 692. Supervision in Agriculture.
(3-0-3); on demand.

Equates with AGR 492. The principles and techniques needed in individual group supervision of vocational agricultural programs.

AGR 699. Thesis.
(6 hrs.); on demand.

Independent research and thesis writing.

Art Courses

ART 604. Drawing.
(2-2-3); I, II.

Prerequisite: ART 404. Advanced studio in figure drawing. Further exploration of figure drawing concepts and media with emphasis on creative interpretation and expression.

ART 604A. Drawing.
(2-2-3); I, II, III.

A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 604B. Drawing.
(2-2-3); I, II, III.

A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605. Figure Painting.
(2-2-3); I, II.

Prerequisites: ART 304. Use of oil paint on large canvases. Both male and female models used.

ART 606. Portrait Painting.
(2-2-3); I, II.

A study of the techniques involved in painting the portrait. Emphasis is given to anatomy, color, and techniques of developing a proficiency in rendering the human figure.

ART 607. Commercial Illustration.
(2-2-3); on demand.

Advanced problems in commercial illustration involving research and a variety of projects using various techniques and media.

ART 608A. Advanced Graphic Design.
(2-2-3); I, II.

Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 608B. Advanced Graphic Design.
(2-2-3); I, II.

Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 609. Airbrush.
(2-2-3); on demand.

For art majors and area students who wish to do graduate work in airbrush techniques.

ART 610. Computer Art Problems.
(2-2-3); I, II.

This course will give graduate students a thorough introduction to the basic workings of the Macintosh computer as well as its application in the visual art on the graduate level.

ART 611A. Advanced Computer Art.
(2-2-3); I, II.

This course will give graduate students a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software.

ART 611B. Advanced Computer Art.
(2-2-3); I, II.

This course will give graduate students a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software.

ART 613A. Painting.
(2-2-3); I, II.

For art majors and area students who wish to do graduate work on techniques in art.

ART 613B. Painting.
(2-2-3); I, II.

For art majors and area students who wish to do graduate work on techniques in art.

ART 614. Painting Techniques V.
(2-2-3); I, II.

The course is designed to provide the advanced graduate student with freedom of expression and the opportunity to develop an individual style in painting.

ART 616. Watercolor.
(2-2-3); on demand.

For art majors and area students who wish to do graduate work on watercolor techniques.

ART 627. Readings in Art Education.
(3-0-3); on demand.

Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.

ART 646. Ceramics.
(2-2-3); I, II.

Advanced study of contemporary ceramic form and surface resolution. Continued practical experience with kiln operation and glaze calculation.

ART 651A. Graduate Printmaking Studio.
(2-2-3); I, II.

Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 651B. Graduate Printmaking Studio.
(2-2-3); I, II.

Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 653. Advanced Art Problems.
(1 to 6 hrs.); I, II, III.

Requirement: consent of department chair. A studio course involving research in an art area of the student's choice.

ART 655A. Advanced Ceramics.
(2-2-3); I, II, III.

Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.

ART 655B. Advanced Ceramics.
(2-2-3); I, II, III.

Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.

ART 656. Ceramic Sculpture.
(2-2-3); I, II.

A contemporary sculptural approach to forming, firing, and glazing clay.

ART 657. Alternative Glazing Techniques.
(2-2-3); I, II.

Investigation of alternative firing and glazing techniques used to produce ceramic pieces such as salt glazing, low fire glazing, raku glazing and firing.

ART 661. 18th and 19th Century European and U.S. Art.

(3-0-3); on demand.

The history of European and American Art painting, sculpture, and architecture from c. 1750 until c. 1900.

ART 662. 20th Century Art.

(3-0-3); on demand.

The painting, sculpture, and architecture of the 20th century.

ART 663. Arts of the United States.

(3-0-3); on demand.

An in-depth study of the social, political, and cultural movements which affected the course of American artistic development.

ART 664. Spanish, Portuguese, and Latin American Art.

(3-0-3); on demand.

A survey of painting, sculpture, and architecture of Spain, Portugal, and Latin America.

ART 667. Native American Art.

(3-0-3); on demand.

This course will provide a survey of the visual arts of the indigenous tribes of North America from the beginning of their recorded history through the present.

ART 668. Appalachian Arts.

(3-0-3); on demand.

This course will provide a survey of the arts of Appalachia from pre-Colonial times to the present.

ART 670. Directed Research in Art.

(1 to 3 hrs.); I, II, III.

Requirement: consent of department chair. No more than six hours may be taken.

ART 672. Ancient Art.

(3-0-3); on demand.

The history of Western painting, sculpture, and architecture from prehistoric times until the beginning of the Christian era.

ART 673. Medieval Art.

(3-0-3); on demand.

The history of European painting, sculpture, and architecture from the beginning of the Christian era until c.1300.

ART 674. Renaissance Art.

(3-0-3); on demand.

The history of European painting, sculpture, and architecture from c. 1300 until c. 1525.

ART 675. Mannerist and Baroque Art.

(3-0-3); on demand.

The history of European painting, sculpture, and architecture from c. 1525 until c. 1750.

ART 676. Directed Graduate Study.
(1 to 3 hrs.); I, II, III.

Requirement: consent of department chair. 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); on demand.

A survey of the major philosophical movements and how they relate to the changing emphasis given to art education in America.

ART 681. German Art of the 20th Century.
(3-0-3); on demand.

This course will examine the visual expression of German, Austrian, and Swiss artists of the 20th century, including Die Brücke, Der Blaue Reiter, Dada, Neue Sachlichkeit, Surrealism, Bauhaus, "Nazi" Art, and Post-War developments in the art of both West and East Germany. Particular emphasis will be placed on art and artists in relationship to political and social events of the time, especially the two World Wars, the rise of National Socialism, and the Cold War.

ART 682. Contemporary World Art.
(3-0-3); on demand.

This course will provide a worldwide survey of contemporary visual arts in historical context and will explore current issues in contemporary art.

ART 687. 35mm Photography.
(2-2-3); I, II.

Advanced small format shooting and darkroom techniques exploring various subjects and styles.

ART 688A. Photo Studio.
(2-2-3); I, II.

Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 688B. Photo Studio.
(2-2-3); I, II.

Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 689. Large Format Photography.
(2-2-3); I, II.

Large format camera operation with various subjects and styles and printing of large format negatives.

ART 692. Sculpture: Metal Casting.
(2-2-3); I, II.

Exploration of techniques in metal casting. A study of foundry construction, operation, and maintenance.

ART 694A. Sculpture.
(2-2-3); I, II.

An advanced approach to sculpture with extensive use of various materials and techniques.

ART 694B. Sculpture.
(2-2-3); I, II.

An advanced approach to sculpture with extensive use of various

materials and techniques.

ART 695. Sculpture Studio.
(2-2-3); I, II.

Advanced study of contemporary sculptural form and surface resolution. Continued practical experience with material fabrication techniques.

ART 698. Selected Topics.
(1 to 3 hrs.); on demand.

Specialized offerings in art for graduate students. The purpose of these special courses is to supplement regular course offerings in art.

ART 699. Thesis.
(6 hrs.); on demand.

Requirement: consent of department chair.

Biology Courses

BIOL 601. Biological Concepts.
(3-0-3); II odd years.

Prerequisite: 12 hours from BIOL. Selected concepts from various biological sciences; the impact of recent experimentation and discovery on basic biological principles.

BIOL 603. History and Philosophy of Biology.
(3-0-3); I odd years.

Prerequisite: Eight hours from BIOL. History and development of biological philosophy and knowledge from early civilization to the mid-20th century. History of anatomy, physiology, medicine, embryology, zoology, botany, microbiology, genetics, and evolution will be covered, as well as the role of technology, museums, biological literature, and early world exploration on the field of biological sciences. Emphasis will be on the development of biological paradigms. Student discussion and presentations required.

BIOL 606. Biology of the Vertebrates.
(3-0-3); I. odd years.

Prerequisite: 12 hours from BIOL. Vertebrate classes; emphasis on their evolution, phylogeny, nomenclature, morphology, physiology, behavior, and ecology. Field trips required.

BIOL 607. Invertebrate Zoology.
(1-4-3); on demand.

Prerequisite: BIOL 210. Major invertebrate phyla; emphasis on their evolution, taxonomy, morphology, physiology, and ecology; local representatives. Field trips required. Equates with BIOL 407.

BIOL 608. Taxonomy of Vascular Plants.
(2-2-3); on demand.

Prerequisite: BIOL 215. Collection, preservation, and classification of vascular plants; emphasis on ecological adaptations and evolutionary trends.

BIOL 609. Limnology.
(2-2-3); II.

Prerequisites: 12 hours from BIOL, plus eight hours from CHEM. Equates with BIOL 409. Ecology and biota of inland waters. Some all-day field trips required.

BIOL 610. Advanced Evolution.**(3-0-3); I, even years.**

Prerequisite: 12 hours from BIOL. Major principles of evolutionary theory (natural selection, sexual selection, molecular evolution, biogeography, phylogenetics, speciation, coevolution, evolutionary developmental biology, etc.) are covered through extensive use and discussion of journal articles. Student participation in discussions and formal student presentations are required.

BIOL 615. Systematic Entomology.**(3-0-3); on demand.**

Prerequisite: eight hours from BIOL. Insect orders with emphasis on the classification of insects to family and beyond; taxonomic keys.

BIOL 617. Mycology.**(2-4-4); on demand.**

Prerequisite: BIOL 317. Morphology, taxonomy, and reproductive physiology of the fungi. Isolation and identification of medically important fungi will be emphasized.

BIOL 618. Microbial Physiology.**(2-4-4); on demand.**

Prerequisite: BIOL 317, and CHEM 326. Advanced concepts in the physiology and cytology of microorganisms.

BIOL 620. Advanced Plant Physiology.**(2-2-3); on demand.**

Prerequisite: BIOL 426. Physiology and biochemistry of green plants; respiratory metabolism, photosynthesis, nitrogen metabolism, terminal oxidation, and energy relationships of the cell.

BIOL 624. Immunology.**(2-2-3); II, even years.**

Prerequisite: BIOL 317 and BIOL 380. Basic cellular and molecular mechanisms of the immune response and its regulation, including response manifestations. Modern laboratory techniques stressed, including monoclonal antibody production. Equates with BIOL 424.

BIOL 625. Advanced Genetics.**(3-0-3); on demand.**

Prerequisite: BIOL 304. Discussion and research projects to meet the desires and needs of advanced students.

BIOL 627. Pathogenic Microbiology.**(2-2-3); I, even years.**

Prerequisite: BIOL 217 or BIOL 317. Medically important microorganisms; bacteria and fungi emphasized. The isolation, cultivation, and identification of pathogenic microorganisms from clinical specimens are stressed. Antimicrobial susceptibility tests, serological methods, and quality control introduced. Equates with BIOL 427.

BIOL 628. Virology.**(3-0-3); I, odd years.**

Prerequisite: BIOL 317. Morphology and chemistry of the virus particle; symptoms; identification and control of more common virus diseases of plants and animals; host-virus relationships; and research methods concerned with viruses. Equates with BIOL 428.

BIOL 629. Histology.**(2-2-3); I.**

Prerequisites: BIOL 380 plus eight hours from BIOL. The study of human tissues with emphasis on anatomical, physiological, and biochemical properties/relations. Equates with BIOL 429.

BIOL 630. Endocrinology.**(2-2-3); on demand.**

Prerequisite: 12 hours from BIOL. Functions of endocrine glands; development, histological characteristics, and biochemical organization of endocrine cells. Emphasis on molecular regulation of synthesis, secretion, and stimulation of hormones.

BIOL 631. Herpetology.**(1-4-3); II odd years.**

Prerequisite: BIOL 210. Equates with BIOL 431. The anatomy, physiology, taxonomy, ecology, distribution, natural history, and evolution of amphibians and reptiles. Emphasis on collection, identification, and classification of those reptiles found in eastern North America.

BIOL 632. Reproductive Physiology.**(2-2-3); on demand.**

Prerequisite: 12 hours from BIOL. Physiological processes of reproduction in animals with emphasis on man; gonadal functions, endocrine relationships, sexual differentiation, and fertility.

BIOL 633. Ichthyology.**(1-4-3); I even years.**

Prerequisite: BIOL 210. Equates with BIOL 433. The anatomy, physiology, systematics, ecology, zoogeography, natural history, and evolution of fishes. Emphasis on collection, identification, and classification of freshwater fishes of eastern North America and marine fishes of the Atlantic and Gulf coasts. Field trips required.

BIOL 635. Advanced Ecology.**(3-0-3); on demand.**

Prerequisite: BIOL 461. Ecological and physiological bases for adaptation, niche structure, and community organization; physiological ecology; population ecology; competition; predation; niche theory; communities; biogeography.

BIOL 636. Wetland Ecology and Management.**(3-0-3); I, even years.**

Prerequisite: 12 hours from BIOL. Structure and functioning of shallow water bodies; biological, physical, chemical, and ecological aspects of the major wetland ecosystems in the United States; valuation and management of biotic and abiotic wetland resources. BIOL 420 recommended.

BIOL 638. Mammalogy.**(1-4-3); I, odd years.**

Prerequisite: BIOL 210. Mammals of eastern North America with emphasis on mammals of southeastern North America. Taxonomy, adaptation, natural history, and methods of skin preparation. Equates with BIOL 438.

BIOL 643. General Parasitology.**(2-2-3); II, odd years.**

Prerequisite: BIOL 210. Protozoan, helminth, and arthropod

parasites of man and domestic animals; emphasis on etiology, epidemiology, diagnosis, control, and general life histories of parasites. Equates with BIOL 443.

BIOL 644. Graduate Clinical Lab Procedures.
(2-3-3); on demand.

Prerequisites: BIOL 232, and BIOL 301 or CHEM 301. The clinical laboratory plays a significant role in the ever changing arena of modern medicine. It is the purpose of this course to provide current technical and clinical information about laboratory procedures to permit the student to adequately understand, select and interpret each specific procedure. Equates with BIOL 444.

BIOL 645. Molecular Biology.
(3-0-3); on demand.

Prerequisite: 12 hours from BIOL. The lectures cover, in molecular terms, the structure and function of DNA. Recombinant DNA technologies will also be stressed.

BIOL 646. Advanced Parasitology.
(3-0-3); on demand.

Prerequisites: BIOL 443 or BIOL 643. Molecular and immunological aspects of parasitism will be covered; with emphasis on the current literature.

BIOL 647. Organ Systems Physiology.
(4-0-4); on demand.

Prerequisites: BIOL 232, and BIOL 301 or CHEM 301. Specific focus on three integrating themes: the interrelationships of human organ systems, homeostasis, and the complementing relationship of structure and function. Homeostatic regulatory mechanisms between interactive organ systems will be continually emphasized, as well as, how the body meets its changing demands during the onset of various pathological conditions. Equates with BIOL 447.

BIOL 649. Plant Anatomy.
(2-2-3); on demand.

Prerequisite: BIOL 215. Gross and microscopic studies of internal and external structures of vascular plants. The cell, meristem, cambium, primary body, xylem and phloem; roots, stems, and leaves; flowers and fruits; ecological anatomy. Equates with BIOL 449.

BIOL 651. Advanced Cell Biology.
(3-0-3); II, odd years.

Prerequisites: BIOL 380. Contemporary experimental procedures and knowledge of cell structure and function; including cell anatomy, genetics, growth and differentiation, molecular and physiological processes, and communication mechanisms. Emphasis will be placed on the discussion and presentation of current peer-reviewed literature.

BIOL 654. Environmental Education.
(2-2-3); on demand.

Prerequisite: eight hours from BIOL. Distribution and reserve depletion of wildlife, forest, land, water, air, and mineral resources; emphasis on population, pollution, and environment. Field trips to environmentally important areas are required. Not acceptable as credit for the M.S. in Biology (thesis option). Especially designed for in-service and pre-service teachers. Equates with BIOL 454.

BIOL 656. Plant Morphology.
(2-2-3); on demand.

Prerequisite: BIOL 215. Fossil and living non-vascular plants (except bacteria) and vascular plants; emphasis on ecology, morphology, and evolution. Equates with BIOL 456.

BIOL 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Consent of department chair. Problem must be approved prior to registration; proposal or plan for investigation must be jointly (student and directed research advisor) composed before or immediately after registration. Final copies of the completed work must be filed with the directed research advisor and the department chair. Required of all non-thesis option students.

BIOL 671. Graduate Seminar.
(1-0-1); I, II.

Prerequisite: 18 hours of graduate BIOL. Report of individual research by students following completion of BIOL 670 (Directed Research) or BIOL 699 (Thesis). Required of all graduate students in biology.

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

Consent of department chair. Specialized topics in the biological and environmental sciences, perhaps taken before beginning a thesis or directed research. Examinations and/or formal presentations before the faculty and students may be required.

BIOL 678. Animal Behavior.
(3-0-3); on demand.

Prerequisite: 12 hours from BIOL. An introduction to the principles of animal behavior with emphasis on ecological and evolutionary implications.

BIOL 680. History of Science.
(3-0-3); on demand.

Prerequisite: Six hours from BIOL, CHEM, or PHYS. Development of scientific traditions, discoveries, and concepts from the time of ancient Egypt to the present. Equates with BIOL 480, SCI 480, and SCI 680.

BIOL 683. Selected Workshop Topics.
(1 to 4 hrs.); on demand.

Prerequisite: 12 hours from BIOL. Workshops in various biological and environmental subjects will be presented periodically, based on need. Usually hands-on, experimental, and/or innovative, these workshops supplement various programs in the biological and environmental sciences or other disciplines. Individual credit towards degree programs must be approved by the student's advisor.

BIOL 690. Biochemistry.
(3-0-3); II.

Prerequisite: BIOL 301 or CHEM 301. In depth survey of the major groups of biomolecules, including carbohydrates, lipids, proteins, nucleic acids, enzymes; biosynthetic pathways; energy metabolism; enzyme mechanisms; and regulation of biochemical processes. Equates with BIOL 490.

BIOL 693. Laboratory Techniques Biochemistry.
(2-0-2); on demand.

Prerequisite: BIOL 301 or CHEM 301. Weekly laboratory sessions focusing on advanced techniques utilized in the study of biological molecules. Emphasis will be placed on methods in isolation and characterization of biological materials, density gradient ultracentrifugation, spectroscopic methods, electrophoretic techniques, chromatographic separations, radioisotopic labeling, and statistical analysis of experimental data. Equates with BIOL 493.

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

Consent of department chair. Research and thesis writing. Required of all thesis option students. Student allowed to enroll only once; partial credit not allowed.

Business Information Systems Courses

BIS 620. Integrating Technology in Teaching and Learning.

(3-0-3); I, II, III.

Designed for K-16 educators to learn more about how information technology can be integrated into instruction to enhance student learning. Participants interact with a wide variety of educational resources on the World Wide Web and gain experience with practical curriculum applications and assessment techniques. The online course format allows participants to tailor the learning experience to their specific curricular areas or interests.

BIS 621. Instructional Innovations in Business and Information Technology Education.

(3-0-3); III.

Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

BIS 630. Managerial Communications.

(3-0-3); on demand.

Emphasis on development of communications skills as a strategic competency for managers in an organization. Provides practical applications of managerial communications within the contemporary corporation, government agency, and nonprofit organization. Underscores the role of the manager as the beacon for effective communication in organizations.

BIS 640. Research Strategies in BIS.

(3-0-3); on demand.

This course allows the student to explore and investigate the current trends and issues related to the field of business information systems, become more educated consumers of research related to information technology literature, and to design scholarly methods of inquiry.

BIS 676. Directed Study.

(1 to 3 hrs.); on demand.

Research in business education.

BIS 698. Advanced Supervised Field Experience.

(1 to 6 hrs.); on demand.

Designed to give the student actual work experiences in business and industry. Number of credit hours dependent upon number of hours worked during the semester.

BIS 699. Thesis.

(3 or 6 hrs.); I, II, III.

Independent research and thesis writing.

Career and Technical Education (CTE) Courses

CTE 630. Evaluation Techniques.

(3-0-3); II. odd years.

The use and development of a framework of measurement and evaluation in CTE. Includes validity and reliability of measuring instruments, objectives, and programs, interpretation of material, statistical analysis, and research.

CTE 640. Administration and Supervision of CTE.

(3-0-3); III. even years.

Emphasis will be placed on philosophy, concepts and theories of administration and their application to practical vocational school situations. Students will develop a basis for learning and applying administrative decision techniques to implement administrative duties in a vocational school setting.

CTE 650. Organization and Administration of CTE.

(3-0-3); III. odd years.

Continuation and practical application of the vocational education theories of administration and supervision examined in CTE 640. Additional study of state and federal legislation, fiscal requirements, community relations, and professional staff development is included.

CTE 660. Trends and Issues in CTE.

(3-0-3); I.

The identification and study of problems and issues pertaining to the new roles of vocational education with special emphasis on KERA.

CTE 661. Foundations of Career and Technical Education.

(3-0-3); on demand.

Prerequisite: upper division standing in Industrial Engineering Study of the philosophical positions underlying the development of industrial education; leaders, their influence and contributions; contemporary theories affecting the current programs of industrial education. Equates with CTE 461.

CTE 671. Seminar for Career and Technical Education.

(1-0-1); on demand.

Participants will develop a further understanding of the underlying concepts of industrial career options by participation in one or more programs followed by informal discussion. Equates with CTE 471.

CTE 685. Principles and Philosophy of CTE.

(3-0-3); I.

Background, development, objectives, principles, philosophy, status, and trends of vocational education; organization and administration of vocational education at all levels including the impact of new policies regarding KERA and Tech Prep.

CTE 698. Career and Vocational Guidance.**(3-0-3); II.**

Study of the importance of work; use and selection of tests to assist in vocational choice; methods and techniques with a revitalization of career planning and vocational development in students.

Chemistry Courses

CHEM 639. Cooperative Education.**CHEM 699. Special Class.**

Communication (Advertising/Public Relations) Courses

CMAP 610. Computer Art Problems.**(2-2-3); I, II.**

The course will give the graduate student a thorough introduction to the basic workings of the Macintosh computer as well as its application in the visual art on the graduate level. Cross listed with ART 610.

CMAP 611. Advanced Computer Art.**(2-2-3); I, II.**

Prerequisite: ART 610. This course will give the graduate student a more advanced opportunity to work with and develop the ideas through the use of more complicated image and image manipulation software. Cross listed with ART 611A.

CMAP 655. Advertising.**(3-0-3); on demand.**

Prerequisites: CMAP 383 and 483 or MKT 304. Analysis of advertising as an indirect selling technique; emphasis on determining appeals, creating images, and developing coordinated campaigns to be developed by each student; stress on ideas and concepts rather than mechanics. Cross listed with MKT 655.

CMAP 687. 35mm Photography.**(2-2-3); I, II.**

Prerequisite: ART 373 or CMJN 285 or consent of instructor. Advanced small format shooting and darkroom techniques exploring various subjects and styles. Cross listed with ART 687.

CMAP 689. Large Format Photography.**(2-2-3); I, II.**

Prerequisite: CMAP 687 or ART 378 or consent of department chair. Large format camera operation with various subjects and styles and printing of large format negatives. Cross listed with ART 689.

CMAP 691. Technical Writing I.**(3-0-3); on demand.**

Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement.

CMAP 697. Technical Editing.**(3-0-3); on demand.**

Study of practice and management of editing for technical,

scientific, professional, and corporate reports and writings.

CMAP 698. Selected Workshop Topics.**(1 to 4 hrs.); on demand.**

Workshops on various management subjects will be presented periodically to supplement the basic course offerings in management. Credit toward degree programs must be approved by the student's advisor and the department chair. Cross listed with MNGT 698.

Communication (Electronic Media) Courses

CMEM 652. Issues in Contemporary Broadcasting.**(3-0-3); on demand.**

Treatment of current issues within the electronic media industry.

CMEM 660. History of Broadcasting.**(3-0-3); on demand.**

Historical study of radio-television as communication service and its development in America.

Communication (General) Courses

COMM 600. Research Methods in Communication.**(3-0-3); I.**

Study of qualitative research methods in areas of communication, including such issues as fundamentals of research design, data collection and analysis, and reporting of research results. Students will participate in research using either qualitative or quantitative research methodologies.

COMM 605. Communication Theory.**(3-0-3); I.**

Study of theories related to communication and the influence of communication on human behavior.

COMM 610. Bibliographic Research and Writing.**(3-0-3); I.**

Construction of working research bibliographies through examination of professional journals, advanced studies, textbooks, book reviews, theses, and dissertations in the field of communication.

COMM 611. Advanced Public Speaking.**(3-0-3); on demand.**

Exposure to traditional preparation and delivery of complex speeches.

COMM 621. Special Topics in Communication.**(3-0-3); on demand.**

An exploration of problems in communication with special research projects in advertising/public relations, electronic media, journalism, speech/rhetoric and theatre. May be repeated once for credit.

COMM 647. Internship.**(1 to 3 hrs.); I, II, III.**

Competency-based practical experience aimed at increasing the student proficiency in the specified position to which he/she is assigned. Prior application and approval by dept chair necessary.

COMM 650. Intercultural Communication.
(3-0-3); II, III.

Prerequisites: COMM 600 and COMM 605. CMSP 350 or a similar undergraduate class in intercultural communication is strongly recommended. The course will center on the theoretical foundations of intercultural communication (co-cultures in the United States and international cultures) and on the application of those theories in original research. Theories in the areas of identity, language, non-verbal communication, context, and communication ethics will be covered throughout the course. Students will conduct their own research study.

COMM 662. Media Criticism.
(3-0-3); on demand.

Prerequisite: senior standing. Examination of broadcasting in sociological, aesthetic, historical, psychological, and humanistic terms.

COMM 664. Public Opinion and the News Media.
(3-0-3); I.

A study of cultural, social and psychological aspects of public opinion and how it impacts and is influenced by the mass media. Includes analysis of public opinion's impact on the democratic process.

COMM 665. Organizational Behavior.
(3-0-3); on demand.

A study of human interpersonal behavior to understand, evaluate, and appraise business and social situations. The emphasis is on skill and ability to work with people, groups, and institutions by demonstration in the classrooms and use of theory and techniques. Cross listed with MNGT 665.

COMM 667. Organizational Communication.
(3-0-3); I.

Study of the functions of communication within organizations and professional environments. Students may be assessed a fee for materials distributed in class.

COMM 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Design and implementation of an independent research project under faculty direction. Tailored to fit the individual needs of the graduate student. Prior arrangement necessary; a proposal must be submitted for approval of the supervising faculty.

COMM 682. American Popular Cultural and Communications Technology.
(3-0-3); on demand.

Examination of the role and effects of major advances of communications technology on the course of American popular culture and society in the past, present, and future.

COMM 683. Advanced Small Group Communication.
(3-0-3); on demand.

Study of current theory and concepts pertaining to the discussion process.

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

Communication (Journalism) Courses

CMJN 604. School Publications.
(3-0-3); III.

Advancement of students in the production of school newspapers, yearbooks, and magazines; includes a complete review of journalism principles.

CMJN 660. Reviews and Criticism.
(3-0-3); on demand.

Evaluating and writing critical reviews of drama, literature, art, music, and restaurants for the mass media.

Communication (Speech) Courses

CMSP 621. Classical Rhetorical Theory.
(3-0-3); on demand.

Study of the rhetorical theory of Plato, Aristotle, Cicero, and other writers of the Greek and Roman periods.

CMSP 622. Contemporary Rhetorical Theory.
(3-0-3); on demand.

The study of rhetorical and communications theory from the Renaissance to the present.

CMSP 623. Rhetorical Criticism.
(3-0-3); on demand.

Application of classical and modern rhetorical theory analysis and criticism of selected speeches.

CMSP 627. American Public Address.
(3-0-3); on demand.

Major speeches, speakers, and movements in America from the Colonial Period to the New Deal.

CMSP 630. Contemporary Public Address.
(3-0-3); on demand.

Major speeches, speakers, and movements from the 1930s to the present.

Computer Aided Design Courses

ITCD 615. Advanced Computer Aided Design.
(3-0-3); I, even years.

Prerequisites: Graduate standing, computer aided design, or consent of instructor. The purpose of this course is to extend students' knowledge and skills in the design, modeling, analysis, and simulation of spatial problems found in industrial, civil, or architectural environments. Topics include customization and lisp routines, basic finite element analysis, geometric dimensioning and tolerancing, prototype development and interfacing with computer aided manufacturing, and advanced development of movies for civil and architectural projects.

Computer Information Systems Courses

CIS 615. Managing Information Technology.
(3-0-3); I, II, III.

A strategic approach to information systems, providing a global perspective on the expanding role of information technology and

digital networks in business and management. The course places a strong emphasis on transforming business processes for e-business and e-commerce. It is designed to help future business leaders in all functional areas of business (finance and accounting, manufacturing and production, marketing and sales, human resources, etc.) understand information technology concepts, terminology, trends, issues, and opportunities.

CIS 625. Web Information Systems & Internet Technologies.

(3-0-3); on demand.

Concepts fundamental to understanding Internet-based information systems. The course addresses a wide range of Internet and Intranet applications and strategies for business. Topics include infrastructure technologies; Internet-driven electronic commerce with database access; Intranet development and strategies for transforming internal business processes; information appliances; bandwidth; smart card information technologies; security devices including an encrypted public key; third-party object-oriented controls; Web site creation and Web server implementation.

CIS 628. E-Business Application Programming.

(3-0-3); on demand.

Prerequisite: an introductory programming logic or language course or consent of instructor. A critical component of e-business application development requires the IT developer to be knowledgeable in Internet programming and Web development application tools. This course provides students with an opportunity to develop essential programming skills for building e-commerce application platforms. Topics include an overview of e-business (concept, model, and practical issues), a review of existing Web development technologies, and hands-on development of e-business application systems using current programming tools.

CIS 632. Computer Productivity Tools.

(3-0-3); on demand.

Course focuses on concepts fundamental in achieving computer usage for organizational administration. Topics include advanced application skills, development in database management, document processing, spreadsheet analysis, Internet and World Wide Web design and development resources, electronic commerce, and local area networking development.

CIS 634. Management of Telecommunications and Networking.

(3-0-3); on demand.

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

CIS 635. Seminar in Information Systems.

(3-0-3); on demand.

This is a seminar on the management of information services

within a business entity. Major topics in the management of the information systems function - whether at a corporate or business unit level are covered. The course incorporates a lecture series approach using IS speakers who will describe current management of IS issues/trends in local organizations. Current IS trends and issues will be investigated.

CIS 636. Global Information Systems.

(3-0-3); on demand.

Integration of current information technology issues in an international context. The contemporary global organization must effectively integrate information technology and communication technology into its activities. These technologies are increasingly fundamental to an expanding range of activities within the organization. This integration must include the managerial, operating, and strategic dimensions of the organization's information systems with an awareness of cultural diversity. Includes international logistics, worldwide communications networks and standards, collaboration mechanisms, systems integration, adapting the information infrastructure across international boundaries and global management issues.

CIS 638. Database Systems Design, Implementation, and Management.

(3-0-3); on demand.

Focus on the overall management of data needs of an organization and on the design and development of database applications. Coverage of database design concepts and procedures. Examination of dominant database models, emphasizing the relational model. Principles and techniques of logical database design. Introduction to physical representation and storage of data in a computer system. DBMS tools to retrieve and manipulate data.

CIS 640. Systems Planning and Implementation.

(3-0-3); on demand.

The fundamental theory and conceptual framework for the planning and implementation of information systems designed to serve global-reach enterprises of all sizes. Strategic vision formulation and opportunity identification. Tactical approaches and formal solution design models.

CIS 642. Systems Security.

(3-0-3); on demand.

An overview of systems security for global-reach enterprises of all sizes. Topics include confidentiality, integrity, and availability; formal systems security architectures; common threats and countermeasures; methodologies for access control, authentication, and authorization; cryptographic and biometric initiatives; principles of telecommunications and networked applications security; risks and contingency planning; law, privacy, and ethics considerations.

CIS 645. Customer Relationship Management Systems.

(3-0-3); I, II.

Prerequisite: graduate standing. This course is an in-depth study into e-business customer relationship management (CRM) technologies and strategies. This class will review e-business approaches for managing all aspects of the customer lifecycle across Internet and offline channels. Students will work with

software like SAP to develop an Internet customer interaction application and will also develop an eCRM strategy as part of a group project/case study. Specific eCRM technologies will be studied and compared. This course offers the student an outline for the need for customer-centric marketing strategies using computer software. Uses and benefits of databases from a marketing standpoint are highlighted in this course.

CIS 650. Innovation, Technology and Organizational Change.

(3-0-3); on demand.

This course examines the literature on innovation, technology, and organizational change in order to understand the variables that impact organizational development, growth, and performance. The primary focus is on strategic planning and leadership for effective implementation of organizational change. It examines key elements of technology and innovation that can transform and energize businesses and public entities. These elements include commerce, knowledge management, and business operations. This course stresses both the practical and academic view to meet the needs of business students.

CIS 660. Enterprise Systems.

(3-0-3); on demand.

Managing and implementing enterprise-wide systems is a current trend in today's organization. This course presents an overview on enterprise-wide applications and gives the student a broad, conceptual framework for understanding business process integration. The challenges and successful strategies related to design and implementation of enterprise systems in today's organizations will be investigated.

CIS 670. Directed Research.

(1 to 3 hrs.); on demand.

Prerequisite: graduate standing with minor equivalent in computer information systems. Provides an opportunity and challenge for directed study of computer information systems problems. Students must present a written statement prior to registration of an approved research problem.

CIS 690. Information Systems Project.

(3-0-3); on demand.

Prerequisites: BIS 640, CIS 640, CIS 650, CIS 636, and completion of at least three graduate IS technical courses. Students apply standard project management methodology to complete a capstone project in a real-world working environment. Working in teams, students analyze the project in a paced approach, identify and document metrics and milestones, and deliver an information systems solution under a deadline that meets the agreed-upon project objectives. Final deliverables include a term portfolio and a formal class presentation.

CIS 699. Selected Workshop Topics.

(1 to 4 hrs.); on demand.

Workshops on various computer information subjects will be presented periodically to supplement the basic course offerings in computer information systems. Credit toward degree programs must be approved by the student's advisor.

Computer Science Courses

CS 620. Data Mining Concepts.

(3-0-3); I.

Prerequisite: CS 303. This course introduces the basic concepts of data mining and knowledge discovery. Topics include: data types, data patterns, data preprocessing, data cleaning, outlier analysis, features reduction, feature discretization, data integration, data mining process, learning machines, statistical learning theory, learning methods, model estimation, Bayesian inference, Logistic regression, classification, and prediction.

CS 640. Data Mining Methodologies.

(3-0-3); III.

Prerequisite: CS 620. This course will provide an in-depth study of data mining methodologies and techniques. Topics include cluster analysis, similarity measures, agglomerative hierarchical clustering, partitional clustering, incremental clustering, decision trees, decision rules, associative-classification method, association rules, multidimensional association-rules mining, mining sequence patterns, artificial neural networks, genetic algorithms, fuzzy sets and fuzzy logic, and visualization methods.

CS 650. Applied Data Mining.

(3-0-3); III.

Prerequisite: CS 640. Advanced study of the applications of data mining techniques in different fields to solve complex problems. Topics include Web mining, text mining, spatial data mining, multimedia data mining, data mining for financial data analysis, mining of DNA data, telecommunications industry, e-commerce, and security.

Criminology Courses

CRIM 600. Advanced Topics in Criminology.

(3-0-3); on demand.

Topics will vary each time the course is offered.

CRIM 601. Criminology Theory.

(3-0-3); on demand.

This course offers an intensive analysis of the major areas of criminological theory. Primary emphasis is placed upon contemporary theoretical issues. Equates with SOC 601.

CRIM 602. The Realities of Prison Life.

(3-0-3); I.

This course provides an intensive analysis of the realities of prison life. The emphasis will be placed on issues surrounding the daily routine of incarcerated individuals. Special needs offenders will also be examined.

CRIM 616. Working with Offenders.

(3-0-3); II.

In this course, students learn the basic structure of the counseling process with offenders including techniques and practice skills.

CRIM 625. Deviance.

(3-0-3); on demand.

This course analyzes deviance as social behavior. Emphasis is placed upon acquisition of an understanding of the major sociological theories of deviance. Equates with SOC 625.

CRIM 661. Sociology of the Law.
(3-0-3); on demand.

This course provides a clear understanding of the manner in which laws are formed to protect certain groups and marginalize others who are often perceived as threatening. Students deconstruct specific laws by analyzing the formation of criminal law from its incipient stages of development in American society.

CRIM 665. Environmental Sociology.
(3-0-3); II.

This course introduces this subfield of sociology examining current environmental issues and conflicts and various theoretical perspectives used to understand them and formulate solutions. The role of grassroots organizations is also reviewed. Equates with SOC 665.

CRIM 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor and department chair. Qualified students may arrange with criminology staff for a research project on a topic in criminology.

CRIM 676. Directed Study.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor and department chair. Qualified students may arrange with faculty for individual work on some particular problem in criminology.

Economics Courses

ECON 600. Survey of Economics.
(3-0-3); I.

A survey of economic analysis, including both the theory of the firm and national income determination. This course does not satisfy the requirements of the 36-hour MBA program.

ECON 602. Survey of Quantitative and Financial Analysis.
(3-0-3); on demand.

Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making. Cross listed with MNGT 602.

ECON 645. Public Policies Toward Business.
(3-0-3); on demand.

Prerequisite: ECON 202 or equivalent and graduate standing in the MBA Program, or consent of the instructor. The problem of business combination and monopoly; the functioning of imperfectly competitive markets; antitrust laws, their interpretation, and their economic effects; regulation and deregulation of business; regulatory agencies and their policies.

ECON 661. Managerial Economics.
(3-0-3); I, II.

Prerequisites: ECON 201 and 202 or MATH 152 and 354 or equivalent. Applications of economic theory to management decisions; demand analysis; cost determination; pricing; capital budgeting.

ECON 662. Business Cycles and Economic Forecasting.
(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program or consent of the instructor. A study of aggregate supply and demand analysis; factors determining the level of changes in output, the rate of inflation, and interest rates, theories of the business cycle, economic forecasting methods using leading indicators, statistical techniques, judgmental methodologies, and economic models.

ECON 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisite: graduate standing with minor equivalent in economics. Provides an opportunity and challenge for directed study of economic problems. Student must present a written statement prior to registration of an approved research problem.

ECON 690. Economic Education for Teachers.
(3-0-3); on demand.

Fundamental economic concepts and their application and integration in education.

ECON 699. Selected Workshop Topics.
(1 to 4 hrs.); on demand.

Workshops on various economic subjects will be presented periodically to supplement the basic course offerings in economics. Credit toward degree programs must be approved by the student's advisor and the department chair.

Education (Adult and Higher) Courses

EDAH 640. Principles of Adult and Higher Education.
(3-0-3); I.

Overview of adult and higher education: historical development, professional organizations, and major issues in adult continuing and higher education.

EDAH 641. Academic and Administrative Problems in Higher Education.
(3-0-3); on demand.

Selection, assignment, guidance, evaluation, payment, promotion, and retirement of academic personnel, organization and development of curricular policies, and instructional resources.

EDAH 642. Student Personnel in Higher Education.
(3-0-3); on demand.

Principles of organization and administration of personnel programs and services in higher education.

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

Series of presentations by graduate students, visiting lecturers, and members of graduate faculty on problems and issues confronting adult educators, and/or individual and group study on current issues in higher education.

EDAH 650. Developmental Education for Adult Students.
(3-0-3); on demand.

Sociological, psychological, and economic problems of adult students requiring development and remediation studies.

Investigation of traditional and innovative approaches utilized in working with these students.

EDAH 651. Human Development in Adulthood.
(3-0-3); I.

Psychological and physiological changes in adulthood; designed to provide opportunities to apply knowledge of human development to problems of working with adults.

EDAH 653. Program/Curriculum Development and Evaluation.
(3-0-3); II.

Prerequisite: EDAH 640 or consent of instructor. Study of program and curriculum development with special emphasis on designing and improving programs through evaluation process.

EDAH 670. Directed Research.
(1 to 3 hrs.); I, II.

Prerequisites: EDF 600 and one course from the major. Supervised research investigation of a professional problem. Student must submit proposal describing the nature and procedure of research prior to starting. Format for proposal will be supplied by the instructor upon request. Copy of final report on the project required for department's permanent file of completed projects.

EDAH 676. Directed Study.
(1 to 3 hrs.); I, II.

Prerequisites: EDF 600 and one course from the major. Guided study of a professional problem. Student must submit plan describing nature of study prior to starting. Format for plan will be supplied by the instructor upon request. Copy of final report on the study required for department's permanent file of completed projects.

EDAH 678. Internship.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor. Supervised experience in activities appropriate to areas of specialization.

EDAH 680. Selected Topics.
(3-0-3); on demand.

Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDAH 688. Seminar in Adult Education.
(3-0-3); II.

Series of presentations by graduate students, visiting lecturers, and members of graduate faculty on problems and issues confronting adult educators.

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

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

Prerequisites: admission to Specialist in Education Program and consent of student's committee chairperson.

Education (Counseling) Courses

EDGC 619. Career Counseling.
(3-0-3); II, III.

Overview of career development and career decision theories. Planning and integrating career information and counseling in school programming and classroom vocational counseling in schools, and other settings.

EDGC 620. Psycho-Social and Multicultural Factors in Counseling.
(3-0-3); I, III.

Study of recently recognized non-classroom factors impacting student's school behavior and performance, and appropriate counseling strategies designed to assist students.

EDGC 656. Introduction to Counseling.
(3-0-3); I, II, III.

History, philosophical principles, and development of guidance movement; place of specialist; guidance and the teacher; present status of guidance meeting needs of individual school; objectives, types, and scope of guidance.

EDGC 661. Measurement Principles and Techniques.
(3-0-3); I, II, III.

Identification of educational objectives associated with test construction; table of specifications; elementary statistics, testing and non-testing procedures. Investigations of major types of tests; administration, scoring, and interpretation of test results.

EDGC 662. Individual Inventory Techniques.
(3-0-3); II.

Prerequisite: consent of instructor. Special training in choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

EDGC 665. Philosophy and Practice of School Counseling.
(3-0-3); II, III.

Organizational goals and procedures in designing a comprehensive program in information services, appraisal, and counseling; relationships of counselor with school personnel and with community members and organizations; referral procedures; legal implications for counselors.

EDGC 666. Theories of Counseling.
(3-0-3); I, III.

Prerequisite: EDGC 656. Basic philosophies, principles, and procedures in counseling.

EDGC 667. Group Counseling.
(3-0-3); II, III.

Prerequisite: EDGC 656. Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include school, family, and community.

EDGC 668. Legal and Ethical Issues in Counseling.
(3-0-3); I, II.

Prerequisite: EDGC 656. This course will examine legal and ethical aspects relevant to professional issues in counseling. Current

legislation impacting the profession of counseling in various settings will be examined as will recent case law. Ethical codes of the major professional organizations will be examined as will related codes of certification and licensure bodies. Special attention will be given to issues such as the rights of minors, emancipated minors, HIV status, and others.

EDGC 669. Practicum in Counseling.
(3-0-3); I, II.

Prerequisites: EDGC 619*, 620*, 656, 665, 666, 667, and approved practicum application. *May be taken the same semester as practicum. Weekly class instruction in techniques of counseling and supervised field experiences counseling individuals and groups. Must fill out application for practicum the semester prior to enrolling and submit to the advisor.

EDGC 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisites: EDF 600 and one course from the major. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final report on project is required for department's permanent file of completed projects.

EDGC 671. Practices and Techniques in Counseling.
(3-0-3); I, II, III.

Prerequisite: EDGC 656; *Corequisite:* EDGC 666. This course has been designed to provide an overview of the fundamental counseling skills and techniques. Students will be provided with opportunities to begin developing basic counseling skills and techniques. This growth will be facilitated by interactive lecture, in-class demonstrations and student videotapes, discussion, and peer counseling that will occur under supervised conditions.

EDGC 674. Seminar in Guidance and Counseling.
(1 to 3 hrs.); I, III.

Prerequisite: consent of instructor. Group study and discussion of individual research or study of problems having special significance to the field of guidance and counseling.

EDGC 676. Directed Study.
(1 to 3 hrs.); I, II, III.

Prerequisites: EDF 600 and one course from the major. Guided study of a professional problem. Student must submit a plan describing the nature of the study prior to starting. Format for the plan will be supplied by the instructor upon request. Copy of final report on the study is required for department's permanent file of completed projects.

EDGC 678. Internship.
(1 to 6 hrs.);

Supervised experience in activities appropriate to the area of specialization.

EDGC 679. Advanced Practicum in Counseling.
(3-0-3); I, II.

Prerequisites: admission to the Rank I or Ed.S. program in Counseling, EDGC 683, and approved practicum application. Supervised advanced clinical practice for students pursuing post-master's training in counseling.

EDGC 680. Family Counseling.
(3-0-3); II, III.

The course will focus on the study of the dynamics of the family system. Family counseling will be addressed; including theory, assessment, and treatment.

EDGC 681. Workshop.
(1 to 3 hrs.); I, II, III.

Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDGC 682. Counseling Issues in Sexuality.
(3-0-3); on demand.

Prerequisite: admission to the Rank I or Ed.S. program or consent of instructor. Comprehensive overview of existing beliefs and knowledge about human sexuality; the variety of its expression, common problems, and the changing sexual patterns of society. Course is directed toward professional school and agency counselors.

EDGC 683. Advanced Counseling Theory.
(3-0-3); I, III.

Prerequisite: EDGC 666. Comprehensive investigation of advanced theories and applications for counseling. Course is designed as an advanced graduate seminar in theoretical concepts of counseling and to provide an opportunity for the development of advanced intervention skills in cognitive, affective, behavioral and multi-modal approaches to counseling.

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

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

Prerequisites: admission to the Specialist in Education Program and consent of student's committee chairperson.

Education (Early Childhood) Courses

EDEC 600. Workshop.
(1 to 3 hrs.); on demand.

Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDEC 627. The Pre-School Child.
(3-1-3); on demand.

Principles of growth and development from prenatal period to age six. Focuses attention on learning experiences for nursery and kindergarten children. Laboratory experiences are an integral part of this course.

EDEC 637. Early Childhood Education.
(2-1-3); I, II, III.

Students will survey the history and philosophy of early childhood education. Programs, methodology and materials employed for and with children aged birth to six will be critically reviewed. Students will be expected to familiarize themselves with practices based upon current research and to discuss emerging early childhood issues.

EDEC 670. Directed Research.**(1 to 3 hrs.); I, II,**

Prerequisites: EDF 600, completion of 15 graduate hours, advisor approval, and consent of advisor and department chair. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

EDEC 676. Directed Study.**(1 to 3 hrs.); I, II,**

Prerequisites: completion of 15 graduate hours and advisor approval, and consent of advisor and department chair. Supervised investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the study prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed projects.

EDEC 699. Thesis.**(6 hrs.); on demand.**

Education (Elementary) Courses

EDEL 600. Workshop.**(1 to 3 hrs.); on demand.**

Workshop for specifically designed task orientation in elementary education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDEL 616. Educational Computing.**(3-0-3); I, II, III.**

The development of competencies in the use of microcomputers for instruction, management, information processing, computer assisted instruction, and practical high-level programming applications through programming assignments. Hardware and operating systems are covered. Designed primarily for students without previous data processing instruction. Cross listed with CIS 616 and EDSE 616.

EDEL 621. Elementary Mathematics Teaching: Research, Practice and Leadership.**(3-0-3); II.**

Prerequisites: EDEE 321 or EDUC 618 or other entry-level mathematics methods course. Graduate standing. Research-based embedded professional development strategies, as well as leadership skills will be developed as tools to sustain improvements in the teaching and learning of mathematics. Research-based mathematics teaching and learning strategies will be explored with a focus on how children think mathematically. Conflicting views of mathematics teaching will be examined with the goal of developing a personal philosophy of mathematics teaching and learning.

EDEL 622. Social Studies in Today's Elementary Schools.**(3-0-3); I, III.**

Investigation of current materials, methods of teaching, and developments in elementary social studies.

EDEL 623. Advanced Language Arts for the Elementary Teacher.**(3-0-3); III.**

Emphasis on theories of language development, current research and modern approaches to teaching elementary school language arts. Students will refine skills in curriculum development and implementation, assessment and instructional techniques.

EDEL 624. Practicum in Reading.**(2-5-3); III.**

Prerequisite: EDEL 662. Supervised practice in working with students who have reading difficulties.

EDEL 625. Foundations of Language Development.**(3-0-3); III.**

Designed to provide an in-depth view of language development. This course will focus on the sequence and process of that development. Course content is drawn from studies and theories in the disciplines of education, linguistics, psychology, and speech.

EDEL 626. Investigations in Reading.**(3-0-3); III.**

Prerequisite: EDEM 330 or equivalent. Study of current literature and research in the study of reading.

EDEL 627. Reading in the Elementary School.**(3-0-3); I, II, III.**

Extensive study of recent trends in materials and methods in teaching reading in the elementary school.

EDEL 628. Materials and Methods in Reading Instruction.**(3-0-3); on demand.**

Prerequisite: EDEM 330 or equivalent. In-depth study of innovative materials produced for use in the teaching of reading. Techniques for effectively implementing these materials in the classroom are investigated.

EDEL 629. Literature Across Curriculum.**(3-0-3); I.**

This course examines the integration of children's literature, both narrative and expository, across the curriculum.

EDEL 630. Curriculum Construction.**(3-0-3); on demand.**

Study of basic principles of curriculum development in local school system.

EDEL 632. Elementary School Curriculum.**(3-0-3); I, II, III.**

Implications of wider goals of elementary education; relation of each area of learning to the total program, research studies, and promising classroom experiences.

EDEL 640. Contemporary Instructional Practices in Grades P-9.**(3-0-3); I, II, III.**

This course will explore a variety of models of teaching and the relationship between instruction and the learner, including active learning, critical thinking, questioning strategies and grouping structures. A focus will be on learner characteristics of multiple

intelligences, gender diversity, and learning styles.

EDEL 662. Remedial Reading.
(2-2-3); III.

Prerequisites: EDEM 330, EDEE 331, or EDMG 332 or equivalent courses. Materials, methods of diagnosing and treating reading difficulties. Laboratory experiences are an integral part of this course.

EDEL 670. Directed Research.
(1 to 3 hrs.); I, II,

Prerequisites: EDF 600, one course from the major, completion of 15 graduate hours, and consent of advisor and department chair. Supervised research investigating a professional problem. Student must submit a proposal describing nature and procedure of research prior to starting. Format for proposal will be supplied by instructor upon request. Copy of final report on the project is required for department's permanent file of completed projects.

EDEL 676. Directed Study.
(1 to 3 hrs.); I, II,

Guided study of a professional problem. Student must submit a plan describing the nature of the study prior to starting. Format for the plan will be supplied by the instructor upon request. A copy of the final report on the study required for department's permanent file of completed projects.

EDEL 677. Reading in the Content Areas.
(3-0-3); I, II, III.

Basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis on special skills needed for study in science, social studies, mathematics, and literature.

EDEL 682. Advanced Curriculum Development.
(3-0-3); on demand.

Prerequisites: EDEL 630, 632 or EDMG 636. A study of the principles of evaluating, developing and writing curriculum for local schools, grades K-12. The course will also deal with significant historical curriculum projects and organizational approaches for curriculum development for schools in the United States.

EDEL 685. Collaboration for Teachers.
(3-0-3); on demand.

This course will explore the various types of collaborative involvement found in schools today-between teachers, between teachers and administrators, between educators and parents, and between educators and the community.

EDEL 686. Seminar for Experienced Teachers in Grades P-9.
(3-0-3); on demand.

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

includes all of the professional education courses; can be concurrently enrolled in one of these.

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

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

Prerequisites: admission to the Specialist in Education Program and consent of student's committee chairperson.

Education (Foundations) Courses

EDF 600. Research Methods in Education.
(3-0-3); I, II, III.

Selection, delineation, and statement of a research problem, techniques of bibliography building, methods of organization, recognized methods of investigation, application of statistical methods to research problems, and style standards for research writing. Attention given to the educational curriculum framework.

EDF 610. Advanced Human Growth and Development.
(3-0-3); I, II, III.

Developmental processes across the lifespan. Application of principles of development, research findings, and theory of human development and behavior. Cross listed with PSY 610.

EDF 611. Adolescent Development.
(3-0-3); I, II.

A concentrated examination of cognitive, physical, social, moral, and emotional development of early and late adolescence. Effective learning and teaching strategies for adolescents are emphasized.

EDF 680. History and Philosophy of Education.
(3-0-3); I, II, III.

Beginnings of American system of education; survey of theories of education, factors and forces changing American education philosophies of learning applied to contemporary educational problems.

EDF 681. Advanced Seminar in Contemporary Educational Thought.
(3-0-3); on demand.

Prerequisite: EDF 680. Group discussion and individual research on problems in the historical, philosophical, and social foundations of education. Includes formal writing; oral presentations; group discussion. Students may repeat the course for credit once.

Education (Instructional Leadership) Courses

EDIL 601. Introduction to School Leadership Administration.
(3-0-3); I, II, III.

A study of modern administrative theories, processes, techniques and responsibilities, with an emphasis on understanding schools as complex organizations and facilitating leadership to create a

work climate supportive of excellence in teaching and learning. Emphasis will be given to the organization and administration of the elementary school, middle grade school, and secondary school.

EDIL 610. School Leadership Practicum.
(3-0-3); I, II.

Prerequisite: consent of instructor. An opportunity to understand the role of the principal with an emphasis on changes in society and in the schools through time spent interacting with practicing school administrators at school site locations.

EDIL 618. School Finance and Support Services.
(3-0-3); I, II.

A study of the concepts of school finance and school business management to include national, state, and local issues; school support services including transportation, facility planning and maintenance, food service, and risk management.

EDIL 619. Technology and Best Practices for School Improvement.
(3-0-3); I, II.

A study of best practices for school improvement documented by research and application of the use of modern technological tools in instructional and administrative processes-evaluation of hardware and software for both instructional uses and administrative tools, review of computer programs, and basic competency in word processing, spreadsheet, database, and presentation software. Use of Internet for instructional and administrative purposes.

EDIL 621. Research for Instructional Leadership.
(3-0-3); I, II, III.

Study of school leadership and administrative responsibilities, with emphases on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning.

EDIL 628. School Law & Ethics.
(3-0-3); I, III.

A study of state and federal laws impacting the administration of school pupils and personnel. An investigation of legal and ethical issues as related to practical problems of school administration.

EDIL 631A. Practicum in District Administration/Supervisor.
(1 hr.); I, II.

Prerequisites: admission to certification program for supervisor of instruction and completion of 18 program hours. The field experience is related to the instructional leader for the district course with emphasis given to the specific level supervisor of instruction through a minimum of 50 clock hours at that level. The field experiences will be with a cooperating school administrator who has successfully completed a minimum of three years at a supervisor's level and is approved by the faculty of the educational administration programs.

EDIL 631B. Practicum in District Administration/Superintendent.
(3 hrs.); I, II.

Prerequisites: admission to certification program for school superintendent and completion of six program hours. This course is a

combination of clinical field experience and class experience related to the role and responsibility of the superintendent. The field experiences will be with a cooperating school administrator who has successfully completed a minimum of three years at the superintendent's level and must be approved by the faculty of the instructional leadership program. Students will be required to record 100 hours of field experience, participate in online instructor-developed exercises, and attend at least five instructor-approved seminar sessions.

EDIL 634. Leadership for Human Resources Development in Schools.
(3-0-3); I, II, III.

A study of human resources development practices in school systems, with emphasis on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. Content includes organizing groups, group dynamics, conducting effective meetings, and resolving conflict.

EDIL 635. Understanding Professional Responsibilities of Teacher Leaders.
(3-0-3); I, II.

This course examines how Teacher Leaders have the potential to change the school environment to improve student achievement. This course will focus on how ethics (both one's own and the group's) shape decisions and practices, legal issues that impact the school, and finally effective resource management. This curriculum is not intended necessarily for teachers who aspire to be school administrators (although some who take this class may indeed eventually move into designated school leadership positions).

EDIL 636. Mentoring for Improved Results.
(3-0-3); I, II.

This course focuses on developing the knowledge, skills, and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused improving teaching practices and learning for all students.

EDIL 637. Leadership for School Program Collaboration.
(3-0-3); I, II.

A study of integrated instructional support programs in schools and districts and the leadership requirements needed to facilitate collaboration among school and community-based programs that provide and support student learning.

EDIL 638. Designing and Implementing Professional Development.
(3-0-3); I, II.

This course provides an introduction of knowledge, skills, attitudes, behaviors, and aspirations that a Teacher Leader will use in designing, facilitating, implementing, and assessing high-quality professional development.

EDIL 641. The School Superintendent.
(3-0-3); I, III.

The role of the superintendent, conflicts, challenges. The course is designed for administrators dealing with the basic functions, duties, responsibilities, and the problems or current issues confronting today's practicing school superintendent. The course

includes administrative routine, organizations, fiscal affairs, legislation, support services, communication, evaluation and accountability, and instructional leadership.

EDIL 643. School Housing.

(3-0-3); II, III.

Prerequisite: admission to any certification program for instructional leadership. A study of school facilities to include financing, design construction, management, and curriculum utilization.

EDIL 645. Seminar for Effective Administration.

(3-0-3); I, II, III.

Prerequisite: EDIL 621. Designed for advanced graduate students in school administration. Deals with current problems and issues and stresses independent investigation for effective administration techniques. Recommended within last nine hours of the program. Field research project required.

EDIL 646. Advanced Seminar for Curriculum/Program Development.

(3-0-3); I, II, III.

Prerequisite: EDIL 621. Designed for advanced graduate students in school administration. Deals with current issues and problems in curriculum and stresses independent investigation. The investigations will deal with supervisory functions dealing with curricular and program evaluation, analysis, and techniques for bringing about the program and curricular change and improvement within the local school system. Field research project required. Recommended within last nine hours of the program.

EDIL 647. Leadership for School Community Relations.

(3-0-3); I, II.

A study of the issues and responsibilities relating to the establishment and administration of a school community relations program at the district and the school building levels.

EDIL 649. School System Administration.

(3-0-3);

This focuses on school system operations, management of finances, auxiliary services, human resources, federal and state programs, facilities, and instructional support.

EDIL 650. Leadership for School Program Improvement.

(3-0-3); I, II.

A study of how school leaders guide, facilitate and support curriculum, instruction, and assessment and create a learning environment that promotes student achievement. Included are studies of techniques used for developing and implementing staff development programs.

EDIL 659. Strategic Planning in Education.

(3-0-3);

The course focuses on the development of planning, implementation, and leadership skills needed to direct strategic decision-making within educational settings.

EDIL 669. Leadership for School Problem Solving.

(3-0-3); I, II.

A study of the principles and methods of systematic site-based

problem identification, diagnosis, and solution for the improvement of practice in school settings.

EDIL 685. Research Problems of the Instructional Leader.

(1 to 3 hrs.); I, II, III.

Prerequisite: EDF 600 or equivalent experience. Intensive and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

EDIL 698. Seminar for Administrator of Pupil Personnel Services.

(3-0-3); I, III.

Prerequisite: admission to program for Administrator of Pupil Personnel Services. Analysis of various methods of pupil personnel accounting and records management systems, including computer applications. Responsibilities of school and non-school personnel and agencies, influence of socioeconomic factors and school attendance.

EDIL 699A. Applied Project.

(6 hrs.); I, II, III.

Education (Middle Grades) Courses

EDMG 636. Middle School Curriculum.

(3-0-3); I, III.

This course will identify the historical development of curriculum in the middle grades and the relationship of the curriculum to student development. Current curricular issues, organizational patterns and research related to middle grades will be reviewed.

Education (Secondary) Course

EDSE 600. Selected Topics.

(1 to 3 hrs.); on demand.

Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDSE 616. Educational Computing.

(3-0-3); I, II, III.

The development of competencies in the use of microcomputers for instruction, management, information processing, computer assisted instruction, and practical high-level programming applications through programming assignments. Hardware and operating systems are covered. Designed primarily for students without previous date processing instruction. Cross listed with CIS 616 and EDSE 616.

EDSE 633. Effective Classroom Instruction.

(3-0-3); I, II, III.

Designed to extend student's knowledge of and ability to implement research-based recommended teacher behaviors; foundation of research findings utilized to create facilitating classroom climate and to select appropriate teaching strategies.

EDSE 634. Secondary School Curriculum.

(3-0-3); I, II, III.

Course designed to acquaint teacher, supervisor, and

administrator with nature, development, and organization of secondary school curriculum.

EDSE 670. Directed Research.
(1 to 3 hrs.); I, II.

Prerequisites: EDF 600, consent of instructor, completion of 15 graduate hours, and advisor approval. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

EDSE 671. Seminar—Problems of the Teacher.
(3-0-3); I, II.

Individual research problems and thesis; review current educational research; significant problems in education especially related to role of teacher. Oral reports and group discussion.

EDSE 676. Directed Study.
(1 to 3 hrs.); I, II.

Prerequisites: completion of 15 graduate hours and advisor approval. Supervised investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the study prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed projects.

EDSE 683. The American Secondary School.
(3-0-3); II, III.

Traces development of American secondary school, identifying historical and philosophical influences upon this development; related current practices to their historical bases; examines present-day trends and innovations.

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

Education (Special) Courses

EDSP 600. Workshop.
(1 to 3 hrs.); on demand.

Workshop for specifically designated task orientation in special education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDSP 601. Survey of Exceptional Children.
(3-0-3); I, II, III.

Study of personality theory and psychopathology, developmental problems of exceptional children, and educational characteristics and needs of exceptional children.

EDSP 602. Speech and Language Problems.
(3-0-3); I.

Defines various speech and language problems and their causal factors at the elementary and secondary school level. Presents methods for analysis, prevention, and correction of these problems.

EDSP 603. Assessment Methodology for the Handicapped.
(2-2-3); on demand.

Testing and assessment procedures utilized with traditional categorical approaches in special education. Principles of norming and scaling included.

EDSP 604. Resource Concept for the Handicapped.
(3-0-3); II.

Prerequisite: EDSP 230 or 601. Fundamental concepts regarding implementing and managing a resource room at both elementary and secondary school levels.

EDSP 605. Programs for Young Handicapped Children.
(2-2-3); on demand.

Program applications for three- to six-year old handicapped children, including identification procedures and parent involvement techniques.

EDSP 606. Communication Disorders.
(3-0-3); on demand.

Prerequisite: EDSP 320 or 602. Procedures and methods for working with speech and language handicapped children in a public or private school setting.

EDSP 607. Employability of the Handicapped.
(3-0-3); III.

EDSP 610 Foundations of Effective Practice in Special Education.
(3-9); III.

Prerequisite: EDSP 230 or 601. Career exploration and preparation programming for secondary students who have special learning needs.

EDSP 611. Seminar: Educating Students with Disabilities I.
(3-0-3); I.

Prerequisites: EDSP 610, 614, or 616; corequisite: EDUC 650. This seminar is taken in conjunction with the teacher-in-training's first semester in a university supervised practicum. It requires the teacher-in-training to reflect on, refine, and strengthen skills in assessment, instruction, and classroom management.

EDSP 612. Seminar: Educating Students with Disabilities II.
(3-0-3); II.

EDSP 613. Advanced Topics in Effective Practice in Special Education.
(3-9); III.

Prerequisite: EDSP 611; corequisite: EDUC 651. This continuing seminar is taken in conjunction with the teacher-in-training's second semester in a university supervised practicum. It requires the teacher-in-training to reflect on, refine, and strengthen skills in assessment, instruction, and classroom management.

EDSP 614. Designing, Delivering, and Managing Instruction of Students with Learning and Behavior Disorders I.
(3-0-3); III.

Prerequisites: EDEL 627, EDSP 601, EDUC 618, or equivalent courses. A teaching methods course concerned with the planning, management, and delivery of effective instruction for students

with learning disabilities and behavior disorders.

EDSP 615. Designing, Delivering, and Managing Instruction of Students with Learning and Behavior Disorders II.
(3-0-3); III.

Prerequisites: EDSP 610, 611, 612, and 614. This course refines foundational skills needed to design, manage, and deliver effective instruction to students with learning and behavioral disabilities.

EDSP 616. Designing, Delivering, and Managing Instruction of Students with Moderate and Severe Disabilities I.
(3-0-3); III.

Prerequisites: EDEL 627, EDSP 601, and EDUC 618 or equivalent courses. This course provides the foundation of skills needed to design, manage, and deliver effective instruction to students with moderate and severe disabilities.

EDSP 617. Designing, Delivering, and Managing Instruction of Students with Moderate and Severe Disabilities II.
(3-0-3); III.

Prerequisites: EDSP 610, 611, 612, and 616. This course will refine the candidate's understanding of the components of appropriate curriculum for students with moderate and severe disabilities. Strategies to manage a program of community referenced instruction, to support the inclusion of students with moderate and severe disabilities in a variety of school and community settings, and to conduct authentic assessment of student learning will be further developed.

EDSP 621. Operation of Special Education Programs.
(3-0-3); I.

The course addresses federal and state regulations, case laws, fiscal management and record keeping.

EDSP 622. Instructional Leadership in Special Education.
(3-0-3); II.

This course addresses the following areas in instructional leadership: program development and planning, curriculum development, instruction and management.

EDSP 623. Special Education Program Coordination.
(3-0-3); III.

This course addresses the following areas: communication with regular educators, staff supervision, professional development, community/public relations and working with parents.

EDSP 624. Practicum.
(6-0-6); I, II.

Supervised practicum experience.

EDSP 630. Universal Design for Learning.
(3-0-3); I, II.

This course is designed to develop teacher knowledge and skills needed to accommodate a wide range of diverse learners in the regular classroom. Universal Design for Learning (UDL) is based upon the most widely replicated finding in educational research: students are highly variable in their response to instruction, and

accordingly, one of the most significant changes made by Congress (1997) to the Individuals with Disabilities Education Act (IDEA) is the requirement that students with disabilities must (1) have access to the general curriculum; (2) be involved in the general curriculum; and (3) progress in the general curriculum. In direct response to this legal and philosophical mandate, this course addresses instructional, management and assessment issues pertaining to the successful inclusive class placement of students with disabilities, and to the establishment of the optimal learning environment for all students. The course is appropriate for all teachers whose role includes responsibilities for the education of students with a wide range of diverse needs in school settings.

EDSP 631. Advanced Behavior Management.
(3-0-3); I, II.

Prerequisite: EDTL 603. This course is designed to develop teacher knowledge and skills needed to successfully manage the behavior of a wide range of diverse learners in the regular classroom. Advanced Behavior Management addresses management and assessment issues pertaining to the successful inclusive class placement of students with disabilities, behavior change methodologies to increase appropriate behaviors and reduce inappropriate behaviors, and to the establishment of the optimal learning environment for all students.

EDSP 632. Applied Research in Special Education.
(3-0-3); I, II.

Prerequisites: EDTL 603, EDSP 631, and unconditional admission to the Teacher Leader master's program in Special Education. Principles and methods for designing single subject research with students in educational settings are discussed. Students will be required to design and defend a research proposal.

EDSP 641. Conceptions and Identification of Gifted Children and Youth.
(3-0-3); on demand.

This course is designed to examine the meaning of giftedness, and methods of identifying school-age individuals who are gifted. Students will investigate theories of giftedness and origins of the concept. The course also will examine issues such as genetics and intelligence, high-IQ, and legal and ethical questions related to the public education of gifted individuals.

EDSP 642. Meeting the Individual Needs of Gifted Children and Youth.
(3-0-3); on demand.

Prerequisite: EDSP 641. This course is designed to provide students with an understanding of the relationship between gifted and talented students' abilities in the areas of academics, leadership, creativity, the visual and performing arts, and individualized program planning. The course also will address issues such as motivational needs of the population, under represented groups such as females and ethnic minorities, student and family counseling, underachievement, and the development of model programs and their evaluation.

EDSP 643. Teaching the Elementary Gifted and Talented Child.
(3-0-3); on demand.

Prerequisite: EDSP 641. Course is designed to prepare the classroom teacher in developing strategies and materials appropriate for the

gifted and talented child in the elementary and middle grades (K-9). Students will become familiar with a variety of program approaches, with technology emphasized, as well as materials, and specific instructional strategies for the gifted and talented through field experiences and investigating current literature.

EDSP 644. The Gifted Adolescent and Young Adult. (3-0-3); on demand in even years.

Prerequisite: EDSP 641. This course addresses the following topics: the gifted individual in adolescence and adulthood, teaching for career education, teaching for talent education, models of instruction for the older gifted student.

EDSP 645. Practicum in Gifted Education. (3-0-3); on demand.

Prerequisites: EDSP 641, 642, and 643 or 644. Placement in an approved setting for gifted education on the basis of one week placement for each credit hour unit.

EDSP 668. Organization of Special Classes. (2-2-3); on demand.

Prerequisite: consent of instructor. Relation between special class teacher and students within matrices of larger school community. Techniques of parental counseling and introduction of students into work and social aspects of larger community.

EDSP 670. Directed Research. (1 to 3 hrs.); I, II.

Prerequisites: EDF 600 or equivalent, completion of 15 graduate hours, advisor approval, and consent of department chair. Independent research study of a professional problem in special education. Proposal describing methodology and purpose of the study required prior to enrollment in the course. Copy of final study required for department's permanent file of completed research projects.

EDSP 675. Practicum in Special Education. (3 to 6 hrs.); I, II, III.

Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multi-discipline approach to therapy and/or prescriptive teaching. (Application made through the director of student teaching or coordinator of MAT program.)

EDSP 676. Directed Study. (1 to 3 hrs.); I, II.

Prerequisites: consent of department chair, completion of 15 graduate hours, and advisor approval. Directed study, not requiring a research design, of a professional problem in special education. Proposal describing purpose of the study required prior to enrollment in the course. Copy of final report on project required for department's permanent file of completed projects.

Education (Professional) Courses

EDUC 600. President's Leadership Academy I. (3-0-3); I.

Prerequisites: accepted into MSU's graduate school, and selected for participation into the President's Leadership Academy (PLA). Participants will be provided opportunities to increase their awareness of the complexity of issues facing the University and

postsecondary education. Class members will expand their understanding of the environment in which University decisions are made.

EDUC 601. President's Leadership Academy II. (3-0-3); II.

Prerequisites: unconditionally accepted into MSU's graduate school, selected for participation into the President's Leadership Academy (PLA), and successful completion of EDUC 600. The internship provides an opportunity to gain a broader perspective and hands-on experience in a setting outside of the regular responsibilities of the Academy member. A positive internship experience is one where the intern learns by doing, acquires first-hand knowledge of the assigned area, experiences professional activities and builds professional relationships.

EDUC 603. National Board Certification Preparation. (3-0-3); I, II.

This course is designed to provide general support for teachers through the initial step of National Board Certification. Teachers will develop the National Board school-site portfolio entry that includes videotape of a lesson, support materials, and (depending on certification area) student work samples. Teachers will also receive sufficient background information on the entire NBC process to make an informed decision whether or not to pursue the full-length program.

EDUC 611. An Introduction to Action Research and Grant Writing for Educators. (3-0-3); I.

This class is designed to provide public school teachers and other professional staff with the knowledge and skills they need to use action research strategies to seek solutions to instructional problems and to write grant proposals to help fund these and other school projects.

EDUC 618. Teaching Mathematics for Diverse Learners. (3-0-3); II.

Prerequisite: conditional or unconditional admission to the MAT - Special Education program. This course will integrate the development of mathematical concepts and skills with the differentiation of learning needs of students. An investigation of mathematical methodologies to address the learning needs of students will be explored.

EDUC 621. Technology for the 21st Century Teacher. (3-0-3); II, III

Prerequisite: EDEL 616, comparable course, or consent of instructor. This course is designed for students to learn more about how computers can be integrated effectively into the classroom. The curriculum for this course is based on the International Society in Education (ISTE) recommended foundations in technology for all teachers that have been adopted by the National Council for Accreditation of Teacher Education (NCATE).

EDUC 625. Assistive Technology. (3-0-3); II.

This course is designed to introduce the school professional to the use of assistive technologies in schools and how to better understand assistive technology used for students with disabilities. This course will also research the available assistive

technologies and their appropriate integration into the classroom.

EDUC 628. Technology, Education, and Culture: From the Alphabet to the Internet.

(3-0-3); II.

This foundational class is a humanities-based study designed to provide students with a larger intellectual context for understanding, evaluating, and making effective use of new educational technologies. It explores historic technologies that had a major impact upon western education and culture and the current and potential impact of recent digital technologies.

EDUC 629. Reading Programs: The Role of the Administrator.

(3-0-3); on demand.

Overview of reading instruction in the public school program. Student will examine materials used for the teaching of reading and become familiar with organizational plans used in public school reading programs. Part of the course will deal with evaluation of reading programs.

EDUC 635. Teaching Critical Thinking and Decision Making.

(3-0-3); on demand.

The teaching and learning of critical thinking and decision making skills for the classroom teacher and administrator. Emphasis upon activities to promote defining problems and issues; accessing, organizing and drawing conclusions from information; originating creative solution alternatives; making rational and objective decisions; and using effective decision making in planning for and taking action.

EDUC 644. Multimedia Design for the Classroom (3-0-3). I.

Prerequisite: EDEL 616, comparable course, or consent of instructor.

Introduction to the design, development, utilization, management, and evaluation of multimedia technologies to enhance classroom teaching and learning with an emphasis on audio editing, digital photography, digital video, and slide presentation software. Students shall produce classroom instructional multimedia products and evaluate their impact within the classroom.

EDUC 650. Supervised Practice in Teacher Education I.

(6-0-6); I.

Prerequisite: Fulfills admission criteria-eligibility to enroll in MAT coursework. Teaching experiences in a public school setting supervised by University personnel and a selected public school supervisor or mentor. In addition, students will complete a variety of learning activities to document proficiency in relation to each of the New Teacher Standards.

EDUC 651. Supervised Practice in Teacher Education II.

(6-0-6); II.

Prerequisite: Fulfills admission criteria-eligibility to enroll in MAT coursework. Teaching in the public schools with supervision by University faculty and selected public school supervisors or mentors. In addition, students will complete a variety of learning

activities to document proficiency in relation to each of the New Teacher Standards.

EDUC 652. Applied Classroom Practice Modules I (2-0-2); I, II.

Development of "Best Practices," knowledge and skills required for entry level teachers so that they are prepared to implement effective teaching practices and products to promote learning for all students. Emphasis will be on planning, implementing, and evaluating appropriate classroom teaching practices. Four modules are to be successfully completed to fulfill the requirements of this course.

EDUC 653. Applied Classroom Practice Modules II. (1-0-1); on demand.

Development of "Best Practices," knowledge and skills required for entry level teachers so that they are prepared to implement effective teaching practices and products to promote learning for all students. Emphasis will be on planning, implementing, and evaluating appropriate classroom teaching practices. Two modules are to be successfully completed to fulfill the requirements of this course.

EDUC 677. Applied Research for Classroom Teachers I. (3-0-3); on demand.

Prerequisite: EDF 600. Individual research problems and writing for publication; review of current educational research; investigation of qualitative and quantitative classroom-based research methods; formal writing and presentations; classroom discussion; field-based research activities.

EDUC 678. Applied Research for Classroom Teachers II.

(3-0-3); on demand.

Prerequisite: EDUC 677. Individual research problems and writing for publication; implementation of classroom-based research project proposed in EDUC 677; formal writing and presentations; classroom discussion.

EDUC 680. Introduction to Instructional Design and Technology.

(3-0-3); III.

This course is focused on defining the field of instructional design and educational technology. Trends, issues, and directions of the field will be explored within this course, with students conducting discovery learning about particular instructional design models.

EDUC 681. Individualized Learning Systems. (3-0-3); on demand.

Introduction to basic individualized learning systems; how they are designed, produced, and utilized. Student shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as programmers and portable computers will also be covered.

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

In-depth study of at risk students and factors that predict school failure. Course includes a study of educational practices that are effective in preventing school failure.

EDUC 684. Producing Audiovisual Materials.
(3-0-3); on demand.

Production of various types of audiovisual materials with emphasis upon still photography (slides-prints), motion picture photography, audio production, and classroom television production.

EDUC 685. Principles of Distance Education Delivery.
(3-0-3); I.

This course is designed to investigate the principles guiding distance education and its effective implementation. Several modes of distance learning and the use of multiple delivery methods will be explored. This course will include theory of practice, the examination of current practice, methods to analyze current practice, and current issues that surround effective distance education.

EDUC 688. Educational Gaming and Simulation.
(3-0-3); on demand.

Introduction to the design, production, utilization, and evaluation of educational games and simulations. Students shall produce an educational game and educational simulation of his or her own design which will be evaluated and revised by tryout with selected target groups.

EDUC 689. Special Class.

EDUC 690. Supervision of Student Teachers and Field Experiences.
(3-0-3); on demand.

Planned orientation for any teacher who might work with a field experience student at the undergraduate level or who might supervise a student teacher.

EDUC 693. Teaching the Arts in Education.
(3-0-3); on demand.

Skills and knowledge addressed in creative writing, dance, drama, music, and visual arts for P-12 classroom. Audience participation, classroom connections, techniques of integration, and methodology of the arts taught according to the Kentucky Core Content for the Arts and Humanities.

Electricity-Electronics Technology Courses

ITEC 600. Digital Signal Processing I.
(2-2-3); I. even years.

Prerequisite: graduate standing. This course provides an introduction to the exciting world of signal processing. Upon completion, the student will be familiar with the fundamentals of DSP methods and applications using the interactive MATLAB signal processing tool box. Designed for students who have some basic familiarity with electric signal analysis.

ITEC 650. Digital Signal Processing II.
(2-2-3); II. odd years.

Prerequisite: ITEC 600. This course provides an introduction to advanced topics in digital signal processing--linear estimation and prediction analysis, signal modeling, lattice filters, spectral estimation and adaptive filters; signal processing algorithms and techniques used in a broad range of applications.

English Courses

ENG 600. Studies in English for Teachers.
(3-0-3); I.

Prerequisite: admission to TEP and senior standing, or admission to the Master of Arts in Teaching Program. Designed to meet National Council of Teachers of English and Kentucky Department of Education guidelines to prepare candidates for the clinical semester in the areas of disposition, content knowledge, pedagogy, curriculum and assessment. The course may include up to 15 clock hours of Level III field experiences.

ENG 601. Semantics.
(3-0-3); on demand.

Prerequisite: graduate standing. A linguistic approach to the study of meaning in language.

ENG 603. Bibliography.
(3-0-3); I.

An introduction to graduate research in American and English literature. Required of all candidates for Master of Arts in English degree.

ENG 604. Linguistics: Grammar.
(3-0-3); on demand.

Prerequisite: graduate standing. Principles of grammar from current theoretical perspectives.

ENG 608. Morehead Writing Project Summer Institute.

(3-0-3); I.

Prerequisites: unconditional acceptance to the graduate program; completion of formal application/interview/selection process and consent of instructor. Corequisite: ENG 609. An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers. Includes a yearlong follow-up obligation.

ENG 609. Morehead Writing Project Summer Institute.

(3-0-3); II.

Prerequisites: unconditional acceptance to the graduate program; completion of formal application/ interview/selection process and consent of instructor. Corequisite: ENG 608. An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers. Includes a yearlong follow-up obligation.

ENG 612. Theories of Teaching Writing.
(3-0-3); on demand.

Prerequisites: acceptance into the English MA or MAT program or consent of instructor. An in-depth study of composition theory and research with a heavy emphasis on the analysis and critique of important sources in the field of composition and rhetoric.

ENG 619. American Renaissance.
(3-0-3); on demand.

An intensive study of the transcendental movement and its influence upon American literature as seen primarily in the works of Emerson, Thoreau, Hawthorne, and Melville.

ENG 620. Major American Poets.

(3-0-3); on demand.

Intensive study of Whitman, Dickinson, Frost, Stevens, Eliot, and others.

ENG 622. Major Modern American Novelists.

(3-0-3); on demand.

Intensive study of such major modern novelists as Dreiser, Fitzgerald, Faulkner, Hemingway, Wolfe, and Steinbeck.

ENG 624. American Writers in Perspective.

(3-0-3); on demand.

Thematic development, growth of a genre, and regional qualities.

ENG 628. Literary Criticism.

(3-0-3); on demand.

A survey of traditional criticism from the classical period to the 20th century; or a study of modern criticism: the New Humanists, New Critics, neo-Aristotelians, and various linguistics structuralists.

ENG 632. The English Novel.

(3-0-3); on demand.

Development of the English novel from its beginnings to the 20th century.

ENG 633. Old English Literature.

(3-0-3); on demand.

Old English culture, epic and lyric poetry, and prose will be studied in translation. Selected passages from Old English literature will be read in the original language.

ENG 634. Chaucer.

(3-0-3); on demand.

A careful reading and analysis of Chaucer's early poetry and the *Canterbury Tales*. Relevant aspects of medieval culture will also be examined.

ENG 635. Topics in Shakespeare.

(3-0-3); on demand.

Prerequisite: an undergraduate course in Shakespeare or consent of instructor. A detailed study of various aspects of Shakespeare's plays.

ENG 638. Milton.

(3-0-3); on demand.

Intensive reading of Milton's poetry and major prose.

ENG 645. Selected British Writers 1500-1660.

(3-0-3); on demand.

Study of selected major writers of the English Renaissance, with an emphasis on Spenser, Shakespeare (excluding drama), Donne, and Jonson.

ENG 647. Selected British Writers 1660-1780.

(3-0-3); on demand.

Poetry and prose of major British writers from 1660-1780.

ENG 648. Selected British Writers 1780-1832.

(3-0-3); on demand.

The works of Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Selected British Writers 1832-1900.

(3-0-3); on demand.

The works of Tennyson, Arnold, Browning, Newman, Huxley, Ruskin, and others.

ENG 652. Modern British Literature.

(3-0-3); on demand.

The works of Eliot, Auden, Yeats, Joyce, Conrad, Woolf, Lawrence, Forster, and others.

ENG 653. Modern Drama.

(3-0-3); on demand.

Representative dramas from the advent of realism to the present.

ENG 655. Early Dramatic Literature.

(3-0-3); on demand.

Representative drama from the Greeks to the mid-19th century.

ENG 663. American Fiction.

(3-0-3); on demand.

The development of American fiction from Charles Brockden Brown to Faulkner.

ENG 666. Contemporary Literature.

(3-0-3); on demand.

The instructor will choose from a variety of titles and forms (fiction, drama, poetry, essay, criticism) of contemporary literature in English or in English translation. Emphasis is on thorough analysis of titles read.

ENG 670. Film and Literature.

(3-0-3); on demand.

The study of film as literature with extensive reading in the history of film and viewing of selected film classics.

ENG 676. Directed Study.

(1 to 3 hrs.); on demand.

Prerequisite: by petition only. Individual study in any area in English under the direction of the graduate English faculty. Requirements: a written proposal approved in advance of starting the work; a copy of the final report for the departmental files. May be taken only once to count toward degree requirements.

ENG 680. English Syntax.

(3-0-3); on demand.

Stresses syntactical studies primarily in the English language, and specifically in the use of American English structures.

ENG 683. Advanced Poetry Writing.

(3-0-3); on demand.

Prerequisite: graduate standing. Advanced instruction in poetry writing: organic and traditional structures; tone and persona; the sentence and the line; the lyric, dramatic, narrative, and meditative stances; and other concerns of poetics. An intensive writing workshop format with emphasis on poetry in the contemporary idiom.

ENG 684. Advanced Fiction Writing.

(3-0-3); on demand.

Prerequisite: graduate standing. Advanced instruction in fiction writing: plot, conflict, characterization, point of view, atmosphere, and other concerns of contemporary fiction. An intensive writing workshop format with emphasis on

contemporary fiction and the audience and market for literary fiction.

ENG 685. Psycholinguistics.
(3-0-3); on demand.

Both theoretical and practical applications of all psychological aspects of language.

ENG 690. Technical Writing I.
(3-0-3); on demand.

Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement.

ENG 697. Sociolinguistics.
(3-0-3); on demand.

Theory and practice involved in individual and institutional language patterning.

ENG 699. Thesis.
(6 hrs.).

Prerequisite: by petition only. Thesis requirement consists of a total of six semester hours to be distributed according to the particular program followed by the student.

Finance Courses

FIN 600. Survey of Finance.
(3-0-3); on demand.

Prerequisite: graduate standing. Covers the topics required to understand the concepts basic to the financial management of the firm: financial analysis and planning, working capital management, capital budgeting, and international financial management. This course does not satisfy the requirements of the 36-hour MBA program.

FIN 602. Survey of Financial Analysis.
(3-0-3); on demand.

Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making.

FIN 620. Financial Markets.
(3-0-3); on demand.

Prerequisites: ECON 201 and 202 or consent of instructor. Institutional and business factors that influence demand and supply of funds, effect on price movements, detailed analysis of money, and capital markets.

FIN 622. Financial Services Marketing.
(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Examines the marketing of financial services from a managerial perspective. Includes nature of services, managing the service encounter, service quality, and the marketing and management of financial services. Cross listed with MKT 622.

FIN 625. Advanced Bank Management.
(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Banking from a managerial perspective. Includes topics on regulation, legislation, flow of funds, asset management, liability management, mergers and acquisition, and international banking.

FIN 628. Asset and Liability Management.
(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. An in-depth look at how banks and other financial institutions manage their investment in assets and their financing of operations.

FIN 660. Financial Management.
(3-0-3); on demand.

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

FIN 670. Directed Research.
(1 to 3 hrs.); on demand.

Prerequisite: graduate standing with minor equivalent in finance. Provides an opportunity and challenge for directed study of finance problems. Student must present a written statement prior to registration of an approved research problem.

FIN 672. Investment Management.
(3-0-3).

Prerequisite: graduate standing in the MBA program, or consent of instructor. Focuses on current practice and recent theoretical developments. Deals with characteristics of individual securities and portfolios; criteria for evaluation and measurement of performance; impact of governmental regulation. Evaluation of current theory, its significance for financial management decision making, and consideration of relevant empirical evidence are covered.

FIN 673. Chartered Financial Analyst Level I Review Course.
(1-0-1); II.

Covers the topics required to pass the Level I Chartered Financial Analyst Exam. Topics include: ethics and standards, quantitative methods, economics, financial markets, financial analysis, valuation, securities, and portfolio management.

FIN 674. Chartered Financial Analyst Level II Review Course.
(1-0-1); II.

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

FIN 675. Chartered Financial Analyst Level III Review Course.

(1-0-1); II.

The course prepares students for the Level III Chartered Financial Analyst Exam and includes the following topics: Ethical and Professional Standards, Economics, Equity Securities Valuation, Debt Securities Valuation, Alternative Investments, and Portfolio Management.

Fine Arts Courses

FNA 660. Comparative Arts.

(3-0-3); on demand.

A study of music, literature, and the visual arts in relation to their social, religious, and historical backgrounds.

French Courses

FRN 605. Linguistics and Language Teaching.

(3 hours); on demand.

Prerequisite: consent required. The application of current linguistic theories to the methodology of teaching French and Spanish; micro-teaching practice and field experiences in the four skills, grammar, and culture. Equates with SPA 605.

FRN 676. Directed Studies.

(1 to 3 hrs.).

Prerequisite: consent required. This course is a directed study in French for graduate students. 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 699. Special Courses.

(1 to 3 hrs.).

Prerequisite: consent required. These courses are specialized offerings in French for graduate students. The purpose of these courses is to enhance the existing program in French. May be taken three times for credit.

Geography Courses

GEO 600. Political Geography.

(3-0-3); on demand.

A systematic study of the interrelationships of geography and international politics; basic factors in evaluating strength of nations; application of these understandings to world political patterns.

GEO 601. Special Problems.

(3-0-3); on demand.

Prerequisite: consent of instructor. Supervised comprehensive investigation of selected problems in the field of geography. (May be repeated to a maximum of six hours.)

GEO 602. Geographic Factors and Concepts.

(3-0-3); on demand.

A general survey of the field of geography in its various branches. Designed for beginning teachers and other students lacking an adequate background for advanced work in geography.

GEO 605. Conservation of Natural Resources.

(3-0-3); on demand.

Natural resources basic to human welfare, emphasis on lands, water, minerals, forests, and wildlife, including their interrelationships. Field trips are required.

GEO 615. Urban Geography.

(3-0-3); on demand.

Origin and development of cities, urban ecology, central place theory, functional classifications, and a consideration of site, situation, and land utilization of selected cities.

GEO 680. Geography for Teachers.

(3-0-3); on demand.

A study of the basic concepts, materials and techniques for the teaching of geography.

GEO 699. Special Topics.

(1 to 4 hrs.); on demand.

Credit toward degree program must be approved by student's advisor.

GEO 676. Directed Study.

(1 to 3 hrs.); on demand.

Self-directed independent study of a special problem or topic in geography. The proposed topic must be submitted in writing and be approved by the department chair and a faculty member who will supervise the study.

Government and Public Affairs Courses

GOVT 600. Seminar: State and Local Government.

(3-0-3); on demand.

Prerequisites: GOVT 141 and 242 or consent of instructor. Intensive and detailed study of state and local government problems of metropolitan areas; interstate and local cooperation; compacts and regional planning.

GOVT 605. Environmental Law and Policy.

(3-0-3); on demand.

Prerequisite: GOVT 141. A study of the political and legal aspects of major environmental policies including the impact of energy policies on environmental health and safety.

GOVT 676. Directed Study.

(1 to 3 hrs.); on demand.

Prerequisite: consent of instructor. Original graduate research project or readings in a particular subject area. Classes arranged for studying a particular problem.

GOVT 680. Government for Teachers.

(3-0-3); on demand.

Designed for public school teachers as a "refresher" course in the study of international, national, state, and local governments. Citizenship education and Kentucky government may be included as part of the course.

Health Courses

HLTH 603. Administration of School Health.

(3-0-3); III.

An intensive study of the total program of school health: philosophy, administration, coordination, management, future.

HLTH 608. General School Safety.
(3-0-3); I, II, III.

An exploration of principles and practices in establishing and maintaining a healthful and safe school environment. This course gives a special emphasis to current issues that affect school safety and the relationship between safety and health.

HLTH 613. Administration of Public Health.
(3-0-3); on demand.

An intensive study of the total program of public health: philosophy, principles, administration, services, and perspective.

HLTH 614. Principles of Epidemiology.
(3-0-3); I.

A study of the factors and causes of disease in a population for the purpose of its control and prevention. The course will introduce students to the discipline of epidemiology and its application to public health issues with regard to both infectious and non-infectious disease processes.

HLTH 615. Education in Drug Abuse Prevention/Intervention.
(3-0-3); on demand.

Prerequisite: HLTH 618 recommended but not required. (Designed for teachers, counselors, school nurses, administrators, and other school personnel.) Current information on research-based curricula, identifying signs of drug abuse, high-risk youth assessment in drug and alcohol education, teaching life skills, intervention, treatment, and support services.

HLTH 618. Use and Abuse of Drugs.
(3-0-3); I, II, III.

A survey of the field of psychoactive drugs with emphasis upon behavioral effects of these agents. Prevention and intervention options are also explored.

HLTH 650. Graduate Seminar.
(3-0-3); on demand.

A highly-concentrated study of current issues in health: individual research, student presentations, visiting lecturers.

HLTH 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisites: HPS 600 and consent of instructor. Supervised research investigation of a professional problem. Proposal must be approved prior to enrollment. Copy of study required for department's permanent file of completed research projects.

HLTH 680. Workshop.
(1 to 3 hrs.); on demand.

The workshop format is an interactive learning experience designed to build/improve specific skills in the area of health. A maximum of six semester hours may be earned under this course number.

HLTH 689. Special Problems in Health.
(1 to 3 hrs.); I, II, III.

Intensive study of approved, specific health problems, under direction of instructor.

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

Prerequisite: approval of thesis topic by thesis committee. Research and writing of an approved thesis. Maximum of six semester hours allowed.

Health, Wellness, & Human Performance

HPS 600. Research Methods in Health, Physical Education and Sports Management.
(3-0-3); I.

Skills and knowledge in the selection, delineation, and statement of a research problem, techniques of bibliography building, methods or organization, recognized methods of investigation, application of statistical methods to research problems, and style standards for research writing in the Health, Physical Education, Exercise Science and Sport Management fields.

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

Introduction to the statistical application to research in health, physical education, and recreation: data organization, selection of samples, techniques of analysis.

HPS 602. Wellness Promotion.
(3-0-3); III.

A philosophical consideration of all dimensions of wellness promotion: physical, psychological, social, spiritual, cultural, environmental.

HPS 610. Readings and Graduate Seminar.
(3-0-3); I.

The course is designed to develop a broad philosophical framework for health and/or physical education and sport management professionals through the examination of a variety of professional materials for their relevance to such a framework. The course requires reading, discussing and interacting in relation to issues of contemporary and future concerns by conceptualizing health, physical education and sport processes in the realization of individual, societal, and professional goals.

History Courses

HIS 600. Special Class.
(1 to 3 hrs.); on demand.

Credit in pursuit of degree programs must be approved by student's advisor and chair.

HIS 610. American Biography.
(3-0-3); on demand.

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

HIS 676. Directed Study.
(1 to 3 hrs.); on demand.

Individually planned study on a particular topic. Program to be approved by department chair.

HIS 677. European History: Directed Readings.
(1 to 3 hrs.); on demand.

Prerequisite: consent of department chair.

HIS 678. Non-Western History: Directed Readings.
(1 to 3 hrs.); on demand.

Prerequisite: consent of department chair.

HIS 680. History for Teachers.
(3-0-3); on demand.

Designed as a "refresher" course, interpretations of history and method, for the public school social studies teacher.

Human Sciences Courses

HS 600. Impact of Technology.
(3-0-3); I.

Prerequisite: consent of instructor. A study of the impact of technology on individuals, society, and the environment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Cross listed with AGR 600 and IET 600.

HS 603. Quality Assurance in Science and Technology.
(3-0-3); II.

Prerequisite: consent of instructor; MATH 353 or 354 recommended. A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control within technical and industrial applications. Cross listed with AGR 603 and IET 603.

HS 611. Advanced Clinical Dietetics.
(3-32-6); on demand.

Prerequisite: all previous program requirements. An advanced course focusing on the assessment and nutritional management of persons requiring medical nutrition therapy in general medicine. Weekly written assignments by students, supervisor evaluation reports, and communication with program faculty will be used to monitor the student's progress.

HS 631. Nutrition Education.
(3-0-3); on demand.

Equates with HS 431. The study of the application of basic principles of education applied to the teaching of nutrition. Lecture.

HS 632. Clinical/Community Dietetics.
(3-32-6); on demand.

Prerequisite: all previous program requirements. Equates with HS 432. An advanced course focusing on the nutrition management of persons with conditions requiring medical nutrition therapy in critical care, hospice, home health, extended care and other community nutrition programs.

HS 637. Administrative Dietetics/Food Service Management.
(3-32-6); on demand.

Prerequisites: all previous program requirements. This course covers the elements and effective practice management and administration in the health care environment. Students are provided experience in cost analysis, productivity evaluation, quality assurance and supervision skills.

HS 638. Experimental Foods.
(1-4-3); on demand.

Prerequisite: HS 130 or consent of instructor. Equates with HS 438. Experimental methods applied to food research through individual and class investigation; review and evaluation of published research.

HS 640. Food Service Systems Administration.
(3-32-6); on demand.

Prerequisite: all previous program requirements. Equates with HS 440. This course provides an understanding of the roles and responsibilities of all levels of food service systems management. Topics include school food service, catering, food merchandising, cafeteria and vending in addition to employee educational training, personnel management and labor relations.

HS 641. Tailoring.
(1-4-3); on demand.

Prerequisite: HS 241 or consent of instructor. Individual fitting problems and the resulting pattern alteration methods necessary for the construction of a tailored garment as well as advanced hand tailoring and couture techniques. Construction of a suit or coat required.

HS 642. Textiles and Clothing Workshop.
(1 to 6 hrs.); on demand.

Prerequisite: degree in human sciences. Current problems, trends in teaching, and research in clothing and textiles. Discussion, demonstrations, and projects planned to meet the needs of students.

HS 644. Social and Psychological Aspects Career and Technology.

HS 645. Clothing Design in Draping.
(0-6-3); on demand.

Prerequisite: HS 241. Equates with HS 445. Original garments created by draping on the dress form. Dress form will be constructed in the course.

HS 646. Food Service Systems Administration/Specialty Practice.
(3-32-6); on demand.

Prerequisites: HS 510, 532, 537 and 540. Equates with HS 446. An advanced course that provides the student supervised practice in food service administration and training in selected areas of specialty dietetics through lectures, projects, class presentations and supervised practice.

HS 656. Advanced Textile Testing.

HS 670. Directed Research.
(1 to 6 hrs.); on demand.

Prerequisite: degree in human sciences. One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Research in a phase of home economics of special interest to the student.

HS 672. Family and Consumer Science Education.
(1 to 3 hrs.); on demand.

Prerequisite: degree in human sciences. A study in the opportunities provided by legislation for secondary schools; recent developments in vocational programs in Kentucky; study of available teaching guides; pertinent developments in phases of home economics chosen for emphasis.

HS 673. Curriculum Development in Family and Consumer Sciences.
(3-0-3); on demand.

Prerequisite: HS 470. Development of secondary and postsecondary home economics programs; review of home economics curriculum for gainful programs; critical survey of resources; development of competency-based curriculum in the five areas of home economics.

HS 674. Supervision of Family and Consumer Sciences.
(3-0-3); on demand.

Prerequisite: degree in human sciences. The nature, function, and techniques of supervision of home economics in high school and adult programs.

HS 675. Current Problems in Family and Consumer Sciences Education.
(3-0-3); on demand.

Prerequisite: degree in human sciences or consent of instructor. A study of change as it relates to home economics education. Relevant topics chosen for library research and class discussion.

HS 676. Directed Study.
(1 to 6 hrs.); on demand.

Prerequisite: degree in human sciences. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Original research of a technical or professional nature supported by adequate library reference work.

HS 691. Creative Foods.
(1-4-3); on demand.

The study and preparation of gourmet foods. Emphasis on foods from different cultural backgrounds and geographical regions. Arranged laboratories.

HS 692. Foods for Special Occasions.
(1-4-3); on demand.

Prerequisite: consent of instructor and/or one food preparation course. A lecture-laboratory class with emphasis on planning, preparing, and serving foods for special occasions, including special diets, meal service, special equipment, and various budget levels. Arranged laboratories.

HS 699. Thesis.
(6 hrs.); on demand.

Independent research and thesis writing.

Industrial and Engineering Technology Courses

IET 600. Impact of Technology.
(3-0-3); I.

A study of the impact of technology on individuals, society, and the environment. The topics will include trends and development of technology, technology systems, risk assessment, technological assessment and innovation, and managing future technologies. Equates with AGR 600 and HS 600.

IET 603. Quality Assurance in Science and Technology.
(3-0-3); II.

A study of the application of descriptive measures, product sampling, organization of data, control charts, technical problem solving, quality and reliability testing, and quality control within technical and industrial applications. Equates with AGR 603 and HS 603.

IET 619. Total Quality Control.
(3-0-3); I.

Prerequisite: IET 419. An advanced study of total quality management principles and techniques and their impact on the products' quality in organizations.

IET 620. Industrial Education for the Elementary Teacher.
(3-0-3); odd years.

Designed to develop professional and technical competencies of pre-service and in-service elementary school teachers.

IET 621. Experimental Design for Industry.
(3-0-3); I. even years.

Prerequisite: consent of instructor. The course introduces concepts, principles, and techniques used in designing, conducting and analyzing experiments for industrial applications and applied research. Emphasis is given to product and process design, process improvement and quality engineering. Topics include simple comparative experiments, ANOVA, randomized block and Latin squares, factorial design, blocking and confounding factors, fitting regression models, and response surface.

IET 622. Industrial Project Management.
(3-0-3); II.

Prerequisite: IET 320 or consent of instructor. A study of project management covering the Project Management Body of Knowledge (PMBOK) standards advocated by Project Management Institute (PMI). Principles, tools, methods and techniques employed for effective design and management of projects in technologically-based organizations. Project management software will be introduced and used.

IET 630. Design for Manufacturability.
(3-0-3); II. odd years.

The purpose of this course is to extend students' knowledge in designing components for manufacturability, in a concurrent mode of engineering. Topics include design for manufacturability, design philosophy, concurrent engineering, lean manufacturing, flexibility, standardization, cost reduction, part design, design for quality, design for repair and maintenance.

IET 644. Wireless Networking and Systems.
(3-0-3); I, even years.

This course will review the area of system/network design, cellular concepts, resource management, radio management, radio channel propagation fundamentals, modulation, fading countermeasure, diversity, coding, spread spectrum, and multiple access techniques. Although the main focus of this course is on wireless networking with an emphasis on layers 2 and 3 of the OSI reference model, it will also focus on the design, performance analysis and protocols of wireless networking standards. Other topics covered includes wireless networking, digital cellular, next generation PCS, wireless LANs, wireless ATM, and mobile IP.

IET 645. Computer Interfacing and Applications.
(2-2-3); II.

Prerequisite: ITEC 445. A study of the computer architecture, interfacing basics, programmable interface devices, serial/parallel data communications, programmable timers, control devices and circuits, and microprocessor interfacing.

IET 670. Directed Research.
(1 to 6 hrs.); I, II, III.

Prerequisite: consent of instructor. One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a problem in industrial education.

IET 676. Directed Study.
(1 to 6 hrs.); I, II, III.

Prerequisite: consent of instructor. Provides the creative and resourceful graduate student with the opportunity to pursue a technical problem with a laboratory orientation.

IET 680. Networking Technology.
(2-2-3); I.

Prerequisite: ITEC 445. Advance study of data communications and networking technology. The topics include digital modulation, transmission media characteristics, interface standards, network configurations, and testing equipment.

IET 688. Computer Integrated Manufacturing.
(2-2-3); II.

Prerequisite: ITMT 488. This course will provide an in-depth analysis of principles involved in computer-integrated manufacturing. Emphasis will be placed on planning operations, sequence, tooling, setup and programming NC/CNC machines and robots to design and manufacture a product.

IET 690. Supervised Internship(industry or administration).
(1 to 6 hrs.); I.

To provide work experience in an occupational area. Advanced credit commensurate with time worked, type of work, variety of work experience, and research paper. A person may choose to do the internship in educational administration, in which case he or she would be assigned to work in a secondary or higher education institution or for the State Department of Vocational Education in an administrative capacity. In each case, conditions will be agreed upon by employer, student, and graduate advisor prior to

registration. Students are responsible for setting up the work site that is approved by their advisor.

IET 698. Research Methods in Technology.
(3-0-3); II.

Prerequisite: consent of instructor. A study of the research concepts and procedures, formulating and defining a problem, critically reviewing the literature, writing a research proposal, developing data collection instruments, collecting and analyzing the data, and writing the research report.

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

Prerequisite: consent of instructor. Independent research and thesis writing.

Industrial Technology - Manufacturing Courses

ITMT 684. Manufacturing Information Systems.
(2-2-3); I.

Prerequisite: Graduate standing. Advanced tool and machining theory, with emphasis on production machining, and progressive tooling for computerized numerical control applications.

Interdisciplinary Early Childhood Education Courses

IECE 615. Parents of Young Children.
(3-0-3). on demand.

This course will address ways in which parents and professionals can collaborate with parents of young children, typical and atypical.

IECE 657. Interdisciplinary Early Childhood Education Professional Assessment.
(3-0-3); I.

Prerequisite: Admission to Graduate Program in IECE and prior certification in another area OR admission to the TEP program for initial certification in IECE. During this course, graduate students who are seeking a teaching certificate in the area of Interdisciplinary Early Childhood Education will complete a portfolio and assessment requirements.

IECE 658. Interdisciplinary Early Childhood Education Continued Professional Assessment.
(3-0-3); II.

Prerequisite: IECE 657, Admission to Graduate Program in IECE and prior certification in another area OR admission to the TEP program for initial certification in IECE. During this course, graduate students who are seeking teaching certification in the area of Interdisciplinary Early Childhood Education will complete a portfolio and other assessment requirements

Management Courses

MNGT 600. Survey of Management and Organizational Behavior.
(3-0-3); on demand.

A comprehensive analysis of the fundamental concepts of organizational design and management with emphasis on the role of a manager as a decision maker in a rapidly changing global environment, taking into account the short- and long-range social, ethical, and legal ramifications of those decisions. Special emphasis is placed on managing a diverse workforce and the functions of planning, organizing, motivating, and leadership. This course does not satisfy the requirements of the 36-hour MBA Program.

MNGT 602. Survey of Quantitative and Financial Analysis.

(3-0-3); on demand.

Using statistics and finance in management decisions. Understanding of descriptive statistics, probability theory, and statistical inference and forecasting. Understanding financial statement analysis, interest rates, financial markets and institutions, time value of money, investments, and how finance affects managerial decision making. Cross listed with ECON 602.

MNGT 606. Operations Analysis.

(3-0-3); on demand.

Prerequisites: MATH 152 and 354, or consent of instructor.

Managerial organization for production, plant design and layout, control of production, investment in equipment.

MNGT 609. International Management.

(3-0-3); on demand.

A global view of management within various cultures and countries. The course covers international competition, cross-national ethics, international strategy, cross-cultural management, international human resources, and international leadership.

MNGT 610. Legal Issues in Business Transactions.

(3-0-3); on demand.

A review of the legal environment of business with a focus on the features of law which impact business transactions.

MNGT 612. Organizational Theory.

(3-0-3); on demand

Prerequisites: MKT 304 and MNGT 301. An analysis of the development of management theory as found in the major schools of thought and of current literature. Executive characteristics, interdisciplinary contributions to management thought, and influences that have molded management as a profession will be covered in this course.

MNGT 620. Quantitative Business Analysis.

(3-0-3); on demand.

Prerequisites: MATH 152 and 354. Designed to give business students an understanding of quantitative methods and models used in solving many problems in business and industry. The student will have an exposure to the language of mathematics and quantitative methods used as a basis for better communication with operation researchers and systems analysis.

MNGT 650. Innovation, Technology and Organizational Change.

(3-0-3); on demand.

Prerequisite: graduate standing in the MBA program or consent of instructor. This course examines the literature on innovation,

technology, and organizational change in order to understand the variables that impact organizational development, growth, and performance. The primary focus is on strategic planning and leadership for effective implementation of organizational change. It examines key elements of technology and innovation that can transform and energize businesses and public entities. These elements include commerce, knowledge management, and business operations. This course stresses both the practical and academic view to meet the needs of business students.

MNGT 655. Social Responsibilities of Business.

(3-0-3); on demand.

Prerequisite: consent of instructor. Deals with controversial areas such as the military industrial complex, urban problems, minorities, and air pollution. Discussions will also cover alienation and job satisfaction, business and less advantaged persons, and arguments for and against business assuming social responsibilities. Each graduate student will be required to be involved with cases that are related to one of the topics covered.

MNGT 656. Small Business Institute Field Project.

(3-0-3); on demand.

Prerequisites: senior undergraduate or graduate standing and consent of instructor. Student serves as a member of a consulting team to a small business. Responsibility is to analyze the business operation and make recommendations for improvement of identified problem area.

MNGT 661. Human Resource Topics.

(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. The primary purpose of this course is to enable students to learn about HR issues by performing in-depth analyses. Students are required to perform library and Internet research on each topic. In addition, students will be prepared to discuss their findings and policy recommendations each class period.

MNGT 662. Human Resource Development.

(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Emphasis on development and training of human resources in the dynamic business organization. Provides practical application of the training and development functions in contemporary corporations, governments agencies, and nonprofit organizations. Underscores the role of the manager as the leader in facilitating the learning of job-related knowledge, skills, and behaviors.

MNGT 663. Compensation and Benefits.

(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Detailed study of organizational compensation systems (employee pay, benefits) and human resource systems. Provides practical applications in contemporary businesses, government agencies, and nonprofit organizations. Underscores the role of the manager as the leader in facilitating the use of incentive systems; knowledge-based systems, and job design and evaluation.

MNGT 664. Employee Relations.

(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Deals with labor-management relations in its broadest

sense. The heritage and major incidents of the aspects of the labor-management environment are explored; and labor law and the courts are considered. Strong emphasis is placed on labor-management negotiations and on grievance procedures.

MNGT 665. Organizational Behavior.
(3-0-3); I, II.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. A study of human interpersonal behavior to understand, evaluate, and appraise business and social situations. The emphasis is on skill and ability to work with people, groups, and institutions by demonstrations in the classrooms and use of theory and techniques.

MNGT 667. Women and Men in Management.
(3-0-3); on demand.

This course deals with gender issues in the formal and informal environment of the workplace. Gender differences, sexual harassment, discrimination, and politics are discussed. The impact of one's personal life on one's work life is discussed to include: dual income families, marital roles, children, domestic violence, and the role of the organization.

MNGT 668. Organizational Strategies for E-commerce.
(3-0-3); on demand.

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

MNGT 670. Directed Research.
(1 to 3 hrs.); on demand.

Prerequisites: graduate standing with minor equivalent in management and consent of instructor. Provides an opportunity and challenge for directed study of management problems. Student must present a written statement prior to registration of an approved research problem.

MNGT 680. Health Care Organization and Management.
(3-0-3); on demand.

A broad orientation to the health services industry. Involves a study of the structure, function, and management issues of several key components of the health services industry.

MNGT 682. Trends in the Health Care Industry.
(3-0-3); on demand.

A study of significant trends in the health care industry and their management implications. The course focuses on such topics as managed care, mergers and acquisitions in health care, and the increased emphasis on quality and efficiency in service delivery.

MNGT 684. Health Care Financial Management.
(3-0-3); on demand.

An in-depth study of the unique application of accounting and finance methods to the health care industry. It includes a focus on the planning for and acquisition of financial resources. It involves an overview of methods for the allocation and management of financial resources. It includes consideration of cost analysis, internal controls and reimbursement issues in the health care industry.

MNGT 691. Business Policies and Procedures.
(3-0-3); I, II.

Prerequisites: completion of or concurrent enrollment in ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, and MNGT 665. Enrollment in this course is restricted to fully admitted MBA students. Designed for later stages of MBA degree completion, this course gives the student an opportunity to integrate and apply specialized disciplinary skills to practical business problems of company-wide scope. The course utilizes comprehensive case materials and emphasizes the "sorting out" of a mass of facts, development of sound courses of action, presentation of these in written and oral form, and class discussion.

MNGT 698. Selected Workshop Topics.
(1 to 4 hrs.); on demand.

Workshops on various management subjects will be presented periodically to supplement the basic course offerings in management. Credit toward degree programs must be approved by the student's advisor and the department chair.

Marketing Courses

MKT 600. Survey of Marketing.
(3-0-3); on demand.

Prerequisite: graduate standing. This course will address the foundations of marketing theory, focusing on how products, pricing, distribution, and promotion facilitate exchange. Specific topics to be covered include components of the marketing mix, consumer behavior, global issues, ethical practices, and societal influences. This course does not satisfy requirements of the 36-hour MBA program.

MKT 622. Financial Services Marketing.
(3-0-3); on demand.

Prerequisite: graduate standing in the MBA Program, or consent of instructor. Examines the marketing of financial services from a managerial perspective. Includes nature of services, managing the service encounter, service quality, and the marketing and management of financial services. Cross listed with FIN 622.

MKT 640. Product Design & Development.
(3-0-3); on demand.

This course addresses marketing's role in new product design and development. Course content provides a comprehensive overview of the new product development process, including effective development strategy, generating and evaluating concepts, technical development of products, product life-cycle strategies, and development of the marketing plan.

MKT 650. Marketing Administration.
(3-0-3); I.

Prerequisites: MKT 304 and MNGT 301. A systematic and comprehensive approach to marketing decision making with basic marketing strategies; the problems involved in a given decision, how they may be solved, and how solutions impinge on their strategies.

MKT 652. Marketing Research and Analysis.
(3-0-3); on demand.

Prerequisites: MATH 354 and MKT 304. An examination of the role of information in decision making with special emphasis on the techniques and methods used in marketing research and analysis. The completion of an actual research project using real data is required.

MKT 655. Advertising.
(3-0-3); on demand.

Prerequisite: MKT 304. Analysis of advertising as an indirect selling technique; emphasis on determining appeals, creating images, and developing coordinated campaigns. Actual campaign to be developed by each student; stress on ideas and concepts rather than mechanics.

MKT 665. Consumer Psychology in Online Marketing.
(3-0-3); on demand.

Prerequisite: undergraduate basic psychology and consumer behavior or consent of instructor. This course will address the foundations of consumer behavior and motivation based in marketing strategy, focusing on the online business environment. Specific topics to be covered include consumer attitudes and preferences, intended behaviors, personality and societal influences.

MKT 668. Organizational Strategies for E-commerce.
(3-0-3); on demand.

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

MKT 670. Directed Research.
(1 to 3 hrs.); on demand.

Prerequisite: graduate standing with minor equivalent in marketing and consent of instructor. Provides an opportunity and challenge for directed study of marketing problems. Student must present a written statement prior to registration of an approved research problem.

Mathematics Courses

MATH 604. Topology.
(3-0-3); on demand.

Prerequisites: MATH 300 and 350. Elementary set theory; topological spaces; metric spaces; compactness and

connectedness; mappings of topological spaces; related topics. Cross listed with MATH 404.

MATH 605. Advanced Topics.
(3-0-3); on demand.

Prerequisite: consent of instructor. Advanced study in some area of mathematics.

MATH 611. Functional Analysis.
(3-0-3); on demand.

Prerequisites: MATH 301 and 412. Linear spaces; normed and branched spaces; Hilbert spaces; applications to sequence spaces, and Fourier series. Cross listed with MATH 411.

MATH 612. Real Variables.
(3-0-3); on demand.

Prerequisite: MATH 410. Topological properties of Euclidean space; theory of differentiation and integration; sequences and series of functions. Cross listed with MATH 412.

MATH 613. Real Analysis.
(3-0-3); on demand.

Prerequisite: MATH 410. Abstract measure spaces; Lebesgue integration; differentiation theory; classical Banach spaces. Cross listed with MATH 413.

MATH 618. Probability.
(3-0-3); I.

Prerequisites: Math 275 and 365. A course in mathematical probability and its applications to statistical analysis. Cross listed with Math 418.

MATH 619. Advanced Integrated Math and Science for Teachers.
(2-2-3); II.

Prerequisite: 12 hours of undergraduate SCI or MATH. This course will develop interdisciplinary science knowledge, mathematics skills and technology skills needed to interpret and report real world data. Cross listed with SCI 619.

MATH 620. Mathematical Modeling for Teachers.
(3-0-3); on demand.

Prerequisite: MATH 300. This course is designed for the mathematics teacher. The purpose is to deepen students' knowledge of functions as applied to the high school curriculum. The focus is on mathematical modeling of functional relationships. The relationships will be investigated using symbolic, verbal, tabular, and graphical representations. Topics include linear, quadratic, exponential, logarithmic, polynomial, and rational functions in both recursive and explicit forms.

MATH 625. Number Theory for Teachers.
(3-0-3); on demand.

Prerequisite: MATH 300. This course is designed for the school mathematics teacher. The course is designed to introduce students to elementary number theory. Topics include mathematical induction, divisibility properties of integers, prime numbers, congruence relations and cryptography.

MATH 631. Problem Solving For the Elementary Teacher.
(3-0-3); I, II, III.

Prerequisite: restricted to students certified or seeking certification to teach at the elementary or middle school level. An activity-oriented course designed for the elementary school teacher in curricular materials and problem solving.

MATH 640. Biostatistical Methods.
(3-1-4); I.

Prerequisite: MATH 353. The purpose of this course is to extend students' knowledge in statistical concepts as applied to the health sciences, medicine, and biology. Topics include confidence intervals and hypothesis testing; sample size and power considerations; analysis of variance and multiple comparisons; correlation and regression; multiple regression and statistical control of confounding; logistic regression; survival analysis; and fundamentals of clinical trials. Cross listed with MATH 440.

MATH 642. Mathematical Models in Biology for Teachers.
(3-0-3); I.

Prerequisite: MATH 300. Discrete models across a variety of biological sub disciplines. Topics include linear and nonlinear models of population, Markov models of molecular evolution, phylogenetic tree construction, and infectious disease models. Cross listed with MATH 442.

MATH 650. Higher Algebra I.
(3-0-3); on demand.

Prerequisite: MATH 350. Groups, rings, and related topics.

MATH 651. Higher Algebra II.
(3-0-3); on demand.

Prerequisite: MATH 650. Vector spaces and modules, fields, linear transformations.

MATH 653. Concepts in the Design of Experiments.
(3-0-3); I.

Prerequisites: MATH 353, 354, or 365. Equates with MATH 453. Single factor experiments; factorial experiments; qualitative and quantitative factors; fixed, random and mixed models; nested experiments.

MATH 656. Nonparametric Statistics.
(3-0-3); II.

Prerequisites: MATH 353, 354, or 365. A course in basic nonparametric methods with applications. Cross listed with MATH 456.

MATH 663. Probability and Statistics for Teachers.
(3-0-3); on demand.

Prerequisite: MATH 353. The purpose of this course is to extend students' knowledge of probability and statistical concepts as introduced in the high school curriculum. Cross listed with MATH 462.

MATH 670. Directed Research.
(1 to 3 hrs.); on demand.

Prerequisite: consent of instructor. Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 673. Projective Geometry.
(3-0-3); on demand.

Prerequisite: MATH 370. A synthetic treatment of projective

geometry leading into natural homogeneous coordinates; analytic projective geometry; conics; axiomatic projective geometry, some descendants of real projective geometry. Cross listed with MATH 473.

MATH 675. Selected Topics.
(1 to 6 hrs.); on demand.

Prerequisite: consent of instructor. Topics are offered which meet the needs of students and which are not otherwise included in the general curriculum.

MATH 676. Special Problems Math.
(3-0-3); on demand.

MATH 685. Vector Analysis.
(3-0-3); on demand.

Corequisite: MATH 276. Vector functions of a single variable; scalar and vector fields; line integrals, generalizations, and applications. Cross listed with MATH 485.

MATH 686. Complex Variables.
(3-0-3); on demand.

Prerequisite: MATH 276. Algebra of complex variables; analytic functions, integrals; power series; residues and poles; conformal mappings. Cross listed with MATH 486.

MATH 695. Topics in the Mathematics Curriculum.
(1 to 6 hrs.); on demand.

New curricula developments in mathematics. Cross listed with MATH 495.

Music (Class Applied) Courses

MUSG 683. Studio Improvisation.
(0-2-1); on demand.

Prerequisite: four hours credit in MUSG 383. May be repeated for credit.

Music (Conducting) Courses

MUSC 671. Advanced Conducting.
(2-2-3); on demand.

Advanced instruction and experience in the preparation, rehearsal, and performance of ensemble music.

Music (Education) Courses

MUSE 615. Voice Pedagogy.
(3-0-3); on demand.

An introduction to the physiological, acoustical, and phonetic bases of singing and private voice instruction. Emphasis will be placed on the relationship between scientific fact and the practical application of principles through the use of imagery and phonetic choice.

MUSE 616. Teaching of Strings.
(2-1-2); on demand.

A survey of teaching techniques and materials with primary emphasis on the public school level.

MUSE 625. Psychology of Music.
(3-0-3); on demand.

A study of the psychological processes upon which musical behavior depends.

MUSE 635. Practicum in Music Teaching.
(3 hrs.); on demand.

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 639. Cooperative Education.

MUSE 653. Teaching of Woodwinds.
(2-0-2); on demand.

Comparative study of the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656. Teaching of Brasses.
(2-0-2); on demand.

Comparative study of various techniques and recent trends in the teaching of brass instruments.

MUSE 658. Teaching of Percussion.
(2-0-2); on demand.

A study of the development of percussion instruments, literature, and performing techniques.

MUSE 661. Teaching of General Music.
(2-0-2); on demand.

Pedagogy course with emphasis upon music for the non-performing student in the elementary and secondary schools.

MUSE 679. Marching Band Techniques.
(2-0-2); on demand.

Techniques of preparing marching bands for performance.

MUSE 681. Foundations of Music Education.
(3-0-3); on demand.

Examination of the historical, philosophical, and sociological foundations of the teaching of music in public schools.

MUSE 682. Seminar in Music Education.
(3-0-3); on demand.

An in-depth study of current trends and/or timely topics in music education. Topic areas (selected to address the needs of the students, to adapt to the expertise of the instructor, and to identify and address current education issues) may vary and can include (but are not limited to): history of music education, foundations of music education, purpose and function of music in American musical education, application of psychology to music teaching, measurement and evaluation of musical behaviors, curriculum, research in music education, and future directions and trends in music teacher education. Course may be repeated under different topical areas.

Music (Ensembles) Courses

MUSM 661. Trumpet Ensemble.

MUSM 662. Trombone Choir.

MUSM 663. Tuba and Euphonium Ensemble.

MUSM 667. Brass Choir.

MUSM 668. Brasswind Ensemble.

MUSM 669. Percussion Ensemble.

MUSM 670. Concert Band.

MUSM 671. Symphony Band.

MUSM 672. Marching Band.

MUSM 678. String Ensemble.

MUSM 679. University Orchestra.

MUSM 681. Jazz Ensemble.

MUSM 682. Jazz Vocal Ensemble.

MUSM 683. Traditional Music Ensemble.

MUSM 684. Guitar Ensemble.

MUSM 690. Vocal Ensemble.

MUSM 691. University Chorus.

MUSM 692. Concert Choir.

MUSM 693. Chamber Singers.

MUSM 694. OperaWorks.

Music (History And Literature) Courses

MUSH 600. Graduate Music History Survey.
(3-0-3); on demand.

A review of the history of music in Western Europe, Russia, and America from its ancient Greek beginnings to the present. This is a review course based on the outcomes of diagnostic entrance exams.

MUSH 665. Music in America.
(3-0-3); on demand.

A survey of the history of American music from colonial times to the present.

MUSH 681. Literature of the Piano.
(3-0-3); on demand.

Survey of the keyboard music from the 16th century to the present.

MUSH 690. School Band Literature.
(2-0-2); on demand.

Examination and criticism of music for training and concert use by groups at various levels of attainment.

MUSH 691. Symphonic Literature.
(3-0-3); on demand.

Orchestral literature from the Mannheim School to the present.

Emphasis on formal structure, harmonic idioms, and orchestration.

MUSH 692. Vocal Literature.
(3-0-3); on demand.

A survey of music for solo voice and vocal ensemble, sixteenth through twentieth centuries; stylistic traits, types of compositions, sources, and performance practices.

MUSH 693. Contemporary Music.
(3-0-3); on demand.

A study of the compositions and theories of those composers who have contributed significantly to the music of the 20th century.

MUSH 694. Chamber Music.
(3-0-3); on demand.

A study of the literature for small ensembles from the 18th century to the present.

MUSH 695. Seminar in Music History.
(3-0-3); on demand.

Prerequisite: MUSH 600 (final grade of "B" or better) or successful performance on Music History and Literature Entrance Exam. An in-depth study of the musicians, music literature, and musical styles within the context of a specific topic area. Topic areas may vary and can include (but are not limited to): specific musical style periods, specific genres, the works of specific composers, schools of compositions, etc. Course may be repeated under different topical areas.

Music (Private Applied) Courses

MUSP 601. Private Flute.

MUSP 602. Private Oboe.

MUSP 603. Private Bassoon.

MUSP 604. Private Clarinet.

MUSP 605. Private Saxophone.

MUSP 606. Private Horn.

MUSP 607. Private Trumpet.

MUSP 608. Private Euphonium.

MUSP 609. Private Trombone.

MUSP 610. Private Tuba.

MUSP 616. Private Harp.

MUSP 619. Private Percussion.

MUSP 627. Private Violin.

MUSP 628. Private Viola.

MUSP 629. Private Cello.

MUSP 630. Private Double Bass.

MUSP 635. Private Classical Guitar.

MUSP 636. Private Guitar.

MUSP 637. Private Electric Bass.

MUSP 638. Private Banjo.

MUSP 640. Private Voice.

MUSP 641. Private Harpsichord.

MUSP 642. Private Organ.

MUSP 643. Private Piano.

MUSP 660. Graduate Recital.
(2-0-2); on demand.

Prerequisites: Graduate Recital hearing and consent of the appropriate private applied instructor. A public solo recital of approximately one hour's duration. It is recommended that this course be taken in the last semester of private applied study. A minimum grade of "C" is required for this course to satisfy degree requirements.

MUSP 662. Private Composition.

MUSP 663. Private Conducting.

MUSP 670. Private Applied Pedagogy and Performance Practice.
(1-0-1); on demand.

An examination of the literature related to teaching applied music and to historical performance practices associated with the repertory for the major performing area.

Music (Research) Courses

MUSW 676. Directed Study.
(1 to 3 hrs.); on demand.

Definition and investigation of a problem in music. A written report of the problem, procedure, and results of the study must be submitted.

MUSW 680. Research Methods and Materials.
(3-0-3); on demand.

A study of the types of research appropriate to the field of music and the methodology of each.

MUSW 683. Comprehensive Capstone Examination: Master of Arts.
(0-0-0); I, II, III.

Prerequisite: to be taken during final semester of program of study. Consists of graduate music program exit examination for the 12-hour specialized teaching area in music within the Master of Arts in Education - Secondary.

MUSW 684. Comprehensive Capstone Examination: Music Education.
(0-0-0); I, II, III.

Prerequisite: to be taken during final semester of program of study. Consists of graduate music program exit examinations, comprehensive written and oral examinations for the program of study.

MUSW 685. Comprehensive Capstone Examination: Performance.

(0-0-0); I, II, III.

Prerequisite: to be taken during final semester of program of study.

Consists of graduate music program exit examinations, comprehensive written and oral examinations for the program of study.

MUSW 699. Thesis. (6 hrs.); on demand.

Prerequisites: MUSW 680 and approval of thesis topic. May be divided among two or more semesters.

Music (Theory) Courses

MUST 630. Arranging. (2-0-2); on demand.

Prerequisite: MUST 237 or equivalent. Scoring, arranging, transcribing of selected or original materials for voices and/or instruments.

MUST 631. Arranging for the Marching Band. (2-0-2); on demand.

Study of current trends in half-time show styles; creative experiments in arranging in various styles; attention to individual projects.

MUST 632. Advanced Arranging. (2-0-2); on demand.

Prerequisite: MUST 531. Continuation of MUST 531.

MUST 661. Advanced Composition I. (1-1-2); on demand.

Prerequisite: MUST 364. Study, writing, and performance of students' original creative work. Private conferences and composition seminar in colloquium.

MUST 662. Advanced Composition II. (1-1-2); on demand.

Prerequisite: MUST 563. Continuation of MUST 563.

MUST 663. Creative Writing I. (2-0-2); on demand.

Private coaching and critique in developing individual compositional style.

MUST 664. Creative Writing II. (2-0-2); on demand.

Prerequisite: MUST 663. Continuation of MUST 663.

MUST 665. Form and Analysis. (3-0-3); on demand.

Prerequisites: MUST 233 and 237 for undergraduates. A study of the elements of musical design through score analysis.

MUST 690. Studies in Musical Style. (3-0-3); on demand.

Prerequisite: Pass the entrance examination in music theory or MUST 565 with a grade of "B" or better. Analysis of the compositional styles of major composers from various historical periods and the application of that stylistic understanding to creative projects that

imitate the styles under study. The course will integrate the tools of digital music technology.

Philosophy Courses

PHIL 670. Directed Research. (1 to 3 hrs.).

Prerequisite: 12 hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved topic in philosophy on which he or she will do a directed research paper. A proposal describing the research is required prior to enrollment in the course. A copy of the completed paper is required for the department's permanent file.

PHIL 676. Directed Study. (1 to 3 hrs.).

Prerequisite: 12 hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved topic in philosophy on which he or she will do a directed study. A proposal describing the study is required prior to enrollment in the course. A copy of the completed work is required for the department's permanent file.

Physical Education Courses

PHED 606. Physiology: Metabolic and Neuromuscular. (3-0-3); I.

Prerequisites: BIOL 231 and 232, PHED 432. This course is focused on the metabolic and neuromuscular aspects of exercise physiology including energy balance, nutrients, body composition, weight control, metabolic disorders, neural control, skeletal muscle structure and function and neuromuscular function.

PHED 607. Physiology: Cardiac and Pulmonary. (3-0-3); II.

Prerequisites: BIOL 231 and 232, PHED 432. This course is focused on the cardiovascular and pulmonary theory and skill acquisition in the area of exercise physiology.

PHED 608. Seminar in Motor Learning and Development. (3-0-3); on demand.

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

PHED 611. Issues in Health and Physical Education. (3-0-3); on demand.

Students will be asked to deal with current professional issues and to apply reasoning skills to arrive at professional positions taken and to account for the implications of these decisions.

PHED 612. Program Design, Implementation and Assessment. (3-0-3); III.

Prerequisites: PHED 212, 300, and 303 (or comparable undergraduate coursework). Students will design and plan implementation procedures for content learning activities, policies, and assessments through participation in a variety of curriculum development activities.

PHED 615. Physical Education for the Exceptional Child.

(2-0-2); II. on demand.

Study of developmentally disabled, gifted, and other persons with special needs and capabilities in physical education.

PHED 617. Advanced Adapted Physical Education.
(3-0-3); on demand.

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

PHED 625. Adaptations of Muscular Activity.
(2-2-3); III. on demand.

Prerequisite: PHED 475. Advanced study of physical education for the benefit of students with special needs. Emphasis upon organization, administration, management, and advanced programming.

PHED 634. Sports Nutrition.
(3-0-3); on demand.

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

PHED 651. Advanced Clinical Exercise Testing and Prescription.

(3-0-3); II.

Prerequisite: PHED 441. This course will provide the student with advanced guidelines and experience related primarily to cardiac and pulmonary rehabilitation, but also including metabolic, orthopedic, immunological, inflammatory, and neuromuscular disease populations.

PHED 653A. Corporate Practicum.
(3 to 6 hrs.); I, II, III.

Prerequisites: completion of all core courses and PHED 606, 607, and 651. This course will provide students with practical experience in a corporate fitness/wellness setting.

PHED 653B. Clinical Practicum.
(3 to 9 hrs.); I, II, III.

Prerequisites: completion of all core courses and PHED 606, 607, and 651. This course will provide students with practical experience in

a clinical based setting that includes cardiac rehabilitation, pulmonary rehabilitation and/or sports medicine.

PHED 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisites: HPS 600 and consent of instructor. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final study required for department's permanent file of completed research projects.

PHED 672. Graduate Seminar in Exercise Physiology.
(3-0-3). II.

This course is a culminating experience in which students will review and use the knowledge, skills and abilities acquired during their graduate program to prepare to take the professional clinical exams required to secure desirable employment.

PHED 677. Special Problems in Physical Education.
(1 to 3 hrs.); I, II, III.

Designed to meet special needs of individual students. Intensive study of approved specific problems from an area of physical education.

PHED 680. Workshop.
(1 to 3 hrs.); I, II, III.

The workshop format is an interactive learning experience designed to build an/or improve specific skills with a physical education orientation. Maximum of six semester hours may be earned under this course number.

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

Prerequisite: approval of thesis topic by thesis committee. A maximum of six semester hours allowed.

Political Science Courses

PS 600. Political Science Seminar.
(1-12-1); I, II.

This graduate seminar in political sciences sub-field with topical course offerings that serve to develop specializations for administration, policy, and theory.

Psychology Courses

PSY 600. Seminar.
(1 to 9 hrs.); on demand.

May be repeated for maximum of nine hours.

PSY 601. Legal Ethical Issues in Psychology.
(1 hr.); I.

The course, which will meet for two hours each week, will involve an examination of the major legal issues involved in mental health practice including insanity, involuntary commitment, confidentiality and the duty to warn and the Ethical Principles of the Psychologist as they apply to the conduct of clinical practice as well as scientific research.

PSY 604. Sport Psychology.

(3-0-3); on demand.

Prerequisite: admission to graduate study in psychology or graduate program in health and sport sciences. Designed to assist students in understanding the theory and research regarding psychological aspects of sport and physical activity. Topics addressed include history of sport psychology, research methods and testing in sports environments, and how psychological principles (e.g., learning, personality, attention, arousal, intervention, motivation, attribution, aggressive, leadership, group dynamics, audience effects) impact sport performance.

PSY 609. Educational Psychology.

(3-0-3); on demand.

Prerequisite: admission to graduate study. Advanced and applied study of nature of learning, evaluation of learning, outcomes, and characteristics and development of students and teaching methods.

PSY 610. Advanced Human Growth and Development.

(3-0-3); on demand.

Prerequisite: admission to graduate program. Developmental processes across the lifespan. Application of principles of development, research findings, and theory of human development and behavior. Equates with EDF 610.

PSY 611. Computer Packages for the Life Sciences.

(3-0-3); on demand.

Prerequisite: admission to graduate study. Application of descriptive and inferential statistics by SPSS, BMD, and SAS computer packages for data analyses in life sciences.

PSY 612. Advanced Experimental Design and Analysis I.

(2-2-3); I.

Prerequisite: admission to graduate study in psychology. Advanced survey of psychological research methodology with emphasis on experimental design, computer-assisted statistical analysis, and writing APA style empirical reports. The course will focus on experimental designs with one independent and one dependent variable. Laboratory experiences are an integral part of this course.

PSY 613. Advanced Experimental Design and Analysis II.

(2-2-3); II.

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

PSY 621. Advanced Physiological Psychology.

(2-2-3); II.

Prerequisite: PSY 421 and admission to graduate study in psychology. Interaction of physiology and behavior, including study of the peripheral and central nervous system as they relate to motor coordination and reflex processes.

PSY 633. Personality Theory.

(3-0-3); I.

Prerequisite: admission to graduate study. Examination of theories of personality. Relation of current theories to psychological research will be examined.

PSY 634. Learning Theory.

(3-0-3); II.

Prerequisite: admission to graduate study in psychology. Examination of theories of learning and relationship of these theories to psychological research.

PSY 636. Seminar in Cognitive Psychology.

(3-0-3); on demand.

Prerequisite: admission to graduate study in psychology. Involves the intensive examination of theories and methods in cognitive psychology. The focus is on theory, classic issues and techniques, connectionist models, and neurocognition.

PSY 650. Abnormal Psychology.

(3-0-3); II, III.

Prerequisite: admission to graduate study. Psychology, behavior, and treatment of individuals having superior or inferior mental abilities; perceptual handicaps, orthopedic problems, and behavioral disorder, and general methods of facilitating growth, therapy, and research in this area.

PSY 654. Seminar in Social Psychology.

(3-0-3); on demand.

Prerequisite: admission to graduate study in psychology. An intensive examination of history, theory, methods, and application of social psychological concepts and research.

PSY 656. Psychometrics.

(3-0-3); on demand.

Prerequisite: admission to graduate study in psychology. This course will give the student extensive information concerning classical test theory, and aspects thereof, including reliability, validity, and item analysis, as well as item response theory and computer-assisted testing. Additionally, basic information will be developed and presented concerning the major psychological test instruments most frequently used in clinical practice.

PSY 657. Intellectual Assessment.

(2-2-3); I.

Prerequisite: admission to graduate study in psychology. Study of basic concepts of psychometrics such as standardization, reliability, validity, and use of psychological tests. Study of and practice in administration, scoring, and interpretation of measures of intelligence and academic achievement.

PSY 658. Assessment of Children.

(3-0-3); II.

Prerequisites: PSY 657 and admission to graduate study in psychology. Principles and practice of individualized and group assessment of behavior of children and adolescents, with special emphasis on measurement of cognition.

PSY 661. Psychopathology.

(2-2-3); I.

Prerequisite: admission to graduate study in clinical/counseling psychology. Study of contemporary classification systems employed by the mental health community, along with various theoretical models of defining abnormality and of explaining

etiology of specific syndromes of abnormal psychology. Study of current research into the description and explanation of psychopathology and process of diagnosis, as well as learning practical skills in interviewing and diagnosis.

**PSY 662. Assessment of Adults.
(3-0-3); II.**

Prerequisite: admission to graduate study in psychology. Study of and training in various psychological instruments used to describe and diagnose personality functioning and dysfunctioning in adults. Although the course will focus primarily on the Rorschach, other measures studies will include the MMPI, the 16 PF, figure drawings, the TAT, and sentence completion measures.

**PSY 663. Marriage and Family Therapy.
(3-0-3); I.**

Prerequisite: admission to graduate study. Introduction to the major theories and techniques of marital and family therapy. Included will be an introduction to sex therapy, divorce therapy, marriage enrichment and feminist issues in family therapy. Includes an opportunity to observe/participate as a therapist in a clinical setting.

**PSY 664. Clinical Hypnosis.
(3-0-3); on demand.**

Prerequisite: consent required and admission to graduate study in psychology. An examination of the major uses of clinical hypnosis in the practice of clinical and counseling psychology. Intensive didactic and experiential components including experiential training and practice of trance induction, deepening, and utilization.

**PSY 665. Child and Adolescent Psychotherapy.
(3-0-3); II.**

Prerequisites: PSY 673 and admission to graduate study in clinical/counseling psychology. This course will cover a wide array of topics in the therapeutic treatment of children and adolescents, from traditional play and insight-oriented to behavioral and cognitive-behavioral approaches.

**PSY 669 Applied Behavior Analysis.
(2-2-3); on demand.**

Prerequisite: admission to graduate study. Operant learning principles that govern human behavior applied to modification of behavior in clinical setting. Course is designed to give experience in dealing with behavioral problems in classroom and clinical settings. Laboratory experiences are an integral part of course.

**PSY 670. Directed Research.
(1 to 3 hrs.); I, II, III.**

Restriction: consent required and admission to graduate study in psychology. Independent research study of a topic in psychology. Proposal, conforming to the American Psychological Association Publication Manual style and describing purpose and methodology of study, required prior to enrollment in the course. Copy of final study required for department's permanent file of completed research projects.

**PSY 672. Practicum.
(2 to 12 hrs.); I, II, III.**

Restriction: consent required. Placement of clinical or counseling students in school and clinical settings for direct services to clients

under qualified supervision.

**PSY 673. Psychotherapy I.
(3-0-3); II.**

Prerequisite: admission to graduate study in clinical/counseling psychology. Study of contemporary issues and empirical research regarding psychotherapy and behavior change along with study of various theories and systems of psychotherapy, including psychoanalysis, person-centered therapy, Gestalt therapy, and behavior therapy.

**PSY 674. Psychotherapy II.
(2-2-3); II.**

Prerequisites: PSY 673 and admission to graduate study in clinical/counseling psychology. Continuation of PSY 673. Development of psychotherapy and acquisition of professional skills in psychotherapy/counseling, including development of appropriate professional attitudes toward psychotherapy, clients, and ethical issues.

**PSY 675. Selected Topics.
(2-2-3);**

Restriction: consent required. Various methods courses in instrumentation and data reduction, innovation and research design, directed study of special problems in psychology, various application courses, and others.

**PSY 676. Directed Study.
(1 to 3 hrs.); I, II, III.**

Restriction: consent required. Directed study, not requiring a research design, of a topic in psychology. Proposal describing purpose of the study required prior to enrollment in the course. Copy of final report on the project required for department's permanent file of completed projects.

**PSY 677. Seminar in Developmental Research.
(3-0-3); II.**

Prerequisite: admission to graduate study in psychology. Intensive examination of research in contemporary developmental psychology. Emphasis on reading and evaluating current journal articles and designing research projects.

**PSY 678. Internship.
(2 to 12 hrs.); I, II, III.**

Prerequisite: consent required. Placement of advanced graduate student in clinical or counseling program in school and clinical settings for internship under qualified supervision. Minimum of six hours of credit required.

**PSY 680. Workshop.
(1 to 3 hrs.); on demand.**

Workshop for specifically designated task orientation in psychology. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

**PSY 684. Sensation & Perception.
(2-2-3); I.**

Prerequisite: admission to graduate study in psychology. Examination of the role of perception as information extraction process. Includes constancies, space perception, illusions, and influences of learning and experience on development of perception.

PSY 685. Systems and Theories.**(3-0-3); I.**

Prerequisite: PSY 612. Intensive study of more influential historical systems of psychology, including structuralism, functionalism, associations, behaviorism. Gestalt psychology and psychoanalysis, and a treatment of contemporary developments.

PSY 686. Motivation.**(2-2-3); I.**

Prerequisite: admission to graduate study. Consideration of basis of human and animal motivation in relation to other psychological processes.

PSY 689. Psychology of Learning.**(3-0-3); I.**

Prerequisite: admission to graduate study. Fundamental principles of learning, including acquisition, retention, forgetting, problem solving, and symbol formation; experimental studies; application of principles to practical problems in habit formation, development of skills, remembering, and logical thinking.

PSY 690. Psychological Research.**(1 to 9 hrs.); I, II, III.**

Prerequisite: Admission to graduate study in psychology. Seminar research design and problems course to explore in-depth specific areas of research related to student's principal professional objective.

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

Restriction: consent required.

Public Administration Courses

PA 605. Epistemology & Research Methodology.**(3-0-3); I.**

This course provides a comprehensive understanding of the concepts and principles of research methods in public administration. The epistemological foundations of research, as well as both quantitative and qualitative methods are examined. Upon completion of this course, students will be able to understand research and methodologies in public administration and their relationship to U.S. political processes.

PA 610. Public and Administrative Law.**(3-0-3); I.**

This course presents a comprehensive understanding of the concepts and principles of public law, with special focus on American constitutional law and administrative law processes that are responsible for the formation and execution of public policy. Upon completion of this course, students will be able to understand constitutional law and its relationship to public administration and the bureaucratic policy process more fully.

PA 611. Jurisprudence.**(3-0-3); I.**

Prerequisite: completion of nine hours of MPA core courses or permission of the instructor. This course provides a comprehensive understanding of the concepts and principles of jurisprudence with special focus on American government, English common law, and the U.S. constitution. Upon completion of this course

students will be able to understand U.S. legal philosophy, federalism and the relationship of jurisprudential conflict to the American political process and policy more fully.

PA 620. Bureaucracy and Public Management.**(3-0-3); II.**

This course provides a comprehensive understanding of the concepts and principles of bureaucracy and public management, with special focus on bureaucratic policy, executive institutions and administrative agencies responsible for the formation and execution of public policy. Upon completion of this course, students will be able to understand bureaucracy and its relationship to public administration, politics, and the policy process more fully.

PA 625. Public Budgeting and Finance.**(3-0-3); II.**

This course provides a comprehensive understanding of the concepts and principles of public economics and government finance, with special focus on public budgeting and administrative fiscal processes that are responsible for the formation and execution of public policy. Upon completion of this course, students will be able to understand public budgeting and its relationship to public administration and the bureaucratic policy process more fully.

PA 630. Politics of Public Policy.**(3-0-3); I.**

This course will allow students to gain a more comprehensive understanding of the concepts and principles of public policy, with special focus on American institutions and political processes that are responsible for the formation and execution of public policy. Upon completion of this course, students will be able to understand public policy and its relationship to public administration and the American political system more fully.

PA 640. Theoretical Foundations of Public Administration.**(3-0-3); I.**

This course provides a comprehensive understanding of the core theoretical concepts and principles of public administration, with special focus on American government and the policy making processes of the intergovernmental system. Upon completion of this course, students will be able to understand political theory and its relationship to public administration and the American political process and intergovernmental policy more fully.

PA 641. Ethics in Public Administration.**(3-0-3); II.**

This course surveys the major ethical theories of the Western world from ancient through to contemporary virtue ethics and anti-foundationalism. Each ethical theory is applied to concrete situations that arise in public management, allowing students to refine their understanding of the theory while practicing its application and discussing its consequences. Upon completion of this course, students will be able to understand the major ethical theories and the historical development of those theories applying different ethical perspectives to concrete situations in public administration.

PA 642. Western Political Theory I.**(3-0-3); I.**

Prerequisite: completion of nine hours of MPA core courses to include PA 640 or permission of the instructor. This course examines the seminal political thought of the Western world from the ancient to medieval ages. Students will understand the roots of modern government, the classification of political regimes, and their theoretical justification with respect to human nature, justice, and the administration of political affairs. Upon completion, students will be able to understand the foundations of Western civilization and major political thought from ancient to the medieval ages.

PA 643. Western Political Theory II.
(3-0-3); II.

Prerequisite: completion of nine hours of MPA core courses to include PA 640 or permission of the instructor. This course examines the seminal political thought of the Western world from the renaissance to modernity. Students will understand liberalism, social contract theory, republicanism, value relativism and historicism, and their theoretical justification with respect to human nature, justice, and the administration of political affairs. Upon completion, students will be able to understand the foundations of Western civilization and major political thought from the renaissance to the modern era.

PA 645. Seminar in Founding Fathers and American Thought.
(3-0-3); on demand.

Prerequisite: completion of nine hours of MPA core courses or permission of the instructor. This course provides a comprehensive understanding of the political thought of the founding fathers and the core theoretical concepts and principles of Western political theory that formed the American constitution. Upon completion of this course, students will be able to understand the American founding fathers and American political thought and their relationship to public administration and the American political process and intergovernmental policy more fully.

PA 650. Federalism Theory and Constitutional Law.
(3-0-3); on demand.

Prerequisite: completion of nine hours of MPA core courses or permission of the instructor. This course provides a comprehensive understanding of the concepts and principles of federalism with special focus on American government and the constitutional theory of the founding fathers. Special focus also directed to the policy making processes of the intergovernmental system. Upon completion of this course, students will be able to understand federalism and its relationship to the American political process, constitutional law and policy more fully.

PA 655. Community Development.
(3-0-3); on demand.

This course will allow students to gain a more comprehensive understanding of community development and the interdisciplinary literature related to public administration, with special focus on American government and the social, economic, and political processes of community building and the nonprofit and public sector organizations that perform community development functions. Upon completion of this course, students will be able to understand community development and its relationship to public administration and the American political process and intergovernmental policy more fully.

PA 660. Intergovernmental Relations.
(3-0-3); on demand.

Prerequisite: completion of nine hours of MPA core courses or permission of instructor. This course provides a comprehensive understanding of the concepts and principles of intergovernmental relations with special focus on U.S. government and federalism. The intergovernmental system is examined in terms of American institutions at all levels of government and the complex web of public and private sector organizations that form the intergovernmental actors in the policy making process. Upon completion of this course, students will be able to understand intergovernmental relations and their relationship to American political processes and policies more fully.

PA 680. Homeland Security.
(3-0-3); I.

Prerequisite: completion of nine hours of MPA core courses or permission from the instructor. This course provides a comprehensive understanding of U.S. Homeland Security Policy. This course examines the core theoretical concepts and principles of Western security that form U.S. national interest and foreign relations. Upon completion of this course, students will be able to understand the theoretical approaches and management techniques for U.S. security policy and the relationship to public administration.

PA 681. American Diplomatic History.
(3-0-3); II.

Prerequisite: completion of nine hours of MPA core courses or permission of the instructor. This course provides a comprehensive understanding of the history of American diplomatic relations. This course examines the core theoretical concepts and principles of Western diplomacy that form U.S. foreign relations. Upon completion of this course, students will be able to understand the history of U.S. diplomatic relations and the relationship to public administration and the American political process and foreign affairs more fully.

PA 690. Public Administration Internship.
(1-12-1); on demand.

Prerequisite: completion of 21 hours of course work in the MPA curriculum. Practical experience in agency, organization, or field setting related to the student's career and research interests. Student will work in settings over the full semester or summer and complete a research paper, organizational analysis, position or policy paper that integrates the intellectual world with the real world.

PA 695. Research Query.
(3-0-3); I, II, III.

Prerequisites: 18 hours of MPA coursework, successful completion of comprehensive exams, and consent of the instructor. Focused research under the direction of a graduate faculty member.

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

Prerequisite: consent of dean or chair of the student's graduate advisory committee. Students will develop, execute, and defend an approved thesis project under the supervision of a faculty committee.

Regional Analysis and Public Policy Courses

RAPP 610. Ideology and Policy Development in Appalachia.

(3-0-3); every third semester.

Prerequisite: graduate status in biology or sociology or consent of instructor. An examination of the Appalachian region with special emphasis on the interplay of historical, cultural, social, and political systems in "producing" Appalachia and Appalachian images. Specific attention is devoted to the following: the Appalachian Regional Commission, structural characteristics of Appalachia, industrial transformation of Appalachia, images of Appalachia, Appalachian histories and futures.

RAPP 611. Spatial Analysis.

(3-1-3); on demand.

Prerequisite: Inferential statistics course in social or natural sciences or consent of the instructor. This course provides students with the background and skills to evaluate, select, and apply appropriate spatial analysis techniques to solving real-world problems and issues in public administration. A wide variety of spatial tools and applications applicable to government, business, environmental studies, and academia will be explored. Specifically, students will learn concepts of spatial analytic practice, explore the methods and techniques of applying these concepts in practice, and develop the ability to evaluate, select, and apply the appropriate techniques to real-world subjects.

RAPP 620. Economic Development.

(3-0-3); every third semester.

Prerequisite: graduate status in biology or sociology or consent of instructor. Analysis of economic change and development processes and their consequences with emphasis upon regional rural areas. Special emphasis on the role of physical and cultural landscapes in shaping economic development.

RAPP 630. Graduate Seminar in Regional Issues.

(3-0-3); every third semester.

Prerequisite: 18 hours of graduate course work or consent of instructor. Exploring problems in contemporary regional analysis, including forum discussions of recent research, development of interdisciplinary solutions to social and environmental problems, and presentations of current research. Special emphasis on regional issues and regional policy.

RAPP 637. Environmental Policy and Management.

(3-0-3); on demand.

Prerequisite: admission into the MPA program or permission of instructor. Contemporary issues in natural resource management and environmental policy, including air, water, and soil contamination, water management, and impacts of resource extraction. Special emphasis will be given to energy and resource issues in Appalachia.

RAPP 670. Directed Research.

(3-0-3); I, II, III.

Prerequisites: 18 hours of MPA course work and consent of instructor. Focused research under the direction of a graduate faculty member.

RAPP 685. Advanced Environmental Education.

(2-2-3); III, on demand.

Prerequisite: Nine hours from approved courses for the Environmental Education Endorsement certification or approval of the instructor. This is a hybrid (online and in-person) environmental methods course that focuses on curriculum development using outdoor classrooms. Students will be required to participate in outdoor and indoor settings.

Science Education Courses

SCI 619. Advanced Integrated Math and Science for Teachers.

(2-2-3); I, II.

Prerequisite: 12 hours of undergraduate science or math, or consent of instructor. This course will develop interdisciplinary science knowledge, mathematics skills and technology skills needed to interpret and report real world data. Cross listed with MATH 619.

SCI 622. Chemistry and Your Environment.

(3-0-3); on demand.

Prerequisite: consent of instructor. A review of the role of chemistry in the environment and its relation to issues of waste generation and waste disposal, determination of environmental hazard levels, and current toxicological beliefs. Some applications to the school laboratory are included.

SCI 670. Directed Research.

(1 to 6 hrs.); I, II, III.

Problem must be approved by the chair of the Department prior to registration. Independent research in science education.

SCI 671. Earth Science for Elementary Teachers.

(3-0-3); II.

Prerequisite: consent of instructor. Because the course is online and assignments involve work with children, it is important that students talk with the instructor before registering. An earth system science approach to studying essential questions that elementary teachers can explore with their students. Assignments include hands-on activities that students conduct with elementary-aged children.

SCI 672. Earth Science for Middle and High School Teachers.

(2-2-3); on demand.

Prerequisite: consent of instructor. Selected topics from the geological sciences.

SCI 676. Research Problems.

(1 to 6 hrs); on demand.

SCI 678. History of Science.

(3-0-3); on demand.

Prerequisite: six hours of science credit. Development of scientific traditions, discoveries, and concepts from the time of ancient Egypt to the present.

SCI 690. Advanced Science for the Elementary School Teacher.

(2-2-3); on demand.

Prerequisite: SCI 490 or equivalent. A comprehensive overview of teacher competencies applicable to the effective teaching of

elementary school science.

SCI 691. Science for the Middle School Teacher.
(2-2-3); on demand

Prerequisites: student should have completed the minimum general education requirements in sciences and mathematics and be admitted to the TEP. A study of pedagogy, science content, and techniques applicable to the teaching of science to middle school or junior high children. Cross listed with SCI 491.

SCI 692. Science for the Secondary Teacher.
(2-2-3); II.

Prerequisite: consent of instructor. Concepts of teaching high school science with emphasis on laboratory techniques, test preparation, questioning, presentation methods, and care of equipment.

SCI 699. Selected Topics.
(1 to 6 hrs.); on demand.

Social Work Courses

SWK 600. Special Problems.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor and social work coordinator. Arranged with department to study a topic in the social work field.

SWK 620. Social Work Administration and Management.
(3-0-3); on demand.

This course reviews the history, nature, organizational structure, and philosophy of the administration of public programs of income maintenance and other welfare services, consideration of the role of voluntary agencies.

SWK 635. Group Dynamics.
(3-0-3); I.

This course is designed to give the student an understanding of group methods and the theories underlying the use of groups in the helping process. Special emphasis will be given to the processes that affect the development and functioning of all types of groups.

SWK 645. Death and Dying.
(3-0-3); I.

This course analyzes death and dying as social processes and problems; strategies for working with dying persons. Cross listed with SOC 645.

SWK 660. Introduction to Chemical Dependency Counseling.
(3-0-3); on demand.

The purpose of this course is to help students gain an understanding of the theories that underlie addiction and to obtain a basic understanding of counseling approaches to addiction. This course surveys biological, psychological, familial, and sociological impacts of chemical dependency attitudes and behaviors. The course studies the influences that effect personal choices, problem drinking, and addiction. Basic techniques for prevention strategies, treatment modalities, and intervention techniques are also studied.

SWK 661. Alcohol, Alcoholism, & Chemical Dependency.

(3-0-3); on demand.

Corequisite: SWK 660. The purpose of this course is to help students gain an understanding of cultural attitudes and customs regarding alcohol, alcoholism, and other drugs. This course will survey biological, psychological, familial, and sociological impacts of chemical dependency attitudes and behaviors. The influences that effect personal choices, problem drinking, and addiction will be analyzed. Basic techniques for prevention strategies, treatment modalities, and intervention techniques will be studied.

SWK 662. Approaches to Chemical Dependency Treatment I.

(3-0-3); on demand.

Prerequisites: SWK 660 and SWK 661. The purpose of this course is to provide understanding and approaches in chemical dependency counseling using international certification guidelines. Specific topics addressed will include: screening techniques, intake techniques, orientation, assessment, intervention, education, referral, record keeping, and HIV information and consultation.

SWK 663. Approaches to Chemical Dependency Treatment II.

(3-0-3); on demand.

Prerequisites: SWK 660 and SWK 661. Corequisite: SWK 662. The purpose of this class is to provide understanding and approaches in chemical dependency counseling using international certification guidelines. Specific topics addressed will include: counseling approaches, ethical issues, and issues related to special populations.

SWK 664. Practicum in Chemical Dependency.
(3-0-3).

Prerequisites: SWK 660, SWK 661, SWK 662, and SWK 663. Students will complete a 135-hour practicum under the direct supervision of a chemical dependency counselor. The practicum will include opportunities to conduct group counseling, provide individual counseling, and develop treatment plans.

Sociology Courses

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

This course offers an intensive analysis of the major areas of criminological theory. Primary emphasis is placed upon contemporary theoretical issues. Equates with CRIM 601.

SOC 603. Appalachian Sociology.
(3-0-3); on demand.

Prerequisite: SOC 101 and/or 405 or consent of instructor. This course is a study of major Appalachian social institutions including the family, religion, education, the economy, and government; a survey of health and welfare institutions, major value orientations, population characteristics, and social change.

SOC 605. Mind, Self, and Society.
(3-0-3); on demand.

This course examines the individual and society as the products of

human interaction.

SOC 615. Sociological Research.
(3-0-3); II.

Prerequisites: SOC 450 and 451 or consent of instructor and department chair. This course is an advanced study in behavioral research methodology; empirical generalizations, proposition formation and analysis, data gathering & interpretation, instrumentation, scaling techniques, and supervised application of methods.

SOC 616. Family Dynamics.
(3-0-3); II.

This course offers an intensive analysis of the family in its social context. Emphasis is placed upon social interaction within the family, socio-economic and socio-cultural factors which bear influence upon it, and the relationship of the family to the total social system.

SOC 620. Sociology of Education.
(3-0-3); on demand.

Contributions of sociology to understanding education as a social process. Sociological concepts and principles are used to point up crucial problems in education.

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

This course analyzes deviance as social behavior. Emphasis is placed upon acquisition of an understanding of the major sociological theories of deviance. Equates with CRIM 625.

SOC 626. The Community.
(3-0-3); I.

The general character of community relations in society, the structure and function of the community as a social system, the processes of balancing community needs and resources, and planned and unplanned social change.

SOC 630. Social Inequality.
(3-0-3); on demand.

A critical analysis of the theories and issues of social inequality.

SOC 635. Organizations in Contemporary Society.
(3-0-3); on demand.

An analysis of organizations as social systems. An inquiry into bureaucratic developments in educational, industrial, military, and welfare institutions.

SOC 640. Social Policy in Aging.
(3-0-3); on demand.

Designed to develop knowledge of federal, state, and local programs which relate directly to the field of gerontology. Specifically, the course demonstrates how federal, state, and community programs affect the welfare of senior citizens.

SOC 641. Gerontology.
(3-0-3); II.

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

SOC 645. Death and Dying.
(3-0-3); I.

The analysis of death and dying as social processes and problems; strategies for working with dying persons.

SOC 650. Sociological Thought and Theory.
(3-0-3); I.

Prerequisite: SOC 405 or consent of instructor and department chair. An intensive study of certain selected pioneer sociological theorists such as Weber, Durkheim, Marx, and contemporary theories.

SOC 655. Qualitative Research for the Social Sciences.
(3-0-3); on demand.

Prerequisite: SOC 450. This course is designed to introduce students to the methods and issues of qualitative social science research. Topics to be covered will include the theory-method link, qualitative research design, qualitative techniques of field research (observation, in-depth interviewing, and document study), case studies and content analysis, and ethical issues.

SOC 659. Appalachian Culture.
(3-0-3); I, II.

Study of the Appalachian culture in juxtaposition to concept of cultural dynamics. Analysis of the relationship between culture, society and personality in Appalachia.

SOC 661. Sociology of the Law.
(3-0-3); on demand.

Provide a clear understanding of the manner in which laws are formed to protect certain groups and marginalize others who are often perceived as threatening. Deconstruct specific laws by analyzing the formation of criminal law from its incipient stages of development in American society.

SOC 665. Environmental Sociology.
(3-0-3); II.

Introduces this subfield of sociology examining current environmental issues and conflicts and various theoretical perspectives used to understand them and formulate solutions. The role of grassroots organizations is also reviewed. Equates with CRIM 665.

SOC 670. Directed Research.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor and department chair. Qualified students may arrange with staff for a research project on some sociological situation.

SOC 676. Directed Study.
(1 to 3 hrs.); I, II, III.

Prerequisite: consent of instructor and department chair. Qualified students may arrange with staff for individual work on some particular sociological problem.

SOC 690. Graduate Practicum in Gerontology.
(3 to 9 hrs.); I, II, III.

Designed to provide the graduate student actual work experience in community agencies providing services to the aged. The practicum will be under the supervision of trained and certified professionals in the field.

SOC 699. Thesis.
(6 hrs.).

Students electing to write a thesis will work under the supervision of a faculty member and must present a thesis approved by the graduate faculty.

Spanish Courses

SPA 603. Advanced Spanish Grammar.
(3-0-3); on demand.

Prerequisite: graduate standing. Grammatical analyses of the structure of Spanish and practice with a wide range of grammatical exercises.

SPA 605. Linguistics and Language Teaching.
(3 hours); on demand.

Prerequisite: consent required. The application of current linguistic theories to the methodology of teaching French and Spanish; micro-teaching practice and field experiences in the four skills, grammar, and culture. Equates with FRN 605.

SPA 670. Directed Research.
(1 to 3 hrs.).

Prerequisite: consent required. Original research of an approved subject under faculty supervision. A maximum of nine semester hours may be earned through independent or special problem courses.

SPA 676. Directed Study.
(1 to 3 hrs.).

Prerequisite: consent required. This course is a directed study for graduate students in Spanish. Each request for the course will be considered on its own merit in relation to the special needs of the student. A maximum of nine semester hours may be earned through independent or special problem courses.

SPA 699. Special Courses.
(1 to 3 hrs.).

Prerequisite: consent required. These courses are specialized offerings in Spanish for graduate students. The purpose of these courses is to enhance the existing program in Spanish. A maximum of nine semester hours may be earned through independent or special problem courses.

Sport Management Courses

SPMT 605. Planning and Designing Sport and Physical Activity Facilities.
(3-0-3); on demand.

Facilities, equipment, site selection, building plans, and equipment placement in sport and physical activity programs of physical education.

SPMT 630. Sport Marketing.
(3-0-3); III.

This graduate level course will provide techniques of marketing to prepare individuals to assume the responsibilities for athletic and sport marketing at the high school, collegiate, professional and business levels. In addition, the course work will include an overview of sports marketing and will examine the application of marketing principles to collegiate and professional sports events.

SPMT 632. Management and Administration of Sports Programs.

(3-0-3); II.

The course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements for a successful career as a sport manager.

SPMT 635. Legal Issues in Sports and Physical Activity.

(3-0-3); on demand.

The course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements in regard to legal issues for a successful career as a sports manager.

SPMT 650. Financing the Sport Enterprise.
(3-0-3); on demand.

The course is designed for students to study financial theories and practical application as they affect sport revenues and expenditures including both private and public economic influences. Topics to be addressed include purchasing, budgeting, risk management, operational procedures and auditing guidelines.

SPMT 655. Leadership and Ethics in Sport and Physical Activity.

(3-0-3); on demand.

This course is intended as an examination of leadership and ethical issues that commonly arise in sport business. The course provides an analysis of leadership styles and theories and ethical issues facing youth, interscholastic, intercollegiate, Olympic, professional, and business sport entities.

SPMT 660. Socio-Cultural Issues in Sport.
(3-0-3); III.

This course is designed to acquaint the graduate student with advanced principles and applications of social issues within the sport industry. The course will provide in-depth looks at how amateur/professional sport, and sport business enterprises reflect societal values and issues in the arena of sport. Topics such as gender, disability, race and ethnicity, aggression, politics, religion, and class and social mobility will be studied.

SPMT 661. Sport Relations.
(3-0-3); II.

This course has been developed to introduce the student to the components necessary to manage a successful sport relations program. The preparation of information for distributions, media outlets, and various constituencies will be covered. In addition, employee, community and customer relations will be discussed as well as components for enhancing the image of a sport organization.

SPMT 671. Sport Management Internship.
(3-0-3); I, II, III.

Prerequisites: HPS 600, 601, 610, and completion of 80 percent of SPMT courses. This course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements for a successful career as a sports administrator.

Theatre Courses

THEA 612. Playwriting.

(3-0-3); on demand.

Prerequisite: THEA 100, 200 or consent of department chair. An analysis of the structure of plays and the writing of original scripts.

THEA 613. Advanced Play Direction.

(3-0-3); on demand.

Prerequisite: THEA 380. To develop greater proficiency in techniques of directing as related to specific productions and staging problems.

THEA 630. Summer Theater III.

(4-0-4); III.

Prerequisite: acceptance into summer theatre company. Advanced assignments in set and costume design or advanced acting and directing.
(May be repeated.)

THEA 652. Early Dramatic Literature.

(3-0-3).

A detailed study of representative plays from the Greeks to mid-19th century.

THEA 653. Modern Dramatic Literature.

(3-0-3); on demand.

A detailed study of the drama from the growth of realism to the present day.

THEA 655. Dramatic Criticism.

(3-0-3); on demand.

Prerequisite: THEA 100, 200 or consent of department chair. Dramatic theory and criticism as developed through Aristotle, Horace, Middle Ages, the Renaissance, and the 20th century.

THEA 662. Advanced Acting.

(3-0-3); on demand.

Prerequisite: THEA 284 or consent of department chair. Advanced study of acting, including analysis and development of characters in acting situations.

THEA 663. Advanced Costuming.

(2-2-3); on demand.

Prerequisite: THEA 326 or consent of department chair. Designing costumes for theatrical productions, making patterns, and the fabrication of garments for the stage.

THEA 664. Advanced Scene Design.

(2-2-3); on demand.

Prerequisites: THEA 322 or consent of department chair. To develop greater proficiency in the skills of scenic design as applied to specific problems and theatrical productions.

THEA 665. Advanced Stage Lighting.

(2-2-3); on demand.

Prerequisite: THEA 321 or consent of department chair. To develop proficiency in the skills of lighting productions; to research topics and special problems pertaining to stage lighting.

THEA 670. Children's Theatre.

(3-0-3); on demand.

Prerequisite: THEA 100 or THEA 110 or consent of Department Chair.

A concentrated study of the problems involved in the organization and production of plays for and with children.

Administrative Directory

Board of Regents

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University Administration

Karla Hughes, Provost and Executive Vice President
Beth Patrick, Vice President for Planning, Budgets, & Technology
James Shaw, Vice President for University Advancement
Michael R. Walters, Vice President for Administration & Fiscal Services
Madonna Weathers, Vice President for Student Life

Who, What, Where?

For a detailed listing of whom to contact for university programs and services please, visit the following Web site:
<http://www.moreheadstate.edu/whowhatwhere/>

Campus Map

For the campus map, click the following link:
<http://www.moreheadstate.edu/campusmap/>

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