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Morehead State University Graduate Catalog 2021-22

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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, Education Professional Standards Board, 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.

Educational Data

In accordance with actions of the General Assembly of the Commonwealth of Kentucky and in cooperation with the Kentucky Council on Postsecondary Education and the Office for Education and Workforce Statistics, Morehead State University makes publicly available its education data at www.moreheadstate.edu/Administration/PPE/Institutional-Research/Institutional-Data.

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, gender identity, gender expression, disabled veterans, recently separated veterans, other protected veterans, and armed forces service medal veterans, 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; Chapter 344 and other applicable statutes. Vocational educational programs at Morehead State University supported by federal funds include industrial education, vocational agriculture, business education, and the associate degree program in nursing. Any inquiries should be addressed to: Affirmative Action Officer, Morehead State University, 301 Howell-McDowell Administration Building, Morehead, KY 40351, 606-783-2097.

Information

The Graduate School
Toll free: 1-800-585-MSU1 (6781)
www.moreheadstate.edu/gradschool

Printing

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*Indicates online program.

The Graduate School

Graduate School Administration

The Director

The Director of the Graduate School is responsible for executing policies and regulations governing graduate study.

The University Graduate Committee

The University 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 director of the Graduate School or designee serving as chairperson. The committee recommends policies and regulations pertaining to graduate study; advises the Director of the Graduate School regarding the execution of these policies; and 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.

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 School at 606-783-2039.

The graduate student is also responsible for completing all program requirements. 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 made based upon extenuating circumstances, the request must be approved by the Director of the Graduate School and/or the graduate committee.

Reminders for Master's/Non-degree Applicants

Graduate Program Application

Semester prior to planned entrance. Applications are available online at www.moreheadstate.edu/apply. There is a \$30 application processing fee.

Graduate Record Examination (GRE)

At the time of application or before 12 credit hours have been completed. To schedule the exam, call 1-800-GRE-CALL or visit www.ets.org/gre.

Graduate Management Admission Test (GMAT)

At the time of application. To schedule the exam, call 1-800-717-GMAT or visit www.mba.com/exams/gmat.

Miller Analogies Test (MAT)

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

Program Evaluation

Students should review their official Program Evaluation online or obtain a copy via their MyMoreheadState account by visiting my.moreheadstate.edu.

Thesis (if required by program)

Due in the Graduate School, 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. Apply for degree completion online at www.moreheadstate.edu/Academic-Affairs/Registrar/Graduation-Information/Apply-for-Graduation. Apply for non-degree/certification completion at www.moreheadstate.edu/nondegree.

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

Morehead State University (MSU) is a comprehensive public university with robust undergraduate and graduate programs, emerging doctoral programs, and an emphasis on regional engagement. A wide range of programs are available, with 75 graduate degree programs, plus 41 graduate-level, non-degree programs that are designed for professional educators. MSU aspires to be the best public regional university in the South through a commitment to academic excellence, student success, building productive partnerships, improving infrastructure, enhancing resources, and improving enrollment and retention.

Campus Map and Buildings

Visit www.moreheadstate.edu/campusmap for a complete listing of campus buildings and accessibility information.

Accreditations and Memberships

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 specialist degrees, as well as the Doctor of Education. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4501 for questions about the status of Morehead State University. For additional information, visit www.moreheadstate.edu/accreditations.



- AACSB International - The Association to Advance Collegiate Schools of Business

- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of State Colleges and Universities
- American Bar Association approval of Paralegal Studies
- American College Health Association
- American Council on Education
- American Registry of Radiologic Technologists
- American Technical Education Association
- American Veterinary Medical Association
- Association of Technology, Management and Applied Engineering (formerly National Association of Industrial Technology)
- Commission on Accreditation of Allied Health Education Programs/Joint Review Committee on Education in Diagnostic Medical Sonography
- Commission on Collegiate Nursing Education
- Committee on Education in Diagnostic Medical Sonography
- Committee on Education in Radiologic Technology
- Conference of Southern Graduate Schools
- Council for Opportunity in Education
- Council for the Accreditation of Educator Preparation
- Council for the Advancement and Support of Education
- Council on Collegiate Education for Nursing - Southern Regional Education Board
- Council on Social Work Education - Baccalaureate Level
- DANTES - Defense Activity for Non-Traditional Education Support
- Gulf Coast Research Laboratory
- International Technology Education Association
- Kentucky Academy of Science
- Kentucky Allied Health Consortium
- Kentucky Association of Baccalaureate and Higher Degree Nursing Programs
- Kentucky Association of College of Music Departments
- Kentucky Council of Associate Degree Nursing
- KentuckySpace
- Masters in Psychology Accreditation Council, MPAC
- National Association of Industrial Technology
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre
- National Commission on Accreditation
- National League for Nursing Accrediting Commission
- National Organization of Associate Degree Nursing
- Ohio River Basin Consortium
- Southern Regional Education Board
- U.S. Army Cadet Command

SOAR: MSU Vision and Strategic Plan

University Vision, Mission and Core Values

University Vision

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

Mission Statement

As a community of lifelong learners, we will:

- Educate students for success in a global environment;
- Engage in scholarship;

- Promote diversity of people and ideas;
- Foster innovation, collaboration and creative thinking; and
- Serve our communities to improve the quality of life.

Core Values

We strive to exemplify these core values in all that we do:

- PEOPLE come first and are treated with dignity and respect;
- LIFELONG LEARNING, SCHOLARSHIP and SERVICE;
- DIVERSITY and INCLUSION of people and thought;
- EXCELLENCE, HONESTY, INTEGRITY, and TRUST.

Student Success

Morehead State University will support student success by investing in and providing experiences that enrich academic, co-curricular, and career goals in order to prepare students for a diverse and ever-changing world.

Goal 1

Recruit - To recruit a diverse and engaged population of students

Strategies:

1. Expand recruitment pipelines and strengthen connections for under-represented minority populations.
2. Use predictive analytics to identify and guide student recruitment practices.
3. Expand and identify additional resources for advising and support for all transfer students.
4. Expand involvement of, set accountability standards for, and reward excellence by faculty and staff in the student recruitment process.
5. Enhance orientation initiatives.

Goal 2

Retention/Persistence and Degree Completion - To support the overall success and retention of a diverse student body

Strategies:

1. Provide support structures from recruitment to degree completion focused on underrepresented minority students.
2. Use predictive analytics to proactively identify "at-risk" students to aid in retention.
3. Evaluate the effectiveness of and provide sustained support for services and courses provided to underprepared students in English and math.
4. Utilize comprehensive tools that focus on student success by providing the opportunity for coordinated case management.
5. Implement High Impact Learning Practices (internships/practicums, clinical experiences, student research projects, study abroad, service learning, mentorships) with a goal of all undergraduate students participating in at least one High Impact activity.
6. Provide opportunities for career exploration and planning with a means for students to illustrate academic, engagement and leadership experiences throughout the educational career.
7. Create a first-year experience that includes meaningful academic experiences, cohort-building, leadership and civic opportunities, diversity training, career planning and financial literacy.
8. Expand peer mentoring/coaching groups to increase student success.
9. Evaluate and improve the student employment experiences to ensure meaningful work/career experiences.

10. Provide intentional/intrusive advising for all first-year, sophomore and other key student populations.
11. Develop a campus wide training model for advising (both professional and faculty advising) for all colleges.
12. Create and implement a Sophomore Experience.
13. Improve the process for identifying students who are near degree completion with financial need, distributing funds and monitoring progress of students who receive them.
14. Expand and invest in mental health support services for students.
15. Develop a model to help students navigate and assist with campus-wide communication of University policies, procedures and appropriate contacts.
16. Allocate adequate resources, both financial and personnel, to provide co-curricular experiences outside of the classroom to include campus life, the arts and diversity/multicultural events.
17. Create a communication plan that incorporates campus-wide usage of an interactive calendar.

Academic Excellence

Morehead State University will enhance academic excellence through the scholarship and active mentorship of a well-rewarded, diverse, and dedicated faculty and staff that employ innovative, high-quality academic programs and services to engage students in the culture of experiential, life-long learning, citizenship and achievement.

Goal 1

Recruit, retain, and support an outstanding and diverse faculty and staff

Strategies:

1. Place a priority on addressing faculty shortages in academic programs.
2. Offer nationally competitive faculty and staff compensation packages.
3. Increase departmental recurring funding for faculty development activities.
4. Create a centralized unit that provides resources to support faculty teaching and research.
5. Increase tenured and tenure-track faculty diversity through intentional recruiting approaches/practices.
6. Recruit, retain, and reward well-qualified faculty and staff with inclusive and diverse mindsets in thought and practice with a strong affinity for interacting with students.
7. Authorize and provide the necessary resources for Academic Affairs to conduct and manage faculty hiring processes.
8. Review and improve the onboarding training plan for faculty and staff.

Goal 2

Offer innovative, high-quality, effectively delivered academic programs that attract and retain students and promote academic success

Strategies:

1. Offer courses that are of high quality, grounded in theory, and delivered with excellent pedagogy.
2. Develop more extensive on-campus summer programming that might include programs such as requiring underprepared students to attend the Summer Success Academy.
3. Enhance the Honors Program.

4. Evaluate current academic program offerings - maintain programs that are consistent with MSU's mission, grow high-quality programs and develop new programs that produce successful graduates.
5. Retain and provide funding for current accreditations and attainment of new accreditations.
6. Develop and maintain a cohesive General Education program.
7. Increase the number and quality of programs and courses delivered online.
8. Enhance the learning experience for online students, developing an engaging university experience for online students and ensuring that online faculty have proper resources and support.
9. Develop a robust course scheduling approach that integrates multiple terms and sessions.

Goal 3

Provide coordination for high-quality, high-impact, co-curricular and experiential learning opportunities as a distinctive feature of students' learning experience

Strategies:

1. Create a center for high-impact learning.
2. Evaluate the possibility of providing University-wide academic credit for high-impact experiences.
3. Develop a robust system to track student participation in all high-impact practices.
4. Ensure that faculty are rewarded with workload credit for participation in high-impact activities.
5. Ensure that departments/colleges are granted latitude in creating high-impact activities.

Goal 4

Enhance physical learning environments, core instructional infrastructure, and faculty teaching capacity

Strategies:

1. Create and maintain high-quality learning spaces for all academic programs.
2. Provide and maintain high-quality IT infrastructure and support for academic programs.

Goal 5

Foster a culture of research, scholarship and creative activity that supports and rewards faculty involvement and engages students and external partners

Strategies:

1. Develop a process to document, recognize, and disseminate faculty scholarship, research and creative activities, especially scholarly activities with students.
2. Enhance support for faculty research/creative capacity and output.
3. Increase engagement of staff in research activity by maximizing staff and related personnel supported by grant money.
4. Encourage cross-collaboration of faculty and staff in research endeavors through identifying existing space for interaction.
5. Ensure scholarly activity is valued through the development of uniform faculty evaluation plans.
6. Incentivize faculty scholarship by revising the indirect distribution formula to return research funds to the research accounts of the faculty members who generated those funds.

Rankings, Reputations and Regional Responsiveness

Morehead State University will engage in productive relationships with constituents in order to enhance the reputation of the University, improve the way we are ranked compared to benchmark peers, increase the private support we provide to our students and strengthen our efforts toward serving our state-defined region.

Goal 1

Enhance the promotion of MSU as a highly respected university for learning and working, and continue to cultivate our reputation of excellence

Strategies:

1. Clearly identify and communicate MSU's distinctive attributes to attract students, donors, faculty, staff and industry partners.
2. Highlight notable/successful alumni to promote MSU's distinctiveness.
3. Analyze and implement best practices to ensure our most effective digital presence including social media platforms and the external website.

Goal 2

Strengthen student success by cultivating increased private financial support for scholarships, experiential education, learning spaces, awards and fellowships

Strategies:

1. Conduct a comprehensive campaign focused on raising funds for student scholarships.
2. Strategically involve academic departments and faculty in fundraising efforts to enhance the quality of learning spaces throughout the campus.
3. Assess resources and staffing devoted to marketing and fundraising and strengthen where necessary in accordance to benchmark institutions.

Goal 3

Provide strategic engagement and service to address regional needs through strengthened and expanded partnerships

Strategies:

1. Coordinate and focus initiatives to support regional outreach.
2. Identify and support economic development opportunities to improve the standard of living in Eastern Kentucky.
3. Identify and address the educational needs of our service region.

Goal 4

Elevate our rankings in select national publications

Strategies:

1. Direct resources to campus units whose continuous improvement impact our rankings.
2. Increase alumni giving as a way to improve rankings.
3. Allocate support and resources to promote MSU's reputation (internally and among peer institutions) in academic excellence and student success.

Outcomes (Performance-Based Funding)

Morehead State University will strengthen its financial position through alignment with the state's performance-based funding model supported by strategic resource reallocation decisions and overall sound fiscal management.

Goal 1

Direct resources in support of high potential return Outcomes-Based Components of Performance-Based Funding Model

Strategies:

1. Increase support for "high-impact learning" practices to increase retention and progression rates.
2. Evaluate models to increase graduate enrollment including differential tuition pricing models and enhanced graduate assistant packages.
3. Support innovative course scheduling and program delivery models, which could enhance progression.
4. Invest in record-keeping technologies and processes needed to provide current and accurate information related to performance funding model metrics.

Goal 2

Optimize facilities footprint

Strategies:

1. Confirm that all MSU square footage is being coded correctly and explore space reallocation to maximize potential under the performance-based funding model.
2. Update the campus master plan based on a cost-benefit analysis of all University properties and programs.
3. Explore ways to generate new revenue with existing square footage through a more efficient utilization of space – including during offline periods.

Goal 3

Increase targeted investment in instruction and student support services

Strategies:

1. Invest in comprehensive advising tools focused on student success.
2. Explore models for fractionalized workloads for staff to utilize expertise and to optimize funding based on direct instructional costs in the performance funding model.
3. Increase investment in targeted retention programs for under-represented minority students.

Goal 4

Increase enrollment through targeted recruitment programs

Strategies:

1. Increase the number of transfer students from KCTCS through an expansion of articulation/transfer agreements.
2. Increase the MSU matriculation of students participating in the Eagle Scholars program through more frequent and planned contact with the University faculty/staff.
3. Optimize the University's student scholarship program to enhance enrollment including that of out-of-state and international students.
4. Increase investment in merit-based scholarships for deserving Craft Academy, Governor's Scholars, Governors School for the Arts, Governors School for Entrepreneurs, and other gifted student high school program participants, specifically targeting those students who have attended programs at MSU.
5. Competitively position the University among regional comprehensive universities with respect to cost of attendance.

Goal 5

Reallocate resources in support of the core University mission

Strategies:

1. Reallocate resources to support the “direct cost of educating students” category of the performance funding model by increasing the amount spent on actual instruction and seeking efficiencies in support areas not primarily designed to enroll students or track their academic progress.
2. Develop and apply a consistent process for assessing the University’s portfolio of degree programs to ensure both relevance and financial viability.
3. Incentivize development of revenue-generating programs.
4. Evaluate and develop alternatives to effectively manage the University’s rising pension costs.

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 a regionally accredited institution of higher education, and to certain qualified MSU seniors. **A one-time, non-refundable \$30 application processing fee is required.** A minimum cumulative GPA of 2.5 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education 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 may drop students from unapproved courses.

Applications

Graduate School applications are to be completed online at www.moreheadstate.edu/apply. **A one-time, non-refundable \$30 application processing fee is required.** From this office, the applications are forwarded to the appropriate departments for evaluation and admission recommendations are made to the Director of the Graduate School and the official graduate admitting officer.

Types of Admission

Students may be admitted to the Graduate School 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 may 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 credit 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 graduate dean.

4. **Attempt to Qualify** — a student whose undergraduate GPA is below 2.5 and has met the testing requirement and/or other entrance requirement. A student so admitted, after completing a maximum of 12 credit hours of graduate work with at least a GPA of 3.0, may be considered for admission to a degree program.
5. **Nondegree 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 paying the \$30 application processing fee. The graduate dean or registrar will certify that the student is in good standing and has permission to enroll for graduate work. A student can opt to submit an official transcript in lieu of the letter of good standing.
7. **Early Graduate School** — a Morehead State University undergraduate student who has completed 90 or more credit hours toward the completion of the baccalaureate degree may be considered for undergraduate concurrent admission to the Graduate School to enroll in graduate coursework. To be eligible for undergraduate concurrent admission, the student must have a cumulative undergraduate GPA of at least 3.0 at the time of admission and not be registered for more than 15 total hours. Students may earn a maximum of 12 graduate credit hours while holding undergraduate concurrent admission status. The student must maintain a cumulative undergraduate GPA of at least 3.0 and a graduate GPA of at least 3.0 to continue in the Early Graduate School program. If the student drops below the 3.0 minimum GPA, he or she will not be allowed to continue in the program.

An application for Early Graduate School and an application for admission to the Graduate School for the specific program of interest should be initiated by the student. Admission to the Early Graduate School and the specific graduate program must be approved by the Director of the Graduate School and the program specific department representative. To be admitted to Early Graduate School, the student must be conditionally or unconditionally admitted to the specific graduate program to which they applied. A new Early Graduate School application must be completed and approved for each semester of graduate study as an Early Graduate School student.

Students who are enrolled in both undergraduate and graduate coursework may receive an adjustment to their financial aid. It is the responsibility of the student to contact the Office of Financial Aid to determine what changes may occur.

Note: Due to immigration regulations, international students are not permitted participation in Early Graduate School.

Denied Admission Policy

Students who do not meet the requirements for admission to a graduate program may appeal for special consideration when past academic performance may not be indicative of the ability to do graduate-level work or when there may be errors in supporting documentation. Guidelines for the appeals procedure are available at the Graduate School.

The Graduate School may admit students when special circumstances exist and where students can demonstrate their ability to matriculate at MSU's Graduate School.

Once students have been denied admission to a graduate program, they will not be reconsidered for 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 an agency approved by the National Association of Credential Evaluation Services (NACES). Visit www.naces.org for additional information including a listing of approved agencies. 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 Arts in Communication, Master of Business Administration, 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 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-regionally 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-credit hours of credit for such work is required. This deficiency also may be satisfied by presenting a GRE score of Verbal 150 and Quantitative 141.

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. Complete a graduate application;
2. Meet admission requirements;
3. Complete a minimum of 15 new graduate credit 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.
5. Credit for Prior Learning may not be used for a second master's degree.

A student who enters the master's degree program after completing the non-degree fifth-year program must:

1. Complete a graduate application;
2. Meet admission requirements;
3. Complete a minimum of 15 new graduate credit hours of Morehead State University residence credit. In meeting specific degree requirements, a minimum of 18 credit hours will be required if only 12 credit hours of graduate work was completed for the fifth-year; and
4. Pass a final examination.

Transfer Credit

Students must request an official transcript be mailed to the **Graduate School, 701 Ginger Hall, Morehead, KY 40351.**

A maximum of nine credit 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 advisor, program department chair and/or coordinator and the graduate dean. Approval may be based on the evaluation of an institution using these criteria: length of the instructional term, frequency and length of class sessions, availability of library services, course syllabus and/or statement of requirements and faculty member's qualifications.

Transfer credits taken during the final semester of a program will delay program completion until official transcripts of the courses have been received in the Graduate School. 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 accessed at www.moreheadstate.edu/Academics/Graduate-School/Current-Students/Current-Student-and-Faculty-Forms or by contacting the Graduate School at 606-783-2039 or graduate@moreheadstate.edu.

Student Affairs

Housing

There is no specific on-campus housing designated for graduate students. Graduate students who desire to reside in general University housing may complete an application online. All housing arrangements should be made in advance of the term the student expects to begin graduate study, and in order for maximum availability, the application should be submitted as early as possible. To obtain a housing assignment as a graduate student, please apply online and then contact our office via email so that we can work with you to find a space to meet your needs. Part-time students must receive special permission from the Office of Student Housing to reside in University housing. Students needing living accommodations during University breaks must reside in designated break housing.

For further housing related information please visit www.moreheadstate.edu/housing or contact the Office of Student Housing via e-mail (housing@moreheadstate.edu) or via telephone (606-783-2060).

Vehicle Registration

A valid Morehead State University parking permit is required for any motor vehicle or motorcycle operated on the campus. Registration and fee information is available from the Traffic Office of the MSU Police Department, 100 Laughlin Health Building, 606-783-2035 or at www.moreheadstate.edu/police.

Student Activities

Campus Recreation and Wellness

The Recreation and Wellness Center offers access to a variety of recreational and co-curricular activities. Comprehensive recreation options include instruction and participation in aquatics, outdoor adventures, intramural sports, fitness and wellness. For more information, call 606-783-2083 or visit www.moreheadstate.edu/recreation.

Disability Services

Assistance for students with physical and/or mental disabilities is available through the Office of Disability Services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Requested accommodations should relate to a functional limitation experienced as a student at the University. If accommodations are approved, they will be provided at no charge. To qualify the student will need to submit documentation of a disability from an appropriate professional and confidentially discuss their needs with the Disability Services Coordinator. While the student may pursue these services at any time, earlier contact may be in their best interests since some accommodations take longer to arrange and are not applied retroactively. For more information or to schedule an intake session, call 606-783-5188 or visit www.moreheadstate.edu/disability.

Student Organizations

Numerous organizations offer opportunities for academic enrichment outside the classroom. Members may participate in informal

discussions with faculty and professionals, field trips and on-campus programs. For more information, contact the Office of Student Activities, Inclusion and Leadership Development at 606-783-2071 or www.moreheadstate.edu/activities.

Student Services

Financial Information

Tuition and Fee Information

Financial Responsibility Agreement

When a student registers for classes, they create a financial obligation to Morehead State University. The total semester charges (tuition, housing, meal plans, books and fees) less financial aid, scholarships, waivers, and third-party payments received for each semester result in the amount due to the University.

All students must accept a Financial Responsibility Agreement each semester and pay their balance in full or enroll in a payment plan to activate their meal plan and BeakerBucks, to allow textbook charges at the University Store, and to prevent cancellation of their class schedule.

1. Accept your Financial Responsibility Agreement each semester.
2. Pay your account in full or enroll in a payment plan (1/3 down payment required) if you have a balance due. Review the academic calendar for due dates. It is available at www.moreheadstate.edu/registrar.

To "Accept" your Financial Responsibility Agreement:

1. Login to MyMoreheadState at my.moreheadstate.edu.
2. Select the "Self-Service" link.
3. Select "Student Finance" and then "Financial Agreement."
4. Select the appropriate term, then click NEXT.
5. Read the agreement, then select "Accept" and click SUBMIT.

Student Billing and Payment Information

Pay Your Bill

You may view or pay your account online:

1. Login to MyMoreheadState at my.moreheadstate.edu.
2. Select the "Self-Service" link.
3. Select "Student Finance" and then "Make a Payment - Payment Plan" to pay your tuition and fees in full or to enroll in a payment plan.

You may also pay your bill in person or by mail at the Office of Accounting & Financial Services (207 Howell-McDowell, Morehead, KY).

Billing Statements

Morehead State University does not send out paper bills. Students will receive an email via their MSU email account once billing is available online via Self-Service Student Finance. It is the student's responsibility to check their MSU email account on a regular basis. After acceptance to the University, students should establish an MSU email address by visiting MyMoreheadState and selecting Eagle Account Center.

Tuition and Fee Schedule is available at www.moreheadstate.edu/tuition. Tuition and fees are subject to change without notice by the Council on Postsecondary Education and the University's Board of Regents. Morehead State University reserves the right to deny credit based on prior payment history.

Payment Plans

Morehead State University offers a payment plan for students who need to setup installment payments for their balance due. One-third of your balance and a \$50 installment payment fee is due at the time of enrollment. (See Academic Calendar for due dates.)

- Fall semester – amount available for payment plan is divided into three payments due July/August (1st payment due at time of enrollment), September and October.
- Spring semester - amount available for payment plan is divided into three payments due December/January (1st payment due at time of enrollment), February and March.
- Summer – must pay account in full or enroll in a payment plan by the deadline date for each summer session. One payment plan will cover all summer sessions. (See Academic Calendar for deadlines.)
- Winter – must pay account in full before the start of the session (See Academic Calendar for deadlines.)

Students must make payments as scheduled above to avoid a late payment charge at the monthly rate of 1.0% on outstanding balances and to avoid having a hold being placed on their account.

Credit/Adjustments

Tuition, housing, and course fees may be credited to students who withdraw during certain time periods, following the start of each term. Meal plan and minimum dining club accounts may be credited in accordance with the percentages listed below or the actual account balance, whichever is smaller. All other fees are non-refundable.

Refund Periods and Amounts

Fall or Spring Semesters Refund Percentages

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 21 days of classes.

Maymester (Three-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 session.

Summer I, II and Winter 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 session.

Summer and Nine-Week Sessions

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 session.

Refund Checks

A refund will be provided to you when payments (including financial aid, scholarships, and other outside sources of assistance) exceed your total charges. Students may choose to have their refunds direct deposited to the bank account of their choice. Direct deposit is strongly encouraged for student convenience.

To set up direct deposit:

1. Login to MyMoreheadState.
2. Select the "Self-Service" link.
3. Select "Bank Information" and "Add an Account."
4. Select "Activate" by the "Refund, Reimbursement & Payment Deposit" option.
5. Select "Next."
6. Enter your bank information.
7. Agree to the terms and conditions and submit.

Refund checks will be direct deposited two to three weeks after classes begin. If direct deposit is not set up, checks will be mailed to your permanent home address. Due to federal regulations, direct loan funds cannot be disbursed until 30 days after the first day of classes for first-time, first-year borrowers of a Federal Direct Loan.

1098-T Tax Information

Elect to receive your annual IRS 1098-T Tax Form electronically. This form is required to determine if you are eligible for an Education Tax Credit when you file your tax return.

1. Login to MyMoreheadState.
2. Select the "Self-Service" link.
3. Select "Tax Information," then select "1098 Information."
4. Select the option to receive your 1098 only in electronic format.
5. Click "Save."

Authorized User Setup

You may set up an individual as an "authorized user" to give them access to your student financial information.

1. Login to MyMoreheadState.
2. Select the "Self-Service" link.
3. Select the "user options" icon.
4. Select "View/Add Authorized User Access."

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% and, in general, repayment does not begin until six to nine months after the student leaves school or ceases to be enrolled at least half-time. 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 credit hours 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 studentaid.ed.gov/sa/fafsa.

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.

To continue to receive financial aid at MSU, 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 67% 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 150% of the number of hours required for his or her degree.

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, P, R, U, N or W.
3. For graduate students, grades of D, E, F, I, IP, P, R, U, N and W 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. Financial aid can pay for the repeat of a passed class only one time.
6. A student who fails to maintain satisfactory progress as defined will not be permitted to receive federal, state, or institutional financial aid.

Academic Bankruptcy

To create an opportunity for graduate students with an unacceptable grade point average to drop one semester's work from consideration for University academic program requirements. The requirements for eligibility and the operational procedures follow.

Specific Conditions of Academic Bankruptcy

The specific conditions governing the implementation of the policy on academic bankruptcy are considered as addenda to the policy statement.

1. The graduate student who applies for and is granted bankruptcy forfeits credit for all courses in the bankrupt semester. The grades and credit hours earned during that semester are disregarded for University graduate program requirements.
2. Once bankruptcy status has been granted, the decision is irreversible. Bankruptcy can't be used more than once.

- The marks and credit hours earned during the school term in question are considered a part of the student's permanent record and will be so recorded on the transcript. A notation will be made, however, to indicate the bankruptcy and no work attempted during the term will be considered for any requirements of Morehead State University.

Eligibility

Only hours attempted at Morehead State University are considered for bankruptcy; transfer hours are excluded. The requirements for academic bankruptcy are:

- The student must apply for bankruptcy before completing the graduate program at the University.
- The student must have attempted a minimum of six semester hours at the University.

Procedure

To apply for academic bankruptcy, the student obtains an Academic Bankruptcy form in the Graduate School. The student is required to meet with the appropriate academic advisor or department chair/associate dean for review of the student's petition for Academic Bankruptcy.

- The student will initiate action by presenting a completed application form requesting academic bankruptcy status for a specified term to the advisor or department chair/associate dean.
- This form, signed by the advisor or department chair/associate dean, will be delivered to the Graduate School for verification of eligibility.
- The Office of the Registrar notifies the petitioning student, advisor or department chair/associate dean by email regarding eligibility.
- The petitioning student, upon notification that the request to bankrupt has been denied, has the right to appeal. Appeals of the eligibility ruling are made through the Director of the Graduate School.

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

Students who fail to meet satisfactory progress standards, as defined, may appeal the ruling to the Office of Financial Aid if they believe extenuating circumstances led to their failure to maintain satisfactory progress. Those desiring to appeal must do so in writing on the Unsatisfactory Academic Progress Appeal for Student Financial Aid form and must attach supporting documentation. Copies of the appeal form may be obtained in the Office of Financial Aid or online at www.moreheadstate.edu/finaidforms. Students will be notified in writing of the action taken on their appeal. Financial aid eligibility will be reinstated for all students whose appeals are approved.

Reinstatement of Financial Aid Eligibility

Students who do not appeal or have an appeal denied can regain eligibility for financial aid by enrolling for a subsequent academic term (fall, spring or summer term) at his or her own expense, satisfying the satisfactory progress definition.

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 the Office of Enrollment Services. The student will be notified of the residency status decision in writing. To view the full policy online, visit www.moreheadstate.edu/finaidforms.

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 bi-monthly increments on the 15th and 30th. A graduate assistant must be a full-time student who maintains a 3.0 cumulative GPA and registers for and completes 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 School's website at www.moreheadstate.edu/Academics/Graduate-School/Graduate-Assistantships. You can also reach the Graduate School 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.

- Departments planning to use graduate assistants should identify a member of the graduate faculty to coordinate the activities of the graduate assistant(s).
- The faculty member should furnish each graduate assistant with a job description that outlines his/her duties. The graduate assistant must agree to these duties and sign an acceptance form.
- Unless exempted by SACS standards, a graduate assistant who has teaching responsibilities must have completed at least 18 graduate credit 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.
- 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.

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, enrolled 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 Human Resources. Further information is available from the Department of Biology and Chemistry department chair, 606-783-2945 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.

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. and 4:30 p.m., Monday through Friday.

Student Health Services

The Office of Counseling and Health Services (CHS), located on the first floor of Allie Young Hall, provides all MSU students with mental and physical health services. The clinic is open from 8:00 a.m. to 4:30 p.m., closed daily for lunch from 12:00 p.m. to 1:00 p.m., Monday through Friday. The clinic is closed on university-observed holidays but does remain open throughout the summer. Call our clinic at 606-783-2055 to schedule an appointment.

Medical Services

The CHS Caudill Health Clinic (medical services) is operated by St. Claire Healthcare. Medical services and treatment are billed to the student/student's insurance by St. Claire. Students are responsible for payment of the billed service/treatment and are encouraged to have health insurance. Uninsured students may apply for assistance with their medical bill through a Student Government Association fund that is held by the clinic, however this assistance is not guaranteed.

Medical services available include, but are not limited to:

- Wellness visits
- Sick visits
- Immunizations
- Flu shots
- Family planning
- STD testing and treatment
- Allergy injections
- Physical exams

Mental Health Services

The CHS Counseling Clinic provides mental health services at no cost to the student. Health insurance is not required and no funds are collected from students for appointments. Any additional referrals made to other facilities from our staff for continuing treatment/referrals for mental health treatment or medication will be the responsibility of the student to pay. Mental health services available include, but are not limited to, treatment for:

- Depression
- Anxiety
- Eating disorders
- Substance abuse
- Identity issues
- ADHD behavioral strategies
- Crisis intervention
- Other mental health disorders

Alcohol and Other Drug Education

The professional staff of Counseling and Health Services provides a variety of prevention programming and treatment to address issues related to alcohol and substance abuse. A licensed mental health counselor serves as a coordinator for networking members of the

University community with local and regional programs and services that assist individuals with alcohol and substance abuse related problems.

Outreach Education

Our team is available to provide information to students in a classroom setting regarding physical and mental health services as well as information regarding enrolling students without insurance into the Kentucky Medicaid program. The team can also provide handouts regarding service information and connections for the Kentucky Medicaid Program at the request of the student.

Our mental health counselors have special expertise in the realm of emotional/psychological issues, human relationships and substance abuse. This expertise is available and shared with the total university community by request through consultations, in-service training, educational programming, and class presentations on personal, social, and psychological topics.

For more information regarding these resources or to make a request for a presentation, please call the clinic at 606-783-2055 to speak with a CHS representative. Requests for presentations must be made at least two weeks in advance.

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. For more information, visit www.moreheadstate.edu/testing.

Information on credit for prior learning may be obtained by contacting the Office of Adult Education and College Access, 211 Education Service Bldg., 606-783-2005 or visit www.moreheadstate.edu/adulteducation.

Additional Student Services

Alumni Association

The mission of the Morehead State Alumni Association is to support the commitment of MSU to excellence in its academic and athletic programs, participate in the efforts of the University to attract outstanding students, and develop permanent friends and loyal supporters of the University.

All graduates and former students are encouraged to be active donors in the Alumni Association by making an annual contribution of \$25 or more to the MSU Foundation Inc.

All graduates receive University updates via our online magazine, Statement, as well as our monthly e-newsletter, eStatement. In addition, alumni receive invitations to special events and activities in the Morehead region and beyond. Active donors also receive discounts at the University Store, discounted memberships at the Recreation and Wellness Center, and access to the Alumni Scholarship – a unique scholarship available only to children, grandchildren, spouses or parents of MSU alumni.

The Alumni Association plans several annual events in an effort to engage all MSU alumni in a mutually beneficial, lifelong connection to each other, their school and the University while encouraging alumni support and guidance to advance MSU for future generations. For

more information on upcoming events and ways you can be involved with your alma mater, visit alumni.moreheadstate.edu.

Camden-Carroll Library

Camden-Carroll Library is the information center of Morehead State University. The library's collection of books, journals, newspapers and government documents, in both print and electronic format, support the University's curriculum and provide a wealth of materials to meet students' research, recreational and personal enrichment needs. The library has public workstations located throughout the building to afford students access to a large variety of web-based resources, including the most relevant online journals and databases.

The goal of the Camden-Carroll Library is to promote information literacy skills, which include the ability to find, evaluate and use information effectively and ethically. The research services staff provides students with one-on-one help searching for and finding materials in the library and online, in person through a service desk and by appointment or remotely through virtual chat or email. Instructional services staff provides subject and assignment specific instruction for individual classes, supports First Year Seminar students and also conducts building tours. The library also offers two courses to help students improve these skills: LSIM 101: Introduction to Library Research and LSIM 201: Living in an Information Society. Through its Request & Delivery services, the library participates in state and national resource-sharing networks to deliver materials not held in Camden-Carroll Library. This includes print materials and electronic delivery of certain items.

The Regional Campus Library Services office is responsible for providing research, document delivery and instructional services to faculty and students in any of MSU's regional campuses, distance learning or internet programs.

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

The Learning Technology Lab consists of workstations providing hardware and software for creating computer graphics, websites and presentations. The lab includes color scanners, digital cameras, video capture/edit capability, color printers and a wide variety of software packages. Staff is on hand to assist students with their technology needs.

The library is open seven days a week when classes are in session. Call 606-783-2200 to request services. For more information, visit research.moreheadstate.edu.

Distance Education and Instructional Design

Morehead State University offers numerous distance education classes to students in the region through advanced technology. Students earn credit toward a degree by interacting with their peers and professors through interactive compressed video (ITV) and Internet classes. For more information on the courses available through distance education, contact the Office of Distance Education and Instruction Design, 100 Camden Carroll Library, 606-783-2140 or 800-585-6781, option #3.

Regional Campus System

Morehead State University maintains regional campus centers in Ashland, Mt. Sterling, and Prestonsburg. Courses are also offered at the University Center of the Mountains in Hazard, for the purpose of providing higher education access to place-bound and time-bound students who are geographically remote from the Morehead campus.

MSU at Ashland

1400 College Drive, Suite L272
Ashland, KY 41101
606-783-2901
606-327-1777
800-648-5370
www.moreheadstate.edu/ashland

MSU at Mt. Sterling

Clay Community Center
3400 Indian Mound Drive
Mt. Sterling, KY 40353
606-783-2078
859-499-0780
866-870-0809
www.moreheadstate.edu/mtsterling

MSU at Prestonsburg

6 Bert Combs Drive, Box 1776
Prestonsburg, KY 41653
606-783-5421
606-886-2405
800-648-5372
www.moreheadstate.edu/prestonsburg

University Center of the Mountains

Hazard Community and Technical College
J. Marvin Jolly Classroom Center
1 Community College Drive, Hwy 15
Hazard, KY 41701
606-487-3182
800-246-7521 ext 73182
www.moreheadstate.edu/ucm

International Student Services

The Director for International Student Services provides assistance and support during international student entry to MSU, coordination and documentation of compliance with immigration regulations and cross-cultural programs for international education. International students must consult the Office of International Student Services at the beginning of each semester to register in SEVIS and when:

- Applying to extend or change immigration status;
- Transferring to or from the University;
- Dropping classes below a full-time enrollment;
- Leaving the University for any reason;
- Accepting employment for the first time or engaging in summer employment;
- Changing residence/phone numbers;
- Seeking optional or curricular practical training;
- Applying for a Social Security number;
- Applying for a driver's license;
- Planning to leave and re-enter the United States as a current student;
- Applying for reinstatement;
- Changing from one academic level to another;
- Changing from one academic program to another; and
- Seeking dependent status for spouse and/or children.

The Director for International Student Services is available at 422 University Blvd., Morehead, KY 40351, or by calling 606-783-2096. For more detailed information concerning international students, visit www.moreheadstate.edu/iss.

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 International Student Services Office 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.

Student Publications

The Trail Blazer, the official student newspaper, is published weekly for free distribution on the campus. Visit The Trail Blazer online at www.thetrailblazeronline.net.

Inscape, the biannual literary magazine, solicits poetry, prose and other creative writing and artwork from University students. Visit *Inscape* online at www.moreheadstate.edu/inscape.

Student Trip Insurance

Student trip insurance is available 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 calling 606-783-2179. The completed application form 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 obtained through the Office of Environmental Health and Safety.

Technology Resources

Morehead State University, through the Office of Information Technology, provides a variety of computing resources in support of instructional, administrative, alumni and research activities.

More than 3,000 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 networked student labs/classroom facilities available to students throughout the campus. All instructional facilities, residence hall rooms and administrative facilities are attached to a newly renovated, high-speed network that provides data access. Additionally, all residence hall rooms, classroom buildings and selected commons areas across campus provide secure wireless access.

Access to student services such as course registration, financial aid processing and fee payments is available to students and prospective students through the campus portal at my.moreheadstate.edu. Residence hall students also receive free cable television service. MSU does not provide any type of telephone service to the residence halls.

Waiver Policy

Morehead State University follows the Council on Postsecondary Education (CPE) Faculty and Staff Tuition Waiver Policy:

An institution is not required to offer a course during an academic term unless there are a sufficient number of tuition-paying students taking the course. An institution may restrict enrollment in a course if space is not available.

Consistent with CPE policy, MSU classes are offered when there are sufficient tuition-paying students to do so. Students using waivers are enrolled in a class when there is sufficient capacity remaining after accounting for tuition-paying students.

While MSU is pleased to honor waivers, please keep in mind that accepting waivers does not necessarily mean a course will be offered or that a student using a waiver will be enrolled in a given course.

Academic Information

General Academic Information

Academic Calendars

Current academic calendars may be found by visiting the Office of the Registrar at www.moreheadstate.edu/academiccalendar.

Attendance/Absences

Prompt and regular class attendance is the responsibility of all students. Students should be aware that excessive absenteeism, whether excused or unexcused, may affect their ability to earn a passing grade.

In the course syllabus, every instructor is required to provide his/her policy on class attendance, missed work, and any other related matters that could affect student performance. However, individual course attendance policies must comply with the policy outlined herein (i.e., individual course policies may not supersede those outlined below). If a student is absent from class because of a University excused absence, as identified in UAR 131, instructors are required to allow the student the opportunity to make up work missed in a fair and equitable manner without any reduction in the student's final grade as a direct result of such absence.

This policy does not supersede program accreditation requirements and as a result excludes all academic programs/courses that require the completion of a certain number of clock hours, as in clinical experiences, practica, or internships. The maximum number of absences for these courses will be determined by the program's associate dean, department chair, and/or coordinator in order for the program to maintain accreditation standards.

University excused absences are grouped into five categories: 1) University-Sponsored Activities; 2) Student/Family Illness/Death; 3) Military Obligations; 4) Jury Duty or Subpoena for Court Appearances; and 5) Major Religious Holidays. For additional information regarding excused absences, see UAR 131 at www.moreheadstate.edu/uars.

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.

Changing Your Program

To change a program, the student must complete a new application and submit it to the Graduate School. No change will be effective until the application is approved by the department for admission.

Catalog Year

Students are assigned a catalog year based on their date of admission to a graduate program. The catalog will expire after 10 years if the program is not completed. Students will have the option to change to a more recent catalog to complete their requirements for the program or may petition for additional time to complete their program due to extenuating circumstances. An extension may not be possible if significant changes have been made to the program. Students wishing to request an extension should consult their academic advisor and then make a request for an extension in writing (explaining the reason for their request) to the dean of the college in which their program resides. After consulting with appropriate stakeholders such as the graduate coordinator, graduate faculty, and the department chair/associate dean, the college dean makes a final decision and notifies the student.

Course Load

In order to be considered a full-time graduate student, a student must maintain enrollment for at least nine semester hours during a regular semester. The maximum load for graduate students is 15 credit hours. The maximum load for any student during a winter or summer session is seven credit hours.

For additional information regarding course load, see UAR 101 at www.moreheadstate.edu/uars.

Course Numbering

Course numbers 600s and 800s preceding a title mean the course can be taken for graduate credit only.

See UAR 102 at www.moreheadstate.edu/uars for additional information regarding course numbering.

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 graduate dean must sign the form for approval to be granted. The course to be substituted must carry a mark of "B" or better and must be relevant to the required course listed on the Program Evaluation.

Final Examinations

Any student with more than two final examinations scheduled on any one date is 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.

Grade Repeat Policy

Graduate students are permitted to repeat any course regardless of the grade received. Only the grade received on the last attempt is computed in the cumulative GPA. The credit hours will be counted only once toward meeting the program requirements. The policy was implemented in 2010 and is not retroactive.

Transcripts

Transcript Request Policy

1. Requests may be submitted online, in person, or by mail. See more information on each ordering process below.
2. Requests by phone are not accepted.
3. We do not fax transcripts.
4. Normal processing time is as few as 20 minutes for electronic transcripts ordered online and 48 business hours for all mailed and hold for pick-up transcript requests. Processing time may be longer during peak times.
5. We cannot process transcript requests for students with financial holds. If you have a financial hold, it must be cleared prior to placing your transcript order. If you are ordering your transcript online, you will be notified of the financial hold and will not be able to complete your order until the hold is cleared.
6. If you wish to pick up your transcript in the office you must have a photo ID.
7. Transcript fees per copy are:
 - \$15 for on-demand requests
 - \$8 for electronic requests
 - \$7 for mailed requests.

Request a Transcript in Person

1. Complete a transcript request form in the Registrar's office, 201 Ginger Hall.
2. Payment is due at the time of the request. Payments are to be made in the Office of Accounting & Financial Services in 207 Howell-McDowell. Cash or check only.
3. Transcripts cannot be sent electronically from in person requests. Please submit electronic requests online through the MyMoreheadState portal or the National Student Clearinghouse.
4. You must have a photo ID to pick up a transcript.
5. Transcript fees are \$7 per copy for mailed requests. On-demand transcript processing is available for \$15 per copy.

Request a Transcript by Mail

Print the Transcript Request Form ([link here](#)) and return with check or money order to:

Office of the Registrar
Morehead State University
201 Ginger Hall
Morehead, KY 40351

Transcripts cannot be sent electronically from mailed in requests. For electronic requests, use one of the ordering options listed above. Transcript fees are \$7 per copy.

Request a Transcript Online

Current Students

Current students can order their transcript from their MyMoreheadState account. Instructions for ordering via MyMoreheadState can be found at www.moreheadstate.edu/Academic-Affairs/Registrar/Transcripts.

Alumni and Former Students

Students can now order their transcript securely 24/7 through the National Student Clearinghouse at www.getmytranscript.com. Students have the option to have their transcript sent electronically, mailed, or held for pick-up in the Office of the Registrar.

Please note there is a field for both the student's MSU student ID number and social security number during the ordering process. However, only one is required to complete the order. If students are unsure of their exact dates of attendance, simply estimate.

Please note that transcripts for students who attended prior to 1985 cannot be sent electronically and may only be mailed at this time.

Online Transcript Ordering Features

Students have the ability to send their transcript to any recipient of their choice including other colleges or universities, professional organizations, employers, or themselves. They also have the option to attach up to two additional document(s) to be sent along with their official transcript. Order updates will be emailed to the student. Students may also track their order online using their order number.

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. This grade is given to a student who completed the course and earned a failing grade.
- I Work not completed by semester's end, does not compute in the GPA for the current term and credit hours or quality points earned. This grade is given only when a student has completed all but a small amount of coursework due to illness or other significant extenuating circumstances. Incompletes must be made up by midterm the following semester (summer term excluded). If course requirements are not completed by midterm of the following semester, the "I" grade becomes a failing grade. Instructors must file an Incomplete Grade Form in the College Dean's office. When entering a grade of "I" for the term, you must enter an expiration date. The expiration date for the spring term is October 15. The expiration date for the fall term is March 15.
- IP In progress. This grade is to be assigned to any 670 (Directed Research), 699 (Thesis) or 676 (Directed Study) Course **ONLY**.
- K Credit, pass-fail course - credit hours earned; no quality points and not computed in GPA. This grade is given when a student passes a pass-fail course.
- N Failure, pass-fail course - no quality points; computed in the GPA.

- U** Unofficial withdrawal. Computed as credits attempted; computed as zero quality points in GPA calculation. Given to a student who stopped attending the course, did not complete the course and did not officially withdraw from the course.
- 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 coursework that cannot, because of extenuating circumstances, be completed by the end of the term. If the course requirements are not finished by midterm 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 three-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 grade 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" 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, I and U. It is recommended the "Y" audit credit be utilized for students who wish to pursue graduate credit for professional development.

MyMoreheadState

The MyMoreheadState portal is the entryway to the various online services that Morehead State University provides to students, faculty and staff.

The following information can be accessed at My.MoreheadState.edu:

- 1. Access Student Account Information through Self-Service**
 - Register for course sections, pay tuition, view grades and more.
- 2. Email and Online Courses**
 - Access your MSU email account as well as Blackboard, which serves as the online course delivery system.
- 3. Current Events at MSU**
 - Keep tabs on MSU news, events and other important announcements.
- 4. Graduate School**
 - Access student forms, virtual advising center, and program completion information.

Withdrawals

To withdraw from the University, a student must complete a withdrawal form with the Office of the Registrar. It is important for a student's academic record to reflect an official withdrawal. Entitled refunds are not made unless the withdrawal is properly recorded. If a portion of your account was paid by federal financial aid, you may have to repay a portion of these funds to the University. Please review the Return of Title IV Funds Policy for more information. To print a withdrawal form, visit www.moreheadstate.edu/registrar.

Withdrawals can be faxed to 606-783-9103, emailed to registrar@moreheadstate.edu or mailed to:

Office of the Registrar
Morehead State University
201 Ginger Hall
Morehead, KY 40351

Medical Withdrawal Policy

A student may request and be considered for a medical withdrawal when extraordinary circumstances, such as a serious illness or injury prevent the student from continuing classes. The medical withdrawal policy covers both physical health and mental health difficulties.

A medical withdrawal can only be approved for one semester during a student's undergraduate studies. Likewise, a medical withdrawal can only be approved for one semester during a student's graduate studies.

A medical withdrawal from the University will constitute a full withdrawal from all academic classes for the requested semester. Withdrawal from courses through the regular process should be considered prior to requesting a medical withdrawal.

A request for a medical withdrawal must be filed on or before the last day of the semester involved unless the student can provide documentation to show that it was not possible to make the request within this time frame. A medical withdrawal does not dismiss students from their financial obligations with the University. Financial obligations could include tuition and fees, housing costs, outstanding fines, repayment of financial aid, telephone bills, etc.

Application for a medical withdrawal does not guarantee that a withdrawal will be granted. All medical withdrawal requests are evaluated on an individual basis. Students may apply for a medical withdrawal by following the guidelines of UAR 130.

To print the Request for Medical Withdrawal forms, visit www.moreheadstate.edu/Academic-Services/Academic-Affairs/Medical-Withdrawal. If you are unable to access the forms electronically or need additional assistance, contact the Office of Undergraduate Education and Student Success at 606-783-2003 or email ap@moreheadstate.edu.

Degree and Certification Information

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.

Degree/Non-degree Requirements

The University requirements for all doctor of education, education specialist, master's and non-degrees are:

1. A master's degree requires a minimum of 30 graduate credit hours. Some master's programs are more than 30 hours. For the education specialist program, a minimum of 60 hours including the master's degree must be completed. The doctor of education program requires a minimum of 60 hours beyond the master's degree including completion of a capstone.
2. No credit earned by correspondence or through testing programs may be applied to the requirements for the master's degree, Ed.S., Ed.D. and non-degree programs.
3. Residence credit is given for all MSU coursework completed on the campus, online 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.,

- or non-degree programs. A maximum of 18 post-master's hours may be permitted to be transferred for the doctor of education program.
4. Fifty percent of the total coursework (minimum of 15 hours) must be earned in one field of study.
 5. At least 50% of the coursework toward a graduate degree or non-degree program must be earned through instruction at Morehead State University.
 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 credit 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.

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 of the department that houses the desired certification program. The applicant will meet with the chair who will conduct a preliminary review to determine eligibility. As a guide in conducting this evaluation, the chair will list on the evaluation form 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 chairperson 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

department chair who will review and forward all materials to the Graduate School.

If the chair does not concur with the faculty assessment of the applicant's competencies, the chair 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 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 credit hours will not apply to a proficiency evaluation. Successful proficiency evaluations will not be accepted in lieu of required coursework in graduate programs.

Rank I Change Requests

To qualify for a Rank I recommendation, the student must have 30 credit hours of approved graduate credit in addition to Rank II or 60 credit hours of approved graduate credit including a master's degree. The student must be admitted to an EPSB-approved graduate program and coursework must lead to completion of that program. For students wanting to obtain a Rank I change outside of an EPSB-approved program, contact should be made with the Kentucky Education Professional Standards Board (EPSB). The rank change would be subject to approval by that agency.

Thesis

Prior to beginning work on a thesis, the student should obtain a copy of the official guidelines from the Graduate School, located in 701 Ginger Hall or online at www.moreheadstate.edu/Academics/Graduate-School/Current-Students/Current-Student-and-Faculty-Forms.

After you have successfully completed the thesis defense and no later than two weeks before the degree is to be conferred, upload the **final** copy of the thesis and the "Committee Approval to Review Graduate Thesis or Applied Project" form to ProQuest. The link to ProQuest is www.etsdadmin.com.

Graduation

Applying for Certification/Non-degree

Graduate students must file an application for completion of a non-degree certification program. In order to apply for completion, graduate students must submit an online application at www.moreheadstate.edu/nondegree or in the Graduate School, 701 Ginger Hall.

It is expected that this be done at the beginning of the term when the student plans to complete the program. Final determination of the student's eligibility rests with the certifying agency at the time of application.

Applying for Degree

Graduate students can apply for graduation online through the Self-Service portal. Instructions for applying for graduation can be found at www.moreheadstate.edu/apply-graduation.

Applications for spring and summer terms must be completed by March 15 and applications for fall and winter terms must be completed by October 15, in order to avoid a late fee, reserve your seat at commencement, and have your name printed in the commencement program. Students will receive an email in their MSU account within 72 business hours.

Commencement is observed two times during the academic year. Ceremonies are held at the end of the fall and spring terms. For additional information regarding graduation and commencement, visit www.moreheadstate.edu/graduation or contact the Graduate School at 606-783-2039.

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. For additional information related to commencement visit www.moreheadstate.edu/graduation.

Administrative Policies and Procedures

Academic Grievance Procedure

When a student has an academic dispute with a faculty member over a final grade, there are procedures that exist to resolve the complaint in the most satisfactory way for both the student and faculty member.

A student may file an academic grievance for the following reasons:

1. Alleged prejudice on the part of the instructor that impacts the student's final course grade.
2. Alleged failure to follow the final grading procedure established in the course syllabus that impacts student's final course grade.
3. Alleged erroneous application of established grading procedures on individual assignments that impacts student's final course grade.
4. Alleged significant departure from the instructor's, department's, program's, college's or university's announced standards as stated in the course syllabus, catalog description and/or other written materials.
5. Alleged inconsistencies with University or program policy, or alleged arbitrary application of evaluation/performance standards, that results in program dismissal.

This policy requires several steps to complete the process. For detailed information concerning the grievance policy, visit UAR 112 at www.moreheadstate.edu/uars.

The student grievance form can be found at www.moreheadstate.edu/Academic-Affairs/Forms-Publications. If you are unable to access the form electronically or need additional assistance, contact the Office of the Provost at 606-783-2002.

Academic Honesty Policy

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

Guidelines for Dealing with Acts of Academic Dishonesty

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

1. Hold a conference with the student to attempt to address the problem.
2. If the student is determined to be 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.
3. If a sanction is imposed on the student, then the faculty member is expected to report in writing to the department chair the details of the incident, the results of the student/faculty member conference and the sanction issued. A copy of this report should be forwarded to the appropriate college dean and to the assistant vice president/dean of students. (The assistant vice president/dean of students is responsible for maintaining and safeguarding all University discipline records and for ensuring

their confidentiality. A central record of all acts of academic dishonesty and plagiarism ensures that a student will be held accountable for subsequent violations.)

4. If the assistant vice president/dean of students has previous violations of the code on file for particular student(s), this information is to be sent to the faculty member and department chair.
5. If the faculty member and department chair determine that the severity of the academic dishonesty or the fact or nature of previous violations by the same student(s) warrants further disciplinary action, a request for further action should be made in writing to the assistant vice president/dean of students. The assistant vice president/dean of students will review the submitted material and hold an investigative hearing with the student(s) involved. At this time, the assistant vice president/dean of students will determine if further disciplinary action is warranted.
6. The assistant vice president/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/Sexual Misconduct 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. To view the Sexual Harassment Policy, visit www.moreheadstate.edu/titleix or contact the Office of Human Resources at 606-783-2097 to request an electronic or hard copy of the policy.

Family Educational Rights and Privacy Act (FERPA)

This information is provided to notify all Morehead State University students of the rights and restrictions under the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) as amended. FERPA is also known as the "Buckley Amendment."

Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of

age or older or who attends a postsecondary institution.) These rights include:

The right to inspect and review the student's education records

The eligible student has the right to inspect and review the student's education records within 45 days after the day Morehead State University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to file a complaint

The eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Morehead State University to comply with the requirements of FERPA. To file a complaint, the student should contact the Family Policy Compliance Office at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The right to provide written consent before the University discloses personally identifiable information

The eligible student has the right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Morehead State University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Morehead State University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, a hosted software company or a verification agency.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

The right to request the amendment of the student's education records

The eligible student has the right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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.

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 Provost or his/her designee shall make the necessary arrangements. The hearing will be established according to the procedure delineated by the University.

Release of Directory Information

FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as:

- Name,
- City/state or hometown,
- Telephone listing,
- E-mail,
- Major field of study,
- Dates of attendance,
- Enrollment status (e.g. undergraduate or graduate, full-time or part-time),
- Participation in officially recognized activities and sports,
- Weight and height of members of athletic teams,
- Degrees, honors and awards received, and
- Most recent educational agency or institution attended.

The release of the above-noted information by an educational agency or institution is permitted under the law unless the student notifies the institution or agency in person that he/she does not want such information released. Eligible students may withhold directory information by notifying the Office of the Registrar, 201 Ginger Hall, or by calling 606-783-2008.

Requests for non-disclosure will remain in effect until the eligible student informs the Office of the Registrar to remove the disclosure restriction.

Disclosure of Information

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

- To other school officials, including teachers, within Morehead State University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Caudill College of Arts, Humanities and Social Sciences

Dr. Scott Davison, Dean

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School of Creative Arts

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Art and Design

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Art - Master of Arts

The Master of Arts in Art allows concentrations in three areas: art education, graphic design and studio art. All concentrations require a common core.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
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 or higher.
4. Submission and approval of art portfolio that supports plans and objectives for the graduate program.

Portfolio Application Requirements

A complete application consists of:

1. Cover letter.
2. Professional quality resume.
3. Statement of Intent (1-2 pages), which thoughtfully and thoroughly addresses the following content:
 - a. Current body of work, including information about applicant's subject matter, media, technique/process, theme/concept, and influences.
 - b. Goals for graduate study and how it will benefit applicant's current work or direction.
 - c. Preparedness for graduate-level study.

- d. Reasons for choosing MSU's Art & Design program, and applicant's expectations for graduate study.
 - e. Long-term career goals.
4. Digital Portfolio that adheres to the following guidelines:
 - a. Include 20 samples of applicant's work (high quality professional representations), at least 10 of which relate to your current direction, description of your work, and proposed area of study.
 - b. Choose appropriate samples that support applicant's proposed concentration:
 - i. Studio Art - a cohesive body of work supporting a clear direction in subject, media, technique, and theme.
 - ii. Graphic Design - diverse samples of print and/or web design, which demonstrates understanding of design theory and practice.
 - iii. Art Education - either a diverse body of work, which demonstrates broad skills as an artist and teacher, or a cohesive body of work.
 - c. Use one of the following options for submitting work sample:
 - i. Digital presentation in the format of PowerPoint (ppt.) or Adobe Acrobat (pdf.), saved to USB jump drive.
 - ii. A website link.
 - d. With each digital image, include the following information: title, medium(s), size, and year.
 - e. Do not include foundation or beginning level pieces.
 - f. Incomplete applications will not be considered.

Program 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.

Assessment

1. Mid-Program Review before a graduate committee consisting of at least three 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. Cohort group critiques.
3. Critical appraisal of the required graduate exhibition and artist's statement by the candidate's graduate committee.

4. Oral exit examination in conjunction with the candidate's final exhibition before the Graduate Committee.

Program Requirements

Core Requirements

ART 677	Graduate Seminar	3
		Subtotal: 3

(ART 677 - one credit hour per semester)

Art History - Choose three hours from the following:

ART 631	Individual Art History Studies	1-6
ART 661	18th and 19th Century European and U.S. Art	3
ART 662	20th Century Art	3
ART 663	Arts of the United States	3
ART 664	Spanish, Portuguese and Latin American Art	3
ART 667	Native American Art	3
ART 668	Appalachian Arts	3
ART 672	Ancient Art	3
ART 673	Medieval Art	3
ART 674	Renaissance Art	3
ART 675	Mannerist and Baroque Art	3
ART 681	German Art of the 20th Century	3
ART 682	Contemporary World Art	3
		Subtotal: 3

Drawing - Choose three hours from the following:

ART 604A	Drawing	3
ART 604	Drawing	3
		Subtotal: 3

Studio and/or Art History - Choose six hours from the following:

One course/three-credit maximum. See listings under Art History.

ART 604	Drawing	3
ART 604A	Drawing	3
ART 604B	Drawing	3
ART 605	Figure Painting	3
ART 606	Portrait Painting	3
ART 607	Commercial Illustration	3
ART 609	Airbrush	3
ART 610	Computer Art Problems	3
ART 611A	Advanced Computer Art	3
ART 611B	Advanced Computer Art	3
ART 613A	Painting	3
ART 613B	Painting	3
ART 614	Painting Techniques V	3
ART 616	Watercolor	3
ART 646	Ceramics	3
ART 651A	Graduate Printmaking Studio	3
ART 651B	Graduate Printmaking Studio	3
ART 655A	Advanced Ceramics	3
ART 655B	Advanced Ceramics	3
ART 656	Ceramic Sculpture	3
ART 657	Alternative Glazing Techniques	3
ART 687	35MM Photography	3
ART 688A	Photo Studio	3
ART 688B	Photo Studio	3
ART 689	Large Format Photography	3
ART 692	Sculpture: Metal Casting	3
ART 694A	Sculpture	3
ART 694B	Sculpture	3
ART 695	Sculpture Studio	3
ART 698	Selected Topics	1-3
		Subtotal: 6

Choose one concentration.

Art Education Concentration

The Master of Arts in Art Education offers students a customized program designed to further develop the studio, intellectual and professional background of art educators, enabling students to grow

as teachers and leaders, achieving advanced goals. A series of graduate courses address historical and contemporary issues in art theory, studio, and art education, bridging the connection between individual artistic process and creative development through enhanced teaching practices. Drawing on a wide range of studio areas, over half the program is reserved for work in one or more areas. The program culminates in a graduate art education exhibition and thesis statement that reflects the integration of students' teaching practice and artistic development.

ART 627	Reading in Art Education	3
ART 680	History and Philosophy of Art Education in the United States	3
		Subtotal: 6

Choose nine hours from the following:

ART 604	Drawing	3
ART 604A	Drawing	3
ART 604B	Drawing	3
ART 605	Figure Painting	3
ART 606	Portrait Painting	3
ART 607	Commercial Illustration	3
ART 608A	Advanced Graphic Design	3
ART 608B	Advanced Graphic Design	3
ART 609	Airbrush	3
ART 610	Computer Art Problems	3
ART 611A	Advanced Computer Art	3
ART 611B	Advanced Computer Art	3
ART 613A	Painting	3
ART 613B	Painting	3
ART 614	Painting Techniques V	3
ART 616	Watercolor	3
ART 630	Individual Art Ed Studies	1-6
ART 632	Individual 2-D Studies	1-6
ART 633	Individual 3-D Studies	1-6
ART 634	Individual Digital Studies	1-6
ART 646	Ceramics	3
ART 651A	Graduate Printmaking Studio	3
ART 651B	Graduate Printmaking Studio	3
ART 655A	Advanced Ceramics	3
ART 655B	Advanced Ceramics	3
ART 656	Ceramic Sculpture	3
ART 657	Alternative Glazing Techniques	3
ART 676	Directed Graduate Study	1-6
ART 687	35MM Photography	3
ART 688A	Photo Studio	3
ART 688B	Photo Studio	3
ART 689	Large Format Photography	3
ART 692	Sculpture: Metal Casting	3
ART 694A	Sculpture	3
ART 694B	Sculpture	3
ART 695	Sculpture Studio	3
ART 698	Selected Topics	1-3
		Subtotal: 9

Graphic Design Concentration

The Master of Arts in Graphic Design Concentration provides students an opportunity to develop a coherent, investigative and experimental body of work with a focus on methodology, the application of that method to design work, the development of a thoughtfully argued statement, and the organization of students' work in a graduate design exhibition. Advanced coursework in typography, web design, illustration and computer art allows students to customize the program to their specific focus. Students' training and completed portfolios will enable them to begin or continue with their professional design career or continue on to an M.F.A. design program. The program culminates in a graduate graphic design exhibition and thesis statement that presents students' design work and development as designers.

ART 608A	Advanced Graphic Design	3
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ART 608B	Advanced Graphic Design	3
ART 610	Computer Art Problems or	3
ART 611A	Advanced Computer Art	3
		Subtotal: 9
Choose six hours from the following:		
ART 604	Drawing	3
ART 604A	Drawing	3
ART 604B	Drawing	3
ART 607	Commercial Illustration	3
ART 609	Airbrush	3
ART 610	Computer Art Problems	3
ART 611A	Advanced Computer Art	3
ART 611B	Advanced Computer Art	3
ART 613A	Painting	3
ART 616	Watercolor	3
ART 632	Individual 2-D Studies	1-6
ART 633	Individual 3-D Studies	1-6
ART 634	Individual Digital Studies	1-6
ART 651A	Graduate Printmaking Studio	3
ART 651B	Graduate Printmaking Studio	3
ART 676	Directed Graduate Study	1-6
ART 688A	Photo Studio	3
ART 688B	Photo Studio	3
ART 689	Large Format Photography	3
ART 698	Selected Topics	1-3
		Subtotal: 6

Studio Art Concentration

The Master of Arts in Studio Art Concentration offers students professional training for independent, self-directed practice as visual artists. This concentration offers students progressive coursework in their chosen media and critical studio theory. Students can focus on a particular area or combine several art areas, including ceramics, computer art, drawing, painting, photography, printmaking, and sculpture. This concentration is intended for students who desire graduate-level coursework that prepares them for various art-related careers and/or further advanced studies in art, such as an MFA program. The program culminates in a graduate studio exhibition and thesis statement that relates to the student's artwork and development as an artist.

Choose 15 hours from the following:

ART 604	Drawing	3
ART 604A	Drawing	3
ART 604B	Drawing	3
ART 605	Figure Painting	3
ART 606	Portrait Painting	3
ART 607	Commercial Illustration	3
ART 608A	Advanced Graphic Design	3
ART 608B	Advanced Graphic Design	3
ART 609	Airbrush	3
ART 610	Computer Art Problems	3
ART 611A	Advanced Computer Art	3
ART 611B	Advanced Computer Art	3
ART 613A	Painting	3
ART 613B	Painting	3
ART 614	Painting Techniques V	3
ART 616	Watercolor	3
ART 632	Individual 2-D Studies	1-6
ART 633	Individual 3-D Studies	1-6
ART 634	Individual Digital Studies	1-6
ART 646	Ceramics	3
ART 651A	Graduate Printmaking Studio	3
ART 651B	Graduate Printmaking Studio	3
ART 655A	Advanced Ceramics	3
ART 655B	Advanced Ceramics	3
ART 656	Ceramic Sculpture	3
ART 657	Alternative Glazing Techniques	3

ART 676	Directed Graduate Study	1-6
ART 687	35MM Photography	3
ART 688A	Photo Studio	3
ART 688B	Photo Studio	3
ART 689	Large Format Photography	3
ART 692	Sculpture: Metal Casting	3
ART 694A	Sculpture	3
ART 694B	Sculpture	3
ART 695	Sculpture Studio	3
ART 698	Selected Topics	1-3
		Subtotal: 15

Total Credit Hours: 30

Music, Theatre and Dance

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Master of Music

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 (for criteria, refer to "Admission to Graduate Study" (p. 10)).
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 concentration. When a live audition is not possible, an audition via Skype or other live video conferencing medium will be arranged.
5. Prior to enrollment in graduate-level music education courses, graduate students pursuing the Master of Music 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. Unconditional admission to the Master of Music in Voice program requires satisfactory completion of an entrance examination in foreign languages and foreign language diction. Applicants are expected to be proficient in French, German and Italian diction and competent in translating in two of these three foreign languages to English. Deficiencies are met by attaining a grade of "C" or better in prescribed remedial courses.
3. Satisfy University degree completion requirements.

4. Complete the Master of Music core requirements and the requirements for a concentration in performance or music education.
5. Pass the Comprehensive Capstone Examination appropriate to the program emphasis.

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. If the diagnostic scores are high in the areas of music history and form and analysis, the hours for MUSH 600 Graduate Music History Survey and/or MUST 665 Form and Analysis can be added as elective hours. The coordinator of graduate studies in music must approve electives.

**If the diagnostic scores are high in these areas, the student may elect to take other courses based on consultation with the faculty advisor.*

***As course topics change, may be repeated for credit as an elective.*

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.

Music Education Concentration – Master of Music

The Master of Music in Music Education is an online program.

Program Competencies

The student pursuing the Master of Music 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 and methods.
11. Advanced knowledge of performance practices relevant to literature appropriate to the area of specialization.
12. Knowledge of the applied pedagogies appropriate to the area of specialization.

Program Requirements

Core Requirements

MUST 665	Form and Analysis	3
MUSH 600	Graduate Music History Survey	3
MUSW 680	Research Methods and Materials	3
MUST 690	Studies in Musical Style	3
MUSH 695	Seminar in Music History	3

Subtotal: 15

MUST 665, MUSH 600: As course topics change, may be repeated for credit as an elective.

Music Education Requirements

MUSE 681	Foundations of Music Education	3
MUSE 682	Seminar in Music Education	3

MUSE 625	Psychology of Music	3
	or	
MUSE 641	Kodaly Pedagogy and Research I	3

MUSW 684	Comprehensive Capstone Examination: Music Education	0
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Music Electives	(Take six hours)	6
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Subtotal: 15

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. The course consists of Master of Music program exit examination and comprehensive written and oral examinations for the concentration in music education (reviewed by a committee of graduate music faculty).

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. If the diagnostic scores are high in the areas of music history and form and analysis, the hours for MUSH 600 Graduate Music History Survey and/or MUST 665 Form and Analysis can be added as elective hours. The coordinator of graduate studies in music must approve electives.

Total Credit Hours: 30

Performance Concentration – Master of Music

Program Competencies

The student pursuing the Master of Music 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.
10. Advanced pedagogical skills appropriate to the major instrument/voice.
11. An understanding of the career opportunities in the music industry.

Assessment

1. Graduate jury and public recital (concentration 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.

Program Requirements

Core Requirements

MUST 665	Form and Analysis	3
MUSH 600	Graduate Music History Survey	3
MUSW 680	Research Methods and Materials	3
MUST 690	Studies in Musical Style	3
MUSH 695	Seminar in Music History	3

Subtotal: 15

Note: MUST 665 and MUSH 600 may be waived upon satisfactory completion of a diagnostic entrance exam. If waived, the student has the option of taking the course or substituting an approved appropriate course in its place.

Performance Requirements

MUSP 600	Private Applied	6
MUSP 660	Graduate Recital	2
MUSP 670	Private Applied Pedagogy and Performance Practice	1
MUSW 610	Music Business	2
MUSW 685	Comprehensive Capstone Examination: Performance	0
Music Electives	(Take four hours)	4

Subtotal: 15

Note: MUSW 685 must be taken in the final semester of a student's program of study. A grade of "Pass" is required for this course to satisfy degree requirements. This course consists of the Master of Music program exit examination and comprehensive written and oral examinations for the concentration in performance (reviewed by graduate faculty committee).

Total Credit Hours: 30

School of English, Communication, Media and Languages

Dr. Sylvia Henneberg, Interim Associate Dean

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English

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Faculty

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English - Master of Arts

The Master of Arts in English is an online program.

Admission Requirements

Conditional

1. *General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Completion of an undergraduate major or minor in English or equivalent, minimum cumulative 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 is strongly recommended.

*Students who meet the requirement for admission to graduate study will be conditionally admitted.

Unconditional

1. If, after completing 12 credit hours in English, which must include a required major author course, students must achieve an MSU GPA of 3.5 or higher, with no grade lower than "B," status will change from conditional to unconditional admission. Students who fail to maintain a 3.5 GPA or fail to take a major author course during their first 12 hours may gain unconditional admission by achieving a minimum score of 146 on the verbal section and 140 quantitative section of the GRE.

Program Competencies

All students are expected to demonstrate:

1. Mastery of research methods.
2. Mastery of major periods in British and American literature.
3. Command of literary terminology.
4. Ability to write about literary texts at a sophisticated level from a definable critical approach.
5. Command of linguistic techniques.
6. Mastery of the conventions of the critical essay.

Assessment

1. Satisfactory performance on the M.A. in English examination.
2. Assessment of final literature papers for graduating students.
3. Results of Major Author objective test.
4. Assessment of linguistics projects to analyze human language using linguistic techniques.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Maintain a 3.0 GPA in all English courses; a maximum of two "C" grades will be accepted for credit toward the degree. *No student with a current GPA below 3.0 may sit for the M.A. in English Exit examination.*
3. Satisfactory performance on the M.A. in English examination. (No student may take the exam more than twice.)
4. A minimum of 30 graduate credit hours. The 30 graduate credit hours in English are to include the following minimum requirements: three hours in a major author course, three hours in writing, three hours in linguistics, and 21 hours in English electives, with at least three hours in British and three hours in American literature. Only three hours of ENG 676 - Directed Study may count toward the completion of the M.A. in English.

Program Requirements

Core Requirements

Major Author - Choose three hours from list below:

ENG 634	Chaucer	3
ENG 635	Topics in Shakespeare	3
ENG 636	Major American Author	3
ENG 637	Major British Author	3
ENG 638	Milton	3
		Subtotal: 3

Writing - Choose three hours from list below:

ENG 612	Theories of Teaching Writing	3
ENG 683	Advanced Poetry Writing	3
ENG 684	Advanced Fiction Writing	3
ENG 690	Technical Writing	3
		Subtotal: 3

Linguistics - Choose three hours from list below:

ENG 601	Semantics	3
ENG 604	Linguistics: Grammar	3
ENG 680	English Syntax	3
ENG 685	Psycholinguistics	3
ENG 697	Sociolinguistics	3
		Subtotal: 3

American Literature - Choose three hours from list below:

ENG 619	American Renaissance	3
ENG 620	American Poetry	3
ENG 622	American Novels	3
ENG 624	American Literature in Perspective	3
ENG 636	Major American Author	3
ENG 639	African American Literature	3
ENG 661	Studies in American Literary Periods	3
ENG 663	American Fiction	3
		Subtotal: 3

British Literature - Choose three hours from list below:

ENG 630	Topics in British Literature	3
ENG 632	The British Novel	3
ENG 633	Old English Literature	3
ENG 634	Chaucer	3
ENG 635	Topics in Shakespeare	3
ENG 637	Major British Author	3
ENG 638	Milton	3
ENG 645	Renaissance Literature	3
ENG 647	Restoration and Eighteenth Century British Literature	3
ENG 648	Romantic Period	3
ENG 650	Victorian Period	3
ENG 652	Twentieth Century British Literature	3
		Subtotal: 3

English Electives

Choose 15 hours from list below:

ENG 600	Studies in English for Teachers*	3
ENG 601	Semantics	3
ENG 604	Linguistics: Grammar	3
ENG 608	Morehead Writing Project Summer Institute	3
ENG 609	Morehead Writing Project Summer Institute	3
ENG 612	Theories of Teaching Writing	3
ENG 619	American Renaissance	3
ENG 620	American Poetry	3
ENG 622	American Novels	3
ENG 624	American Literature in Perspective	3
ENG 628	Literary Theory	3
ENG 630	Topics in British Literature	3
ENG 632	The British Novel	3
ENG 633	Old English Literature	3
ENG 634	Chaucer	3
ENG 635	Topics in Shakespeare	3
ENG 636	Major American Author	3
ENG 637	Major British Author	3
ENG 638	Milton	3
ENG 639	African American Literature	3
ENG 645	Renaissance Literature	3
ENG 647	Restoration and Eighteenth Century British Literature	3
ENG 648	Romantic Period	3
ENG 650	Victorian Period	3
ENG 652	Twentieth Century British Literature	3
ENG 653	Modern Drama	3
ENG 655	Early Dramatic Literature	3
ENG 661	Studies in American Literary Periods	3
ENG 663	American Fiction	3
ENG 666	Contemporary Literature	3
ENG 670	Film and Literature	3
ENG 680	English Syntax	3
ENG 683	Advanced Poetry Writing	3
ENG 684	Advanced Fiction Writing	3
ENG 685	Psycholinguistics	3
ENG 690	Technical Writing	3
ENG 697	Sociolinguistics	3
		Subtotal: 15

Total Credit Hours: 30

Communication, Media and Languages

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Communication and Media Faculty

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Languages Faculty

S. Alloway, M. Bycura, P. Krummrich, K. Taylor, I. Zavala-Garrett

Communication - Master of Arts

The Master of Arts in Communication is a "generalist" (non-specialized) degree. The program is 100 percent online and can be completed in as little as 12 months. The pace required to achieve a one-year cycle typically mandates full-time graduate student status and is very challenging.

Admission Requirements

1. Satisfactory undergraduate GPA of at least 2.5. Applicants must meet the Graduate School's requirement of a minimum 2.5 overall undergraduate GPA for general admission to graduate study at MSU (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Sufficient academic preparation in the communication field. Applicants should have completed an undergraduate major or minor in Communication. If an applicant is judged to have insufficient academic preparation in the communication field, such as completing fewer than nine credit hours in oral communication and/or media-related communication. Additional courses may be required to qualify for unconditional admission.
3. Satisfactory GRE score or alternative qualification. Applicants must satisfy one of the following requirements:
 - a. GPA/GRE Index - A minimum INDEX score of 781 according to this formula: Undergraduate cumulative GPA x (GRE verbal score + GRE quantitative score), with a minimum GRE verbal score of 146.
 - b. Completed M.A. degree - Documentation of a completed Master of Arts degree from a regionally accredited school will exempt the applicant from having to take the GRE and satisfy the GPA x GRE index.
 - c. Alternatively, applicants who do not meet requirements 1 and 2 may request conditional admission and circumvent taking the GRE by completing their first nine graduate credit hours in Communication at MSU with a GPA of 3.5 and no grade lower than a B. Students who fail to achieve a 3.5 after completing nine credit hours at MSU in Communication must take the GRE and meet the minimum GRE/GPA index score before taking additional credit hours in COMM.
4. TOEFL - Students who speak English as a foreign language must submit a minimum TOEFL score of 525 to be considered for admission to the program.

Program Competencies

Students must demonstrate:

1. Competence discussing and applying qualitative research methods.
2. Competence discussing and applying communication theory.
3. The ability to competently engage in graduate-level writing.
4. The ability to competently engage in bibliographic research.
5. Competence integrating, synthesizing and applying course concepts.

Assessment

Students are required to complete a directed study project as part of COMM 670 in the spring semester of the year they intend to graduate. This will culminate in the students submitting the results of their studies in the form of research manuscripts and also presenting their results to the graduate faculty. The paper and presentation will be used to determine a student's grade in the course and as artifacts for assessment purposes. A rubric will be used to measure student success. All students graduating in a calendar year will be enrolled in COMM 670 for the spring semester. Successful completion of COMM 670 required the student to receive an A or B.

Program Requirements

Communication Core

COMM 600	Research Methods in Communication	3
COMM 605	Communication Theory	3

COMM 610	Introduction to Graduate Study, Research and Writing	3
COMM 670	Directed Research	1-3
		Subtotal: 12

Choose one of the following:

COMM 626	Crisis Communication	3
COMM 662	Media Criticism	3
COMM 667	Organizational Communication	3
COMM 684	Health Communication	3
		Subtotal: 3

Communication Electives

Choose 15 hours from the following:

COMM 611	Advanced Public Speaking	3
COMM 621	Special Topics in Communication	3
COMM 626	Crisis Communication	3
COMM 630	Communication Teaching and Training	3
COMM 647	Internship	1-3
COMM 662	Media Criticism	3
COMM 664	Public Opinion and News Media	3
COMM 667	Organizational Communication	3
COMM 682	American Popular Culture and Communication Technology	3
COMM 683	Advanced Small Group Communication	3
COMM 684	Health Communication	3
		Subtotal: 15

Note: COMM 621 may be taken twice.

Total Credit Hours: 30

School of Humanities and Social Sciences

Dr. Dianna D. Murphy, Associate Dean

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History, Philosophy, Politics, Global Studies and Legal Studies

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Faculty

J. Adkins, D. Little, J. Masterson, D. Mock

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.

The mission of the MPA program is to prepare students to be successful public service administrators. Driven by ethical reasoning, critical thinking, analytically oriented problem-solving skills and objective decision-making, the program will prepare students for lifelong careers in the public sector. By connecting theory and practice throughout the curriculum, the MPA program seeks to foster

student and faculty research and outreach that benefits the local and regional communities throughout Eastern Kentucky.

The MPA is an excellent professional degree for working professionals in government and nonprofit 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.

The School of Humanities and Social Sciences also offers a graduate Certificate in Intelligence Studies as part of the Bluegrass Intelligence Community Center for Academic Excellence. For more information on the certificate, visit www.moreheadstate.edu/study/intelligence.

Admission Requirements

1. General admission to graduate study and a minimum GPA of 2.5 on the baccalaureate degree qualify the student for conditional admission. (for criteria, refer to "Admission to Graduate Study (p. 10)").
2. Unconditional admission requires a minimum GPA of 3.0 on the baccalaureate degree or an earned master's degree. Students who do not meet the requirements for unconditional admission may be admitted conditionally on the condition that the student earns a minimum GPA of 3.25 on the first 12 hours in the program. If a minimum GPA of 3.25 is not achieved, courses will need to be repeated until the minimum GPA of 3.25 is acquired.
3. Acceptable proficiency in social science, analytical skills and writing ability as determined by the MPA admissions committee from the following: undergraduate transcripts, writing sample, publication record and interview (required at committee's request).
4. Preferred TOEFL score of 525 or higher for international students; a lower score may be accepted with evidence of English speaking and writing proficiency.

Program Competencies

1. To lead and manage in public governance
2. To participate in and contribute to the public policy process
3. To analyze, synthesize, think critically, solve problems, and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

Assessment

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

Exit Requirements for Degree

1. Satisfy University degree requirements.
2. Complete a minimum of 40 credit hours including a core of 22 hours and a concentration (15 hours).
3. Complete an approved thesis or capstone course, or approved practicum in chemical dependency (3-6 hours).
4. Successfully complete a written or oral examination as determined by the student's advisory committee.
5. Public presentation of thesis or research query, or practicum experience.
6. Minimum cumulative GPA of 3.0.

7. Must be unconditionally admitted.

Maintaining Enrollment

All students pursuing the MPA must maintain a minimum cumulative 3.0 GPA. Students falling below a minimum 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. This will be monitored by the MPA director.

MPA Concentrations

Security Studies, Intelligence and Theory Concentration (p. 34)

Economic Development and Intergovernmental Management Concentration (p. 35)

Counseling and Addiction Services Management Concentration (p. 35)

Public Affairs Communication Concentration (p. 35)

MPA: Security Studies, Intelligence and Theory Concentration

Program Requirements

Core

PA 605	Epistemology and Research Methodology	3
PA 610	Public and Administrative Law	3
PA 620	Bureaucracy and Public Management	3
PA 625	Public Budgeting and Finance	3
PA 630	Politics of Public Policy	3
PA 640	Theoretical Foundations of Public Administration	3
PA 641	Ethics in Public Administration	3
PA 690	Public Administration Internship	1

Subtotal: 22

Security Studies, Intelligence and Theory

PA 680	Homeland Security	3
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Subtotal: 3

Choose four of the following:

PA 642	Western Political Theory I	3
PA 643	Western Political Theory II	3
PA 645	Seminar in Founding Fathers and American Thought	3
PA 650	Federalism Theory and Constitutional Law	3
PA 681	American Diplomatic History	3
PA 686	Intelligence Analysis	3
PS 600	Political Science Seminar	3
RAPP 670	Directed Research	3
GOVT 610	American Politics	3
GOVT 620	International Relations	3
GOVT 630	Comparative Politics	3
GOVT 640	Political Theory	3

Subtotal: 12

Research

Completion of one of the following research options (three to six credit hours required):

PA 695	Research Query	3
PA 699	Thesis	6

Subtotal: 3-6

Total Credit Hours: 40-43

MPA: Economic Development and Intergovernmental Management Concentration

Program Requirements

Core		
PA 605	Epistemology and Research Methodology	3
PA 610	Public and Administrative Law	3
PA 620	Bureaucracy and Public Management	3
PA 625	Public Budgeting and Finance	3
PA 630	Politics of Public Policy	3
PA 640	Theoretical Foundations of Public Administration	3
PA 641	Ethics in Public Administration	3
PA 690	Public Administration Internship	1

Subtotal: 22

Economic Development and Intergovernmental Management

RAPP 620	Economic Development	3
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Subtotal: 3

Choose four of the following:

CIS 650	Innovation, Technology and Organizational Change	3
PA 611	Jurisprudence	3
PA 645	Seminar in Founding Fathers and American Thought	3
PA 655	Community Development	3
PA 656	Non-profit Organizations	3
PA 660	Federalism and Intergovernmental Relations	3
RAPP 610	Ideology and Policy Development in Appalachia	3
RAPP 611	Spatial Analysis	3
RAPP 630	Graduate Seminar in Regional Issues	3
RAPP 637	Environmental Policy and Management	3
RAPP 670	Directed Research	3
RAPP 685	Advanced Environmental Education	3
SOC 620	Sociology of Education	3
SOC 656	Organizations in Contemporary Society	3
MNGT 612	Organizational Theory	3
GOVT 600	Seminar: State and Local Government	3
GOVT 612	American Political Development	3
PS 600	Political Science Seminar	3

Subtotal: 12

Research

Completion of one of the following research options (three to six credit hours required):

PA 695	Research Query	3
PA 699	Thesis	6

Subtotal: 3-6

Total Credit Hours: 40-43

MPA: Counseling and Addiction Services Management Concentration

Program Requirements

Core		
PA 605	Epistemology and Research Methodology	3
PA 610	Public and Administrative Law	3
PA 620	Bureaucracy and Public Management	3

PA 625	Management Public Budgeting and Finance	3
PA 630	Politics of Public Policy	3
PA 640	Theoretical Foundations of Public Administration	3
PA 641	Ethics in Public Administration	3
PA 690	Public Administration Internship	1

Subtotal: 22

Counseling and Addiction Services Management

SOC 671	Introduction to Chemical Dependency Counseling	3
SOC 672	Alcohol, Alcoholism and Chemical Dependency	3
SOC 673	Approaches to Chemical Dependency Treatment I	3
SOC 674	Approaches to Chemical Dependency Treatment II	3

Subtotal: 12

Choose one of the following:

SOC 601	Criminology Theory	3
SOC 626	Communities	3
SOC 656	Organizations in Contemporary Society	3
SOC 659	Social Change in Appalachia	3

Subtotal: 3

Research

Completion of one of the following research options (three to six hours required):

PA 695	Research Query	3
SOC 675	Practicum in Chemical Dependency	3
PA 699	Thesis	6

Subtotal: 3-6

Total Credit Hours: 40-43

MPA: Public Affairs Communication Concentration

Program Requirements

Core		
PA 605	Epistemology and Research Methodology	3
PA 610	Public and Administrative Law	3
PA 620	Bureaucracy and Public Management	3
PA 625	Public Budgeting and Finance	3
PA 630	Politics of Public Policy	3
PA 640	Theoretical Foundations of Public Administration	3
PA 641	Ethics in Public Administration	3
PA 690	Public Administration Internship	1

Subtotal: 22

Public Affairs Communication

COMM 605	Communication Theory	3
COMM 610	Introduction to Graduate Study, Research and Writing	3
COMM 667	Organizational Communication	3

Subtotal: 9

Choose two of the following:

COMM 611	Advanced Public Speaking	3
COMM 621	Special Topics in Communication	3
COMM 650	Intercultural Communication	3
COMM 662	Media Criticism	3
COMM 683	Advanced Small Group Communication	3

Subtotal: 6

Research

Completion of one of the following research options (three to six hours required):

PA 695	Research Query	3
PA 699	Thesis	6
		Subtotal: 3-6

Total Credit Hours: 40-43

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 certificate as an extended area of study. To obtain an Environmental Education Endorsement, students must complete 12 credit hours of coursework 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

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. 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.
3. A minimum of 2.75 undergraduate GPA.
4. Interview by faculty and/or professional staff associated with the Environmental Education Center.

Program Competencies

1. Students will construct a basic understanding of the goals, theory, practice and history of the field of environmental education.
2. 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.
3. 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.

4. 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.
5. Students will possess the knowledge, abilities and commitment to make assessment and evaluation integral to instruction and programs.

Assessment

1. 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.
2. 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.
3. Professional portfolio and/or presentation.

Endorsement Requirements**Core**

RAPP 685	Advanced Environmental Education	3
RAPP 637	Environmental Policy and Management	3
		Subtotal: 6

Electives

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

Group A (choose one):

AGR 612	Conservation Workshop	3
BIOL 654	Environmental Education	3
BIOL 683	Selected Workshop Topics	1-4
RAPP 670	Directed Research	3
		Subtotal: 3

BIOL 683: (if approved by advisor)

Group B (choose one):

BIOL 635	Advanced Ecology	3
BIOL 636	Wetland Ecology and Management	3
GEO 605	Conservation of Natural Resources	3
SCI 676	Research Problems	1-6
		Subtotal: 3

Additional Requirements for the Endorsement

1. Must be unconditionally admitted.
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. Apply for graduation at the beginning of the term in which all requirements will be completed.

Total Credit Hours: 12

Sociology, Social Work and Criminology

Contact Information

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Morehead, KY 40351
Phone: 606-783-2656
www.moreheadstate.edu/sswc

Faculty

B. Barton, E. Breschel, C. Hardesty, T. Hare, M. Himes, E. Perkins, S. Tallichet

Sociology - Master of Arts

The Master of Arts in Sociology is an online program. It allows concentrations in three areas: (1) chemical dependency, (2) criminology, and (3) general sociology. All concentrations require basic courses in theory and research methods.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Applicants with a degree in sociology or other related social sciences are preferable, however not required. Students with a minor in sociology or related social sciences are also encouraged to apply. In the event that an applicant's undergraduate field of study is deemed unrelated, additional undergraduate courses in sociology or social sciences may be required to ensure student success in the program.
3. A minimum GPA of 3.0 in all sociology or related social science courses.
4. Undergraduate GPA of 2.75 or higher is required.
5. International students must take the Test of English as a Foreign Language (TOEFL) and score at least a 525 for admission into the program.
6. Submission of a two-page typewritten statement of educational and career goals relative to the program. 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 additional materials such as submission of an undergraduate academic writing assignment, letters of recommendation, and/or an interview of the applicant.

Program Completion Requirements

The program completion requirements are:

1. Unconditional admission into any of the three concentrations in the Sociology Master's Program.
2. Maintaining a 3.0 GPA in their coursework. Students will be dismissed from the program for: failing to restore their GPA to a 3.0 after a one-semester probation for having below that, or receiving more than two "C" grades in their courses, or committing any act of academic dishonesty.
3. Successful completion and oral defense of a thesis or successfully passing the written exit exam for non-thesis option students. Note that the written exit exam can be retaken once beyond the initial submission. Thereafter, as a third and final exam attempt, the candidate will be required to successfully complete an oral exit exam.

Sociology - Master of Arts: Chemical Dependency Concentration

This program is designed to meet the educational requirements of the Kentucky Alcohol and Drug Abuse Certification Board for

individuals who wish to be certified as chemical dependency counselors.

Program Competencies

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

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 (SOC 675 - 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 master's degree, students may apply to the Kentucky Board of Alcohol and Drug Counselors for the certification/licensure for which they are qualified. NOTE: State certification and licensing requirements can change and differ from state to state. Students are responsible for knowing the certification/licensure requirements of states in which they work or plan to work.

Program Requirements

Core Requirements

SOC 604	Proseminar	3
SOC 615	Quantitative Research Methods	3
SOC 617	Globalization	3
SOC 650	Social Thought and Theory	3
SOC 655	Qualitative Research Methods	3

Subtotal: 15

Choose Thesis or Non-Thesis plan.

Chemical Dependency Requirements (Thesis)

SOC 671	Introduction to Chemical Dependency Counseling	3
SOC 672	Alcohol, Alcoholism and Chemical Dependency	3
SOC 673	Approaches to Chemical Dependency Treatment I	3
SOC 674	Approaches to Chemical Dependency Treatment II	3
SOC 675	Practicum in Chemical Dependency	3
SOC 699	Thesis	6

Subtotal: 21

Chemical Dependency Requirements (Non-Thesis)

SOC 671	Introduction to Chemical Dependency Counseling	3
SOC 672	Alcohol, Alcoholism and Chemical Dependency	3
SOC 673	Approaches to Chemical Dependency Treatment I	3
SOC 674	Approaches to Chemical Dependency Treatment II	3
SOC 675	Practicum in Chemical Dependency	3

Subtotal: 15

Complete a comprehensive exit examination.

Total Credit Hours: 30-36

Sociology - Master of Arts: Criminology Concentration

Program Competencies

1. Students will be expected to understand sociological theories and quantitative and qualitative methodologies.
2. Students will demonstrate application of theories and methodologies in reviewing scholarly works and in conducting original research.

Program Requirements

Core Requirements

SOC 604	Proseminar	3
SOC 615	Quantitative Research Methods	3
SOC 617	Globalization	3
SOC 650	Social Thought and Theory	3
SOC 655	Qualitative Research Methods	3
		Subtotal: 15

Choose one of the following plans:

PLAN A (Thesis)

SOC 601	Criminology Theory	3
SOC 625	Deviance	3
SOC/CRIM	600-level elective	3
		Subtotal: 9

Completion of an approved thesis (six hours)

SOC 699	Thesis	6
		Subtotal: 6

PLAN B (Non-thesis)

SOC 601	Criminology Theory	3
SOC 625	Deviance	3
SOC/CRIM	600-level elective	9
		Subtotal: 15

Complete a comprehensive exit examination.

Total Credit Hours: 30

Sociology - Master of Arts: General Sociology Concentration

Program Competencies

1. Students will be expected to understand sociological theories and quantitative and qualitative methodologies.
2. Students will demonstrate application of theories and methodologies in reviewing scholarly works and in conducting original research.

Program Requirements

Core Requirements

SOC 604	Proseminar	3
SOC 615	Quantitative Research Methods	3
SOC 617	Globalization	3
SOC 650	Social Thought and Theory	3
SOC 655	Qualitative Research Methods	3
		Subtotal: 15

Choose one of the following plans:

PLAN A (Thesis)

Completion of nine credit hours of approved graduate electives in sociology

SOC	600-level electives	9
		Subtotal: 9

Completion of an approved thesis (six hours).

SOC 699	Thesis	6
		Subtotal: 6

PLAN B (Non-thesis)

Completion of 15 credit hours of approved graduate electives in sociology

SOC	600-level electives	15
		Subtotal: 15

Complete a comprehensive exit examination.

Total Credit Hours: 30

College of Science

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Agricultural Sciences Department

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Faculty

F. Harrelson, P. Harrelson, J. Stubbs (Chair), V. Subramaniam

Career and Technical Education

The Master of Science in Career and Technical Education allows concentrations in three areas: Agriculture, Career and Technical School Principal, and Industrial Education Technology (IET) - (See College of Business and Technology (p. 55)).

Career and Technical Education - Master of Science

The Master of Science in Career and Technical Education is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Earn a GPA of 3.5 or higher after completing 12 hours of MSCTE required coursework.
3. (For School Principal concentration only) Must hold a valid 5- 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.

Program 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. The ability to recognize different types of data derived from an examination and to measure and evaluate individual student performance.
4. The ability to manage personnel training and facilities in educational and industrial organizations.
5. Apply technical management functions in business, industry, education and government.
6. Apply theories, concepts and principles of related disciplines to develop communication skills required for technical trainers.
7. Apply scientific and technological concepts to solving technological problems.

8. Apply concepts and skills developed in a variety of technical and professional disciplines.

Assessment

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. Complete an annual survey of employers of recent graduates as to their satisfaction with the employee's performance as related to subject knowledge.

Requirements for the Degree

1. Be unconditionally admitted to the program.
2. Successfully complete and defend a thesis or pass both a written and oral comprehensive exit examination (passing grade for written examination = 70 percent).
3. Must complete the required course work with a minimum graduate cumulative 3.0 GPA.
4. *Successful completion of tests required by the Kentucky Education Professional Standards Board (EPSB) for the School Principal concentration is required for certification.*

Program Requirements

AGR Concentration

CTE Core Requirements

AGR 603	Quality Assurance	3
CTE 630	Evaluation Techniques	3
CTE 660	Trends and Issues in CTE	3
CTE 685	Principles and Philosophy of CTE	3
CTE 698	Career Guidance and Development	3

Subtotal: 15

AGR Concentration Requirements

Nine hours graduate-level courses to be selected and approved by the student and faculty advisor in the AGR concentration from the "AGR Approved Concentration Electives."

Subtotal: 9

Electives

Choose six hours from the following:

AGR 605	Farm Business Analysis	3
AGR 610	Meat Science	3
AGR 612	Conservation Workshop	3
AGR 615	Animal Nutrition	3
AGR 620	Farm Animal Reproduction	3
AGR 670	Directed Research	1-6
AGR 672	Methods in Teaching Vocational Agriculture	4
AGR 674	Adult and Young Farmer Education	3
AGR 676	Directed Study	1-6
AGR 685	Teaching Agricultural Mechanics	3
AGR 686	Planning Programs in Vocational Agriculture	3
AGR 688	Curriculum Development and Content Selections	3
AGR 692	Supervision in Agriculture	3
AGR 699	Thesis	6
CTE 640	Administration and Supervision of CTE	3

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CTE 650	Organization and Administration of CTE	3	EDF 610	Advanced Human Growth and Development	3
EDF 600	Research Methods in Education	3	EDF 611	Adolescent Development	3
EDF 610	Advanced Human Growth and Development	3	EDF 680	History and Philosophy of Education	3
EDF 611	Adolescent Development	3	EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDF 680	History and Philosophy of Education	3	EDGC 619	Career Counseling	3
EDIL 601	Introduction to School Leadership Administration	3	EDGC 620	Psycho-Social and Multicultural Factors in Counseling	3
EDIL 618	School Finance and Support Services	3	EDGC 656	Introduction to Counseling	3
EDIL 628	School Law and Ethics	3	EDGC 661	Measurement Principles and Techniques	3
EDUC 635	Teaching Critical Thinking and Decision Making	3	EDGC 662	Assessment in Counseling	3
ETM 619	Total Quality Control	3	EDGC 665	Philosophy and Practice of School Counseling	3
IET 620	Industrial Education for the Elementary Teacher	3	EDGC 674	Seminar in Guidance and Counseling	1-3
ETM 621	Experimental Design in Organizations	3	EDGC 680	Family Counseling	3
ETM 622	Advanced Project Management	3	EDIL 601	Introduction to School Leadership Administration	3
ETM 630	Advanced Engineering Design	3	EDIL 618	School Finance and Support Services	3
ETM 644	Wireless Networking and Systems	3	EDIL 619	Technology and Best Practices for School Improvement	3
ETM 645	Computer Interfacing and Applications	3	EDIL 621	Research for Instructional Leadership	3
ETM 680	Advanced Networking	3	EDIL 628	School Law and Ethics	3
ETM 688	Computer Integrated Manufacturing	3	EDIL 634	Leadership for Human Resources Development in Schools	3
ETM 698	Research Methods in Technology	3	EDIL 635	Understanding Professional Responsibilities of Teacher Leaders	3
Subtotal: 6			EDIL 636	Mentoring for Improved Results	3
AGR Approved Concentration Electives:			EDIL 637	Leadership for School Program Collaboration	3
AGR 600	Emerging Technologies and Impact	3	EDIL 638	Designing and Implementing Professional Development	3
AGR 605	Farm Business Analysis	3	EDIL 647	Leadership for School Community Relations	3
AGR 610	Meat Science	3	EDIL 649	School District Management	3
AGR 612	Conservation Workshop	3	EDIL 650	Leadership for School Program Improvement	3
AGR 615	Animal Nutrition	3	EDIL 659	Systems for Change	3
AGR 620	Farm Animal Reproduction	3	EDIL 669	Leadership for School Problem Solving	3
AGR 670	Directed Research	1-6	EDSP 600	Workshop	1-3
AGR 672	Methods in Teaching Vocational Agriculture	4	EDSP 601	Survey of Exceptional Children	3
AGR 674	Adult and Young Farmer Education	3	EDSP 602	Speech and Language Problems	3
AGR 676	Directed Study	1-6	EDSP 603	Assessment Methodology for the Handicapped	3
AGR 684	Teaching Vocational Agriculture	8	EDSP 604	Resource Concepts for the Handicapped	3
AGR 685	Teaching Agricultural Mechanics	3	EDSP 605	Early Childhood Special Education	3
AGR 686	Planning Programs in Vocational Agriculture	3	EDSP 621	Operation of Special Education Programs	3
AGR 688	Curriculum Development and Content Selections	3	EDSP 622	Instructional Leadership in Special Education	3
AGR 692	Supervision in Agriculture	3	EDSP 623	Special Education Program Coordination	3
AGR 699	Thesis	6	EDSP 630	Universal Design for Learning	3
CTE 640	Administration and Supervision of CTE	3	EDSP 641	Conceptions and Identification of Gifted Children and Youth	3
CTE 650	Organization and Administration of CTE	3	EDTC 631	Designing the Learning Environment	3
EDAH 641	Administrative and Management Issues in Higher Education	3	EDTC 683	Creativity in 21st Century Education	3
EDAH 642	Student Personnel in Higher Education	3	EDTL 605	Developmental Analysis of Learning	3
EDAH 643	Seminar in Higher Education	3	EDUC 603	National Board Certification	3
EDAH 644	Principles of Higher Education	3			
EDAH 647	Principles of Adult 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 660	Survey of Community College	3			
EDAH 661	The Community College Student	3			
EDAH 662	Seminar in Community College	3			
EDAH 688	Seminar in Adult Education	3			
EDF 600	Research Methods in Education	3			

EDUC 629	Preparation Reading Programs: The Role of the Administrator	3
EDUC 635	Teaching Critical Thinking and Decision Making	3
EDUC 682	The At-Risk Student	3
EDUC 684	Producing Audiovisual Materials	3
EDTC 611	Introduction to Research and Grant Writing	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 680	Introduction to Instructional Design and Technology	3
EDTC 681	Individualized Learning Systems	3
EDTC 685	Principles of Distance Education Delivery	3
EDTC 688	Educational Gaming and Simulation	3

CTE School Principal Concentration**CTE School Principal Core Requirements**

AGR 603	Quality Assurance or Quality Assurance	3
ETM 603	Quality Assurance	3
CTE 630	Evaluation Techniques	3
CTE 660	Trends and Issues in CTE	3
CTE 685	Principles and Philosophy of CTE	3
CTE 698	Career Guidance and Development	3

Subtotal: 15**CTE School Principal Concentration Requirements**

Complete 12 hours from the following or equivalent courses as determined by advisor.

CTE 640	Administration and Supervision of CTE	3
CTE 650	Organization and Administration of CTE	3
EDIL 677	School Law and Diverse Learners	3
EDIL 678	Resource Utilization	3

Subtotal: 12**Electives**

Complete three hours from the following:

AGR 605	Farm Business Analysis	3
AGR 612	Conservation Workshop	3
AGR 615	Animal Nutrition	3
AGR 670	Directed Research	1-6
AGR 672	Methods in Teaching Vocational Agriculture	4
AGR 674	Adult and Young Farmer Education	3
AGR 676	Directed Study	1-6
AGR 685	Teaching Agricultural Mechanics	3
AGR 686	Planning Programs in Vocational Agriculture	3
AGR 688	Curriculum Development and Content Selections	3
AGR 692	Supervision in Agriculture	3
AGR 699	Thesis	6
ETM 619	Total Quality Control	3
ETM 621	Experimental Design in Organizations	3
ETM 622	Advanced Project Management	3
ETM 630	Advanced Engineering Design	3
ETM 644	Wireless Networking and Systems	3
ETM 645	Computer Interfacing and Applications	3
ETM 670	Directed Research	1-6
ETM 676	Directed Study	1-6
ETM 680	Advanced Networking	3

ETM 688	Computer Integrated Manufacturing	3
ETM 698	Research Methods in Technology	3
ETM 699	Thesis	6
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDIL 601	Introduction to School Leadership Administration	3
EDUC 635	Teaching Critical Thinking and Decision Making	3

Subtotal: 3**Total Credit Hours: 30****Career and Technical Education - Rank I Program**

The Rank I in Career and Technical Education is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. Must hold a master's degree from an accredited college or university or have completed a fifth year program.
4. Must possess a valid teaching certificate.

Program Requirements

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate credit hours including the master's degree or the fifth year.
3. A minimum cumulative GPA of 3.0. No credit is accepted on grades lower than "C."
4. Up to nine credit hours may be earned at another accredited institution with approval.
5. Credit earned by correspondence shall not apply toward the Rank I program.
6. Student must meet University exit assessment criteria.
7. Must be unconditionally admitted.

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

Total Credit Hours: 60**Biology and Chemistry Department****Dr. Charles Lydeard, Chair**

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Biology - Master of Science

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 credit hours of graduate work in biology or closely related fields may be taken outside the department or 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, Miss., with which the University is affiliated or other universities.

Additional information regarding specific courses and program possibilities can be found at www.moreheadstate.edu/biochem or by writing the Chair, Department of Biology and Chemistry, Morehead State University, Morehead, KY, 40351. On-campus students can inquire at 103 Lappin Hall.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Completion of an undergraduate major or minor in biology, environmental science or an equivalent course of study.
3. Minimum GPA of 2.5 with a 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 286 for verbal plus quantitative sections.
6. Minimum TOEFL score for international students is 525. Computer-based test score of 173. Internet-based score is 70.

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

1. Students must pass both a written exit examination prepared by the biology and chemistry departmental committee and an oral examination given by the student's graduate committee. It is expected that students attain an 80% performance level on the written exit examination and unanimous approval by the student's graduate committee concerning performance on the final oral examination and research component. Students failing to reach the 80% performance level on the written exam may retake the exam one time after a seven-day period.
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 biology and chemistry department. This oral seminar is graded by the faculty in attendance and the averaged score must be 80% or above. Students failing to reach the 80% performance level must give the seminar to their committee after a seven-day period.

Requirements for the Degree (Thesis)

1. Satisfy University degree requirements.
2. Must be unconditionally admitted.
3. Complete an approved thesis.
4. Complete a minimum of 30 credit hours of 600-level course work, including six credit hours for the thesis and one credit hour for graduate seminar.
5. 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).
6. Take final written/oral examinations as determined by the student's advisory committee.

Biology Thesis Requirements

BIOL 699	Thesis	6
BIOL 671	Graduate Seminar	1
BIOL 600-level	Electives	23
		Subtotal: 30

Total Credit Hours: 30

Requirements for the Degree (Non-thesis)

1. Satisfy University degree requirements.
2. Must be unconditionally admitted.
3. Complete a minimum of 30 credit hours of graduate (600-level) work.
4. Complete a minimum of 21 approved credit 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 80 percent) three final written examinations over the student's biology coursework.

Biology Non-Thesis Requirements

BIOL 600-level	Electives	21
Any 600-level or higher course		9
		Subtotal: 30

Total Credit Hours: 30

Biology with Concentration in Regional Analysis and Public Policy - Master of Science

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
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.

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 biology and chemistry departmental committee and an oral examination given by the student's graduate committee. It is expected that students attain an 80% performance level on the written exit examination and unanimous approval by the student's graduate committee concerning performance on the final oral examination and research component. Exams will include questions pertaining to regional analysis and biological principles. Students failing to reach the 80% 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 option 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 biology and chemistry department. This oral seminar is graded by the faculty in attendance and the averaged score must be 80% or above. Students failing to reach the 80% performance level must give the seminar to their committees after a seven-day period.

Program Requirements (Thesis-RAPP)

1. Satisfy University degree requirements.
2. Complete an approved thesis.
3. Complete a minimum of 34 credit hours of 600-level course work, including six credit hours for the thesis and one credit hour 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, which must include at least one IRAPP faculty member (associate or affiliate).
6. Complete the 12 credit hour regional analysis requirements.
7. Each student will be required to take one credit hour of biology graduate seminar.

Biology Thesis RAPP Requirements

BIOL 699	Thesis	6
BIOL 671	Graduate Seminar	1
BIOL 600-level	Electives	15
MATH 653	Concepts in the Design of Experiments	3
RAPP 610	Ideology and Policy Development in Appalachia	3
RAPP 620	Economic Development	3
RAPP 630	Graduate Seminar in Regional Issues	3
		Subtotal: 34

Total Credit Hours: 34

Program Requirements (Non-thesis)

1. Satisfy University degree requirements.
2. Must be unconditionally admitted.
3. Complete a minimum of 37 credit hours of 600-level course work.
4. At least 25 credit hours must be completed in biological sciences.
5. Complete the 12 credit 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).

Biology Non-Thesis RAPP Requirements

BIOL 671	Graduate Seminar	1
BIOL 600-level	Electives	24
MATH 653	Concepts in the Design of Experiments	3
RAPP 610	Ideology and Policy Development in Appalachia	3
RAPP 620	Economic Development	3
RAPP 630	Graduate Seminar in Regional Issues	3
		Subtotal: 37

Total Credit Hours: 37

Biology 4+1 Program

Undergraduate students with a minimum of 80 hours of completed course work in their undergraduate program of study (Biological Sciences or Biomedical Sciences) can apply for admission to the

Biology 4+1 Program through the Graduate School Application process (see Admission Requirements for Biology - Master of Science (p. 42)), but must do so no later than the second semester of their junior year. The Biology 4+1 Program requires the student applicant to be conditionally accepted into the Graduate School and to the Master of Science Biology degree program prior to their bachelor's degree being awarded.

Admission Requirements

- Only students who will complete both a Bachelor of Science in Biological Sciences or Biomedical Sciences and a Master of Science in Biology at Morehead State University are eligible to enroll in the Biology 4+1 Program.
- Students already enrolled in a graduate program may not retroactively enroll in the Biology 4+1 Program.
- Only students with a cumulative GPA of 3.25 or above and a minimum earned grade of "B" or better in all 300- and 400-level biology (BIOL) courses completed are eligible to enter the Biology 4+1 Program.

Once accepted, the Biology 4+1 student will be assigned a second academic advisor, the Biology Graduate Coordinator, who will carefully monitor the student's progress toward the M.S. in Biology degree completion.

Eligibility to Continue in the Biology 4+1 Program

1. To continue in the Biology 4+1 Program after admission, the student must earn a grade of "B" or better in each of the three 600-level graduate BIOL courses (totaling 9-12 credit hours) approved for both the B.S. and the M.S. degree plans.
2. Students must also maintain a minimum cumulative undergraduate GPA of 3.25.
3. Students enrolled in the Biology 4+1 Program will take 9-12 credit hours of 600-level graduate BIOL courses. The 600-level graduate BIOL courses will count for both undergraduate and graduate credit, will be posted on each student's undergraduate and graduate transcript and will be calculated in the student's cumulative GPAs for both the bachelor's degree and the master's degree on each of their respective transcripts.
4. Students must be unconditionally accepted to the Graduate School to continue on to the fifth year, which requires:
 - a. Completion of all B.S. Biological Sciences or Biomedical Sciences degree requirements, and
 - b. Earning a minimum GRE score of 286 for verbal plus quantitative sections.

Students who do not continue to meet these requirements will be released from the Biology 4+1 Program. Any eligible biology (BIOL) courses the student took for graduate credit and earned a passing grade will still count towards meeting their undergraduate program's degree requirements; and the student will be eligible to apply to the regular Master of Science in Biology degree program after earning the bachelor's degree. The graduate credit taken by a student released from the 4+1 program will also count towards the requirement of any subsequent graduate program in Biology if a grade of "C" or better is achieved.

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. Applications for the courses and additional information are available from the on-campus coordinator in the Department of Biology and Chemistry, by calling the research laboratory directly at 228-872-4200, or by visiting their website at www.usm.edu/gcrl.

Kinesiology, Health, and Imaging Sciences Department

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Wellness Promotion - Master of Arts

Faculty

E. Ash, J. Dearden, G. Gonzalez, M. Probst (Chair)

The Master of Arts in Wellness Promotion is an online program. It is designed to provide students with opportunities to develop and demonstrate the expertise and research skills that are necessary to enable them to make independent professional contributions in their chosen specializations. The Master of Arts in Wellness Promotion is designed and administered as an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)), including a minimum undergraduate GPA of 2.75.
2. Completion of an appropriate undergraduate major is required for unconditional admission to the program and selected concentration (exercise science, exercise physiology, health promotion, health or physical education). 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.

Program Competencies

1. Demonstrate an understanding of the methodology and significance of research, the ability to apply various research methods techniques, as well as the ability to design, analyze and conduct research.
2. Demonstrate an understanding of the dimensions of wellness and its impact on lifestyle and quality of life.
3. Demonstrate an understanding of current practices, content, and theories associated with the disciplines of kinesiology and their application in wellness programming.
4. Demonstrate the ability to perform various fitness tests and develop exercise programming for apparently healthy and special populations.
5. Demonstrate an understanding of the principles of epidemiology.
6. Demonstrate the ability to utilize principles of worksite wellness to develop successful programs.

Assessment

Candidates must pass a comprehensive, written examination with a score of 70 percent or better. The examination should be taken in the last semester of completing coursework and at a distinct location and planned time. It will be given online and must be proctored at an approved site such as the MSU Testing Center or by one of the departmental graduate faculty. Students must request to be added to the Blackboard site where they will also have access to a study guide.

1. Candidates must have a cumulative GPA of 3.0 or higher to take the examination.
2. A candidate may have three attempts to pass the exam with no less than 14 days between attempts.
3. A candidate who does not pass the examination within three attempts will be dismissed from the program.
4. Failure to take a scheduled exam will result as an attempt unless the candidate has formally applied to withdraw from the exam before the start of the examination.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Complete all program courses, including electives and/or research.
3. Pass a written comprehensive examination over the program content.
4. Have an exit GPA of 3.0 or higher.
5. Must be unconditionally admitted.

Program Requirements

Core Requirements

HLTH 614	Principles of Epidemiology	3
HPS 600	Research Methods in Kinesiology and Health	3
HPS 601	Interpretation of Data	3
HPS 610	Readings and Graduate Seminar	3
HWHP 602	Wellness Promotion	3
HWHP 609	Applied Exercise Physiology	3
HWHP 612	Managing Worksite Wellness	3
HWHP 651	Advanced Exercise Prescription	3
		Subtotal: 24

Additional Requirements

Choose one of the following three options:

Option 1:

HWHP 670	Directed Research and Elective	3
		3
		Subtotal: 6

Option 2:

Six hours of graduate electives from HPS, HWHP, and HLTH or outside of the department as approved by the advisor/chair.

HLTH, HPS, HWHP Electives	(Take six hours from KHIS prefixes)	6
		Subtotal: 6

Option 3:

HWHP 699	Thesis	6
		Subtotal: 6

Total Credit Hours: 30

Mathematics Department

Dr. Christopher Schroeder, Chair

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Morehead, KY 40351

Phone: 606-783-2930

www.moreheadstate.edu/mathematics

The Department of Mathematics does not offer a graduate degree program. However, the department provides support courses for the Master of Arts in Teaching programs in Middle Grades and Secondary Mathematics as well as for the Teacher Leader in Mathematics program. 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.

Nursing Department

Dr. Lynn C. Parsons, Chair

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Faculty

L. Barrett, C. Burchett, L. Mays (Online Programs Coordinator), L. McClave, L. Parsons (Chair), S. Smith-Stephens, M. Walters

Family Nurse Practitioner, Primary Care Concentration – Master of Science in Nursing

The family nurse practitioner primary care (FNP) concentration is an online program that prepares registered nurses (RNs) to provide independent general care for family groups and individuals in the context of family living. The curriculum includes instruction in family theory and intervention, evidence-based practice, epidemiology, advanced technologies, health care environment management, role synthesis, family primary care, nursing practice and health care policy, pediatric practice, gerontological practice, health assessment, advanced pathophysiology, clinical pharmacotherapeutics and clinical practice techniques. Graduates of the Family Nurse Practitioner, Primary Care Concentration-Master of Science in Nursing Program are eligible to apply for Family Nurse Practitioner certification from the ANCC (American Nurses Credentialing Center) and the AANP (American Academy of Nurse Practitioners).

Admission Criteria

Applicants will be admitted in the fall and spring semester with a formal review on the last Friday in March and October. Applications are accepted throughout the year.

To be admitted to the MSN program, the following is required:

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Cover letter/goal statement (1-2 pages in length, typed, double-spaced) for the MSN/FNP program to include: your background description, reasons for wanting to attend the nursing graduate program and a description of post-graduation goals.
3. Current copy of resume or curriculum vita to include minimum information of: RN licensure (state(s) and number, educational preparation and experience background).

4. Official transcript with bachelor's or master's degree in nursing from an accredited program (CCNE, ACEN, CNEA).
5. GPA of 3.0 or higher on a 4.0 scale of undergraduate or graduate degree.
6. ESL/international students will have a minimum TOEFL score of 550, computer-based test score of 173 and internet-based score of 70.

Additional Admission Requirements (completed through the Department of Nursing)

1. Complete a criminal background check.
2. Meet departmental immunization requirements.
3. Three professional references from persons in a position to evaluate the applicant's success in a graduate nursing program; at least one to be completed by immediate or up-line supervisor; others to be completed by a professional colleague or university faculty who are familiar with the candidate's work.
4. Minimum one-year clinical experience as a registered nurse (RN) - 2080 hours.
5. Current, unencumbered Registered Nurse licensure.
6. Completion of a three credit-hour descriptive statistics course at the graduate or undergraduate level.

Program Competencies

1. Promote the development of knowledge, skills and attitudes in graduates necessary to function in the advanced practice role as a Family Nurse Practitioner (FNP).
2. Provide graduates with a foundation for transition to successful doctoral study.
3. Provide an environment that embraces persons from diverse cultures, varying philosophies, ethnicity and gender.
4. Foster an environment of clinical scholarship to advance patient care practices.
5. Serve the citizens of eastern Kentucky, the Commonwealth of Kentucky and the global citizenry through the application of clinical prevention and population health.

Program Outcomes

The graduate of the MSN FNPP will be able to:

1. Integrate knowledge from nursing, other fields and research findings into safe, effective, culturally appropriate client centered care for clients across the lifespan.
2. Demonstrate effective leadership, quality improvement and informatics skills at the organizational and systems levels.
3. Interpret, translate and disseminate evidence-based findings to improve client care process and outcomes.
4. Effectively collaborate with the interprofessional health care team to manage and coordinate care.
5. Demonstrate clinical prevention and population health strategies for individuals, groups and populations.
6. Demonstrate advanced nursing practice that utilizes clinical reasoning skills to positively influence health care outcomes.
7. Demonstrate professional behaviors that are ethical, legal, fiscally responsible and politically informed to effect positive health care outcomes.

Maintaining Enrollment

To progress and be retained in the MSN program, the following will be achieved:

1. Completed courses as per program schedule, within six (6) years of program entrance.

2. Follow curriculum map progression plan.
3. Achieve a grade of "B" (80%; GPA 3.0 on a 4.0 scale) or better in all nursing courses. A GPA of ≥ 3.0 is needed to graduate.
4. A student will be dismissed if he or she receives a second failing grade ($<80\%$; GPA <3.0) or does not complete the program within six (6) years of program entrance.

Readmission Policy

Purpose: To outline readmission policy regarding Morehead State University's Family Nurse Practitioner Program.

Policy: Students who are dismissed from the Family Nurse Practitioner program are not eligible for readmission.

Transfer Policy

Purpose: To outline transfer requirements for individuals who have completed nursing courses at other graduate nursing programs and who wish to be considered for admission into Morehead State University's Family Nurse Practitioner program.

Requirements: Applicants who have completed courses in other graduate nursing programs must fulfill the following requirements in order for course transfer to be considered for the Family Nurse Practitioner program at Morehead State University.

1. Meet requirements of Morehead State University Transfer Policy (see "Admission to Graduate Study (p. 10)").
2. Be admitted and in good standing to the Family Nurse Practitioner program.
3. Submit to the Department of Nursing college catalog and syllabi of courses to be evaluated for transfer credit.
4. Pharmacology, pathophysiology and physical assessment courses will only be considered for transfer if completed within the last ten (10) years.
5. Clinical and nursing theory courses will only be considered for transfer if completed within the last five (5) years.

Note: Enrollment in this program is limited. Applicants wishing to transfer will be considered for admission along with other applicants to the program.

Requirements for the Degree

Completion Standards

The following standards must be met:

1. Satisfy all degree requirements.
2. Completion of the program with a minimum cumulative GPA of 3.0 (on a 4.0 scale).
3. Successfully complete a portfolio project (as required in NURG 650) in the last semester of the program.

Program Requirements

MSN Core Requirements

NURG 618	Advanced Evidence-Based Practice	3
NURG 621 or NURG 620	Roles and Issues for Advanced Practice/Roles and Issues for Advanced Practice (Post-MSN)	1-2
NURG 640	Population Health and Epidemiology	3
NURG 642	Health Policy and Economics	2
NURG 650	Professional Practice	3

Subtotal: 12-13

FNP Concentration Requirements

NURG 610	Health Assessment for Advanced Practice	3
NURG 612	Pharmacology for Advanced Practice	3
NURG 613	Pathophysiology for Advanced Practice	3

NURG 630	Practice Health Promotion and Disease Prevention	3
NURG 631	Pediatrics for Advanced Practice	3
NURG 632	Childbearing and Women's Health for Advanced Practice	2
NURG 633	Care of the Aging Population	3
NURG 634	Common Alterations in Primary Care	3
NURG 635	Practicum I	3
NURG 636	Advanced Procedures	1
NURG 641	Complex Alterations in Primary Care	3
NURG 645	Practicum II	3
NURG 655	Practicum III	3

Subtotal: 36

Total Credit Hours: 48-49

Physics, Earth Science, and Space Systems Engineering Department

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Faculty

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Affiliates

K. Brown (faculty affiliate), M. Combs (engineer affiliate), J. Garcia (engineer affiliate), J. Kruth (engineer affiliate), B. Malphrus (faculty affiliate), C. Conner (engineer affiliate), J. Samson (MSU research affiliate), K. Romig (MSU research affiliate)

Space Systems Engineering - Master of Science

The Master of Science in Space Systems Engineering (MSSE) is structured to produce graduates with systems-level engineering skills in spacecraft design, development, testing and operation. There is a significant need in the workforce for the type of engineer that this program produces. Fifteen percent of the United States GDP is now related to aerospace and the aerospace industry supports over 15 million high quality American jobs. The aerospace industry has experienced eight consecutive years of growth. As of 2013, aerospace is the number one manufactured export in Kentucky. Graduates are competitive in the job market for all areas of the space sector including aerospace engineering, electrical and mechanical engineering, technical jobs in electronics and microelectronics, Earth station operation, and micro-nanotechnology engineering. Scientists and engineers play a vital role in building the 21st century enterprises that create solutions and jobs critical to solving the large, complex, and interdisciplinary problems faced by society. Many of these complex societal problems are solved by the utilization of space assets. From financial and data transfer to national defense and homeland security to the search and management of natural resources, space plays a vital role. Applied research conducted by graduates often leads to commercializable technologies that allow them to become the entrepreneurs and innovators of the new space age.

The courses are taught by experienced faculty in the aerospace industry. The curriculum is intensely hands-on, focusing on design, fabrication and testing processes involved in satellite technologies. The world-class facilities of the Space Science Center (SSC) support

implementation of embedded laboratories and research toward a master's thesis that every student is required to complete.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Satisfy all of the following:
 - a. A minimum GRE score of 150 on verbal reasoning and 146 on quantitative reasoning OR Undergraduate GPA X GRE (verbal and quantitative) = 875,
 - b. Undergraduate degree in a relevant area (space science, electrical engineering, mechanical engineering, or closely related discipline),
 - c. Completed a sequence of courses in engineering physics and calculus through calculus III.

Program Competencies

Graduates will:

1. Be able to articulate advanced concepts of space science, telecommunications, microprocessors and electronics, and the application of these concepts to the development of space assets.
2. Complete projects requiring a number of technical skills that are in high demand in the workforce, including the ability to work as a member of a team.
3. Demonstrate the ability to communicate technical information through presentations, technical reports, and papers.
4. Demonstrate competency in technical skills, including schematic board layout, electronics systems fabrication and testing, computer aided mechanical design, mechanical systems fabrication and testing, modeling and simulation.
5. Demonstrate an understanding of the principles of space mission design and the significance of contributing factors including the space environment, mission and payload requirements, orbital considerations, the communication link and space asset user and customer considerations.
6. Use instrumentation to monitor and control technical systems, including ground station equipment, test and measurement instrumentation, and spacecraft environmental testing systems.
7. Demonstrate an understanding of the design of satellite systems, including power systems, communications systems, altitude determination and control systems, payload systems and payload interface systems.
8. Be able to apply the principles and methods of physics and engineering to solve technical problems.

Assessment

1. Students are required to complete a thesis that is comprised of a written thesis and defense.
2. Students must complete the required coursework with a minimum graduate GPA of 3.0.

Requirements for the Degree

1. Be unconditionally admitted to the program.
2. Successfully complete and defend a thesis.
3. A minimum cumulative 3.0 GPA. No credit is allowed for a mark below "C."

Program Requirements

Core		
SSE 610	Space Mission Analysis and Design	3
SSE 626	Thermal and Structural Analysis	3

SSE 630	Linear Systems	3
SSE 640	Advanced Processor Systems	3
SSE 642	Modeling and Simulation	3
SSE 644	Advanced Space Communication	3
SSE 650	Spacecraft Design and Fabrication	3
SSE 660	Spacecraft Sensors and Remote Sensing	3
		Subtotal: 24
Electives		
SSE 678	Micro/Nano Systems for Space Applications	3
SSE 645	Satellite Ground Systems Operations	3
SSE 648	Orbital Mechanics	3
ETM 642	Advanced Digital Signal Processing I	3
ETM 650	Advanced Digital Signal Processing II	3
ASTR 620	Astrophysics Payloads and Methods	3
		Subtotal: 6
Thesis		
SSE 699A	Master Thesis Research	3
SSE 699B	Master Thesis	3
		Subtotal: 6
Total Credit Hours: 36		

Psychology Department

Dr. Greg Corso, Chair

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Faculty

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Clinical Psychology - Master of Science

This program is designed primarily to train practitioners in clinical 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 psychology. It is composed of a core of courses and training experiences common to clinical psychology and specialty emphases and elective courses allowing students to gain more specialized training in certain areas of psychological practice.

Accreditation

The program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) and satisfies the curricular requirements of the Board of Examiners of Psychology of the Commonwealth of Kentucky.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
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. Preferred minimum GRE scores of 151 for verbal reasoning and 148 for quantitative reasoning.
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 MSU, 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. The forms can be found at www.moreheadstate.edu/getattachment/College-of-Science/Psychology/Academic-Programs/Clinical-or-Counseling-Psychology-MS/RecommendationForm.pdf.aspx?lang=en-US
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 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.S. 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 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.

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 a concentration in clinical psychology.
4. Highly competent skills in the practice of clinical psychology.
5. Highly developed sensitivity to ethics in psychological practice and ability to conduct the practice of clinical psychology in an ethical manner.
6. The requisite personal maturity and interpersonal skills to be able to practice clinical 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 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. 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 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.

Program Requirements

Psychology Core

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 633 or PSY 677	(choose one)	3
PSY 634	Learning Theory	3
PSY 654	Seminar in Social Psychology	3
		Subtotal: 18

Clinical Core

PSY 601	Legal, Ethical and Multicultural Issues	3
PSY 661	Psychopathology	3
PSY 663	Marriage and Family Therapy	3
PSY 665	Child and Adolescent Psychotherapy	3
PSY 673	Psychotherapy I	3
PSY 674	Psychotherapy II	3
		Subtotal: 18

Supervised Practical Experience

PSY 672	Practicum	2-12
PSY 678	Internship	2-12
		Subtotal: 12

Clinical Psychology Concentration

PSY 657	Intellectual Assessment	3
PSY 658	Assessment of Children	3
PSY 662	Assessment of Adults	3
Approved 600-level electives		3
		Subtotal: 12

Electives: (600-level courses approved by advisor and department chair)

Total Credit Hours: 60

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Master of Business Administration

MBA

The Master of Business Administration is an online program. The MBA 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 30 credit hours. Others, without the undergraduate business core courses, may be admitted to the program by completing the appropriate foundation courses as determined by the MBA program director. Contact the MBA program director at 606-783-2770, in person at 110E Combs Building, or by email at mba@moreheadstate.edu.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Admission into the MBA program for applicants with an earned master's degree and a cumulative GPA of 3.0 from a regionally accredited institution are admitted into the MBA without having to submit an official GMAT score. An official graduate transcript showing completion of the master's degree is required.
3. Admission for applicants with an earned baccalaureate degree from a regionally accredited college or university must meet the following criteria:
 - a. A minimum 2.5 undergraduate GPA is required.
 - b. Admission is determined by an admission index. The index is computed as follows: $INDEX = (\text{undergraduate GPA} \times 200) + \text{GMAT score}$. The index must equal at least 1000 and the minimum acceptable GMAT score is 400. The GRE is accepted in lieu of the GMAT provided the GRE score is

equivalent to the score required for GMAT using the index formula above. Students not meeting the minimum 2.5 undergraduate GPA requirement may be admitted to the MBA program if their GPA in the last 60 hours of undergraduate study was at least 2.75 with a minimum index of 1050. (The admission status would be attempt to qualify.)

- c. Applicants must submit an official GMAT or GRE score before their application for admission into the MBA program will be reviewed.

GMAT Exemption - Applicants who meet the following criteria may be exempt from the GMAT:

- Any applicant who has an earned baccalaureate degree in business from an AACSB accredited college or university and a cumulative GPA of 3.5 or higher on a 4.0 scale is exempt from taking the GMAT or GRE and therefore exempt from criterion B and C.
- Any current Morehead State University student pursuing the Bachelor of Business Administration (BBA) degree with a 3.5 or higher cumulative GPA who seeks admission into the Early Graduate Program is exempt from taking the GMAT and therefore exempt from criterion B and C.

GMAT Waiver Request - Applicants who meet all the following criteria may request a GMAT/GRE waive:

- An earned baccalaureate degree in any discipline from a regionally accredited college or university
 - Minimum two years professional work experience
 - 3.0 or higher cumulative GPA
 - Additionally, the GMAT waiver request must include a resume, three professional letters of recommendation, and a goals statement. Submitting a waiver request and required documentation does not guarantee a waiver will be granted.
4. Applicants who meet requirements 1 or 2, but who have not met the foundation course requirements, may be conditionally admitted to the MBA program. Students who are conditionally admitted may only take foundation course requirements. The Foundation Course Sequence, or comparable coursework, must be completed prior to full admission with at least a 3.0 GPA and no grade of less than a "C" in any course. Students may use the College Level Equivalency Program (CLEP) examinations to satisfy the foundation course requirements, if applicable.
 5. International students must take the TOEFL. A score of 525 (old system) or 70 (new system) 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 COMS 108 or equivalent.

Application deadlines for admission into the MBA program are as follows:

- Spring semester - All application materials must be postmarked no later than December 1.

- Fall semester - All application materials must be postmarked no later than August 1.
- Summer semesters - All application materials must be postmarked no later than April 15.

Foundation Course Sequence

Accounting

ACCT 600, or ACCT 281 and ACCT 282 (or equivalent)

Economics

ECON 600 or ECON 201 (or equivalent)

Finance

FIN 600, or FIN 360 (or equivalent)

Management

MNGT 602/FIN 602, or MATH 152 and MATH 305 (or equivalent)

Note: None of the four graduate-level survey courses (ACCT 600, ECON 600, FIN 600, or MNGT/FIN 602) satisfy the requirements of the 30-hour MBA program. They are prerequisite courses only.

Subtotal: 12

Program Competencies

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.

Maintaining Enrollment

Students pursuing the MBA program are expected to maintain a minimum cumulative 3.0 GPA.

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.

Program Requirements

MBA Core

ACCT 611	Accounting Analysis for Decision Making	3
CIS 615	Managing Information Technology	3
ECON 661	Managerial Economics	3
FIN 660	Financial Management	3
MKT 650	Marketing Administration	3
MNGT 677	Leadership and Ethics	3
MNGT 691	Business Policies and Procedures	3
		Subtotal: 21

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

MNGT 691 Prerequisites: ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, MNGT 665

MBA Electives

Choose nine hours of MBA electives from the following list or may combine certain electives in pursuing a Health Systems Management (HSM) Track (p. 52):

ACCT 650	Financial Accounting	3
ACCT 670	Directed Research	1-3
ACCT 683	Auditing Applications	3
ACCT 687	Tax Accounting Research and Planning	3
ACCT 690	Emerging Issues in Management Accounting	3
ACCT 698	Selected Workshop Topics	1-4
BIS 621	Instructional Innovations in Business and Information Technology Education	3
BIS 630	Managerial Communications	3
CIS 625	Web Information Systems and Internet Technologies	3
CIS 634	Management of	3

	Telecommunications and Networking	
CIS 636	Global Information Systems	3
CIS 638	Database Systems	3
CIS 640	Systems Planning and Implementation	3
CIS 642	Systems Security	3
CIS 645	Customer Relationship Management Systems	3
CIS 650	Innovation, Technology and Organizational Change	3
CIS 660	Enterprise Systems	3
CIS 670	Directed Research	1-3
CIS 681	Selected Workshop Topics	1-4
ECON 645	Public Policies Toward Business	3
ECON 662	Business Cycles and Economic Forecasting	3
ECON 670	Directed Research	1-3
ECON 681	Selected Workshop Topics	1-4
FIN 620	Financial Markets	3
FIN 622	Financial Services Marketing	3
FIN 625	Advanced Bank Management	3
FIN 628	Asset and Liability Management	3
FIN 670	Directed Research	1-3
FIN 672	Investment Management	3
FIN 673	Chartered Financial Analyst Level I Review Course	1
FIN 674	Chartered Financial Analyst Level II Review Course	1
FIN 675	Chartered Financial Analysis Level III Review Course	1
MKT 622	Financial Services Marketing	3
MKT 635	Consumer Behavior and Managerial Implications	3
MKT 640	Product Design and Development	3
MKT 645	IMC for Marketing Managers	3
MKT 652	Marketing Research and Analysis	3
MKT 665	Consumer Psychology in Online Marketing	3
MKT 668	Organizational Strategies in E-commerce	3
MKT 670	Directed Research	1-3
MNGT 606	Operations Analysis	3
MNGT 609	International Management	3
MNGT 610	Legal Issues in Business Transactions	3
MNGT 612	Organizational Theory	3
MNGT 620	Quantitative Business Analysis	3
MNGT 650	Innovation, Technology and Organizational Change	3
MNGT 655	Social Responsibilities of Business	3
MNGT 656	Small Business Institute Field Project	3
MNGT 660	Entrepreneurship	3
MNGT 661	Human Resource Topics	3
MNGT 662	Human Resource Development	3
MNGT 663	Compensation and Benefits	3
MNGT 664	Employee Relations	3
MNGT 665	Organizational Behavior	3
MNGT 667	Women and Men in Management	3
MNGT 668	Organizational Strategies for E-commerce	3
MNGT 670	Directed Research	1-3
MNGT 698	Selected Workshop Topics	1-4
HSM 611	Health Economics	3
HSM 630	Healthcare Public Policy	3
HSM 650	Health IT and Clinical Transformation	3
HSM 655	Management of Healthcare Information Systems	3
HSM 660	Community Clinical Placements	3

HSM 670	Directed Study	3
HSM 680	Healthcare Leadership and Ethics	3
HSM 682	Healthcare Delivery Systems	3
HSM 684	Healthcare Financial Management	3
PA 641	Ethics in Public Administration	3
		Subtotal: 9

Total Credit Hours: 30

MBA: Concentration in Health Systems Management (HSM)

In addition to the concentration in health systems management courses listed below, MBA core courses (and the foundation courses if applicable) (p. 50) must be completed. The HSM concentration is composed of 12 credit hours of specialized courses in health systems management, with six credit hours of HSM core courses and six credit hours of courses chosen from the list below.

Program Requirements

MBA Core

ACCT 611	Accounting Analysis for Decision Making	3
CIS 615	Managing Information Technology	3
ECON 661	Managerial Economics	3
FIN 660	Financial Management	3
MKT 650	Marketing Administration	3
MNGT 677	Leadership and Ethics	3
MNGT 691	Business Policies and Procedures	3
		Subtotal: 21

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

MNGT 691 Prerequisites: ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650, MNGT 665

HSM Core

HSM 680	Healthcare Leadership and Ethics	3
HSM 650	Health IT and Clinical Transformation	3
		Subtotal: 6

Choose two (six hours) from the following list:

HSM 611	Health Economics	3
HSM 630	Healthcare Public Policy	3
HSM 655	Management of Healthcare Information Systems	3
HSM 660	Community Clinical Placements	3
HSM 670	Directed Study	3
HSM 682	Healthcare Delivery Systems	3
HSM 684	Healthcare Financial Management	3
PA 641	Ethics in Public Administration	3
		Subtotal: 6

Total Credit Hours: 33

Sport Management - Master of Arts

The Master of Arts in Sport Management is an online program.

Sport Management

The mission of the sport management program is to offer high-quality educational experiences to cultivate students' sport management, marketing, communication, and financial skills. These skills are developed in an environment that promotes sound decision making based on social, psychological and international foundations, recognized management principles, as well as the ethical and legal impact of such decisions. The skills developed provide students with the opportunity to analyze, synthesize, and communicate information in a dynamic global sport industry. The MA-Sport Management

program is designed to provide students with opportunities to develop and demonstrate the expertise and research skills that are necessary to enable them to make independent professional contributions in sport management.

Admission Requirements

1. General admission to graduate study (for criteria, refer to Admission to Graduate Study (p. 10)).
2. An official GMAT or GRE score should be submitted as part of the application process. A minimum GMAT score of 400 OR a minimum GRE (verbal + quantitative reasoning) score of 284 is required for unconditional admission to the sport management program.
3. A minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale from a regionally accredited college or university is required.
4. Students who do not meet the above criteria may be conditionally admitted to the sport management program after the submission and review of all application materials. Conditions may include successfully completing selected undergraduate prerequisite courses. Conditions will be established on a case-by-case basis. All conditions established by the program must be met in order to move to unconditional admission status.

GMAT/GRE Exemptions - Applicants who meet the following criteria may be exempt from the GMAT/GRE requirement.

- An applicant who has earned a baccalaureate degree in sport management, sport administration, or a business-related degree from an accredited college or university and a cumulative undergraduate GPA of 3.0 or higher on a 4.0 scale is exempt from taking the GMAT or GRE.
- A Morehead State University student pursuing a Bachelor of Arts in Sport Management degree with a 3.0 or higher cumulative GPA who seeks admission into the Early Graduate School program is exempt from taking the GMAT or GRE.
- Applicants with an earned master's degree from a regionally accredited college or university and a cumulative GPA of 3.0 on a 4.0 scale are admitted without having to submit an official GMAT/GRE score. An official graduate transcript demonstrating completion of the master's degree is required.

Transfer Student GMAT/GRE Waiver Request - Students transferring from a graduate program at another institution may request a waiver. An applicant who meets all the following criteria may receive a GMAT/GRE waiver:

- A student who has earned a baccalaureate degree in any discipline from a regionally accredited college or university.
- A student previously or currently enrolled with unconditional status, and in good standing, in a graduate program at a regionally accredited college or university with a cumulative graduate GPA of 3.0 or higher on a 4.0 scale.
- Waiver Request Application (obtained from the department).

Program Competencies

1. Students will develop effective communication processes.
2. Students will appraise ethical issues faced.
3. Students will value global issues within a sport business management.
4. Students will effectively apply technologies in sport organizations.
5. Students will be able to integrate functional knowledge in a strategic sport business environment.

Assessment

In-class feedback from students will be utilized to improve the curriculum and program.

The on-site supervisor evaluation that is completed on all sport management graduate interns will be a valuable tool in assessing areas for improvement each semester.

A culminating exam will be administered at the end of the student's program to provide feedback on areas for improvement within the program and to demonstrate student achievement of the program goals and student learning outcomes.

Requirements for the Degree

1. Satisfy general graduate degree requirements.
2. Fulfill stated program requirements.
3. Pass a written comprehensive examination over program required curriculum (must have a cumulative 3.0 or higher GPA and no "I" (incomplete) grades to sit for the exam).
4. Must have a cumulative exit GPA of 3.0 or above.
5. Must be unconditionally admitted to the sport management graduate program.

Dismissal from the sport management program - Students must maintain a cumulative GPA of 3.0 or higher. Students may not drop below a 3.0 GPA for more than one semester during the program. A student who falls below a 3.0 cumulative GPA for two semesters will be dismissed from the program. The graduate program coordinator, in coordination with the associate dean, will monitor student progress.

Program Requirements

Required:

SPMT 600	Research Methods in Sport Management	3
SPMT 605	Planning and Designing Sport and Physical Activity Facilities	3
SPMT 612	Sport Governance	3
SPMT 630	Sport Marketing	3
SPMT 632	Management and Administration of Sports Programs	3
SPMT 635	Legal Issues in Sports 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 or	3
SPMT 672	Research Project	3
MNGT 665	Organizational Behavior	3

Note: SPMT 632/MNGT 665: (or pre-approved graduate business elective)

Preapproved Graduate Business Electives

MNGT 609	International Management	3
MNGT 612	Organizational Theory	3
MNGT 662	Human Resource Development	3
MNGT 664	Employee Relations	3
MNGT 667	Women and Men in Management	3

Total Credit Hours: 36

Graduate Business Certificate Programs

The certificate programs in Health Systems Leadership (p. 54) and Health Systems Management (p. 54) are online programs.

Health Systems Leadership Certificate

The goal of the Health Systems Leadership Certificate program supports the collaboration with MSU, the University of Kentucky and St. Claire Regional Medical Center to provide business and health information technology graduate education for the Rural Physician Leadership Program (RPLP).

Admission Requirements

Admission is limited to participants admitted to the University of Kentucky Medical School Rural Physician Leadership Program.

Program Competencies

Students completing the Health Systems Management Certificate will be prepared to:

1. Assume leadership positions in a variety of health care settings.
2. Have the ability to plan and implement major change initiatives.
3. Participate in workflow and process transformation initiatives in health care settings.
4. Apply quality improvement benchmarks and methods to improve health care outcomes.
5. Identify global health care trends and issues and discuss their implications.
6. Manage a clinical practice or health care unit in a large institution.
7. Appropriately apply ethical standards, privacy and security regulations, and public policy to guide practice and decision making.
8. Effectively use health information technology and exchange (HIT and HIE) to achieve "meaningful use" and improve health care outcomes.
9. Evaluate all aspects of the health care environment and integrate strategic thinking into the operations of the organization.
10. Develop a framework for financial decision making in practice management and other health care settings.

Requirements for the Certificate

1. Maintain a cumulative 3.0 GPA in all graduate coursework.
2. Apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/Academic-Affairs/Registrar/Graduation-Information/Apply-for-Graduation.
3. Satisfactorily complete all program requirements.

Certification Requirements

Required:

HSM 650	Health IT and Clinical Transformation	3
HSM 660	Community Clinical Placements	3
HSM 680	Healthcare Leadership and Ethics	3
HSM 684	Healthcare Financial Management	3

Total Credit Hours: 12

Health Systems Management (HSM) Certificate

The goal of the Health Systems Management Certificate program is to prepare students for leadership in the health care industry and to address the national priority for University-based curriculum to meet the increased demand for health care professionals with competencies in health information technology and health systems transformation.

Students wanting to apply the certificate hours to the MBA program through MSU may do so by meeting all requirements for

unconditional admission and completing the remainder of required coursework.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study (p. 10)").
2. Applicants must hold a bachelor's degree from a regionally accredited institution with an overall minimum undergraduate GPA of 2.5 and at least 3.0 on all graduate work that may apply to the certificate.
3. In addition, admission to the certificate program will require meeting at least one of the following criteria:
 - a. Minimum of two years of relevant professional experience in a health care or business position following completion of the bachelor's degree.
 - b. Completion of a prior graduate degree program.

Program Competencies

Students completing the Health Systems Management Certificate will be prepared to:

1. Assume leadership positions in a variety of health care settings.
2. Have the ability to plan and implement major change initiatives.
3. Participate in workflow and process transformation initiatives in health care settings.
4. Apply quality improvement benchmarks and methods to improve health care outcomes.
5. Identify global health care trends and issues and discuss their implications.
6. Manage a clinical practice or health care unit in a large institution.
7. Appropriately apply ethical standards, privacy and security regulations, and public policy to guide practice and decision making.
8. Effectively use health information technology and exchange (HIT and HIE) to achieve "meaningful use" and improve health care outcomes.
9. Evaluate all aspects of the health care environment and integrate strategic thinking into the operations of the organization.
10. Develop a framework for financial decision making in practice management and other health care settings.

Requirements for the Certificate

1. Maintain a cumulative 3.0 GPA in all graduate coursework.
2. Apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/Academic-Affairs/Registrar/Graduation-Information/Apply-for-Graduation.
3. Satisfactorily complete all program requirements.

Certification Requirements

Required:

HSM 650	Health IT and Clinical Transformation	3
HSM 680	Healthcare Leadership and Ethics	3

Choose six hours from the following list:

HSM 611	Health Economics	3
HSM 630	Healthcare Public Policy	3
HSM 655	Management of Healthcare Information Systems	3
HSM 660	Community Clinical Placements	3
HSM 670	Directed Study	3
HSM 682	Healthcare Delivery Systems	3
HSM 684	Healthcare Financial Management	3

Total Credit Hours: 12

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Career and Technical Education

The Master of Science in Career and Technical Education allows concentrations in three areas: Industrial Education Technology (IET), Career and Technical School Principal, and Agriculture (See College of Science).

Career and Technical Education - Master of Science

The Master of Science in Career and Technical Education is an online program.

Admission Requirements

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
- A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
- Satisfy one of the following:
 - A minimum GRE score of 285 (verbal and quantitative),
 - Undergraduate GPA X GRE = 855, or
 - Earn a GPA of 3.5 or higher after completing 12 hours of MSCTE required coursework.
- (For School Principal concentration only) Must hold a valid 5 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.

Program Competencies

- Knowledge of the development, objectives, philosophy and administration of career and technical education.
- The ability to analyze and understand the correct trends and status of career and technical education.
- The ability to recognize different types of data derived from an examination and to measure and evaluate individual student performance.
- The ability to manage personnel training and facilities in educational and industrial organizations.

- 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 trainers.
- Apply scientific and technological concepts to solving technological problems.
- Apply concepts and skills developed in a variety of technical and professional disciplines.

Assessment

- Students are required to complete a thesis or to pass both an oral and written exit examination (passing grade for written examination = 70%).
- Complete an annual survey of employers of recent graduates as to their satisfaction with the employee's performance as related to subject knowledge.

Requirements for the Degree

- Be unconditionally admitted to the program.
- Successfully complete and defend a thesis or pass both a written and oral comprehensive exit examination (passing grade for written examination = 70%).
- Must complete the required course work with a minimum graduate cumulative 3.0 GPA.
- Successful completion of tests required by the Kentucky Education Professional Standards Board (EPSB) for the School Principal concentration is required for certification.*

Program Requirements

Industrial Education Concentration

CTE Core Requirements

ETM 603	Quality Assurance	3
CTE 630	Evaluation Techniques	3
CTE 660	Trends and Issues in CTE	3
CTE 685	Principles and Philosophy of CTE	3
CTE 698	Career Guidance and Development	3

Subtotal: 15

Industrial Education Concentration Requirements

Nine hours of graduate-level courses to be selected and approved by the student and faculty advisor in the IET concentration from the "Industrial Education Approved Concentration Electives."

Subtotal: 9

Electives

Choose six hours from the following:

ETM 670	Directed Research	1-6
ETM 676	Directed Study	1-6
ETM 699	Thesis	6
AGR 605	Farm Business Analysis	3
AGR 612	Conservation Workshop	3
AGR 615	Animal Nutrition	3
AGR 672	Methods in Teaching Vocational Agriculture	4
AGR 674	Adult and Young Farmer Education	3
AGR 685	Teaching Agricultural Mechanics	3
AGR 686	Planning Programs in Vocational Agriculture	3
AGR 688	Curriculum Development and Content Selections	3
AGR 692	Supervision in Agriculture	3
CTE 640	Administration and Supervision of CTE	3
CTE 650	Organization and Administration of	3

	CTE			Networking	
EDF 600	Research Methods in Education	3	CIS 636	Global Information Systems	3
EDF 610	Advanced Human Growth and Development	3	CIS 638	Database Systems	3
EDF 611	Adolescent Development	3	CIS 640	Systems Planning and Implementation	3
EDF 680	History and Philosophy of Education	3	CIS 641	Qualitative and Quantitative Research Methods	3
EDIL 601	Introduction to School Leadership Administration	3	CIS 642	Systems Security	3
EDIL 618	School Finance and Support Services	3	CIS 645	Customer Relationship Management Systems	3
EDIL 628	School Law and Ethics	3	CIS 650	Innovation, Technology and Organizational Change	3
EDUC 635	Teaching Critical Thinking and Decision Making	3	CIS 655	Management of Healthcare Information Systems	3
ETM 619	Total Quality Control	3	CIS 660	Enterprise Systems	3
IET 620	Industrial Education for the Elementary Teacher	3	CIS 699A	Thesis	3 or 6
ETM 621	Experimental Design in Organizations	3	CS 620	Data Mining Concepts	3
ETM 622	Advanced Project Management	3	CS 640	Data Mining Methodologies	3
ETM 630	Advanced Engineering Design	3	CS 650	Applied Data Mining	3
ETM 644	Wireless Networking and Systems	3	CTE 640	Administration and Supervision of CTE	3
ETM 645	Computer Interfacing and Applications	3	CTE 650	Organization and Administration of CTE	3
ETM 680	Advanced Networking	3	EDAH 641	Administrative and Management Issues in Higher Education	3
ETM 688	Computer Integrated Manufacturing	3	EDAH 642	Student Personnel in Higher Education	3
ETM 698	Research Methods in Technology	3	EDAH 643	Seminar in Higher Education	3
	Subtotal: 6		EDAH 644	Principles of Higher Education	3
	Industrial Education Approved Concentration Electives:		EDAH 647	Principles of Adult Education	3
ETM 600	Emerging Technologies and Impact	3	EDAH 650	Developmental Education for Adult Students	3
ETM 619	Total Quality Control	3	EDAH 651	Human Development in Adulthood	3
IET 620	Industrial Education for the Elementary Teacher	3	EDAH 653	Program/Curriculum Development and Evaluation	3
ETM 621	Experimental Design in Organizations	3	EDAH 660	Survey of Community College	3
ETM 622	Advanced Project Management	3	EDAH 661	The Community College Student	3
ETM 630	Advanced Engineering Design	3	EDAH 662	Seminar in Community College	3
ETM 644	Wireless Networking and Systems	3	EDAH 688	Seminar in Adult Education	3
ETM 645	Computer Interfacing and Applications	3	EDF 600	Research Methods in Education	3
ETM 680	Advanced Networking	3	EDF 610	Advanced Human Growth and Development	3
ETM 688	Computer Integrated Manufacturing	3	EDF 611	Adolescent Development	3
ETM 695	Supervised Field Experience	3	EDF 680	History and Philosophy of Education	3
ETM 698	Research Methods in Technology	3	EDF 681	Advanced Seminar in Contemporary Educational Thought	3
ETM 615	Advanced Computer Aided Design	3	EDGC 619	Career Counseling	3
ETM 642	Advanced Digital Signal Processing I	3	EDGC 620	Psycho-Social and Multicultural Factors in Counseling	3
ETM 650	Advanced Digital Signal Processing II	3	EDGC 656	Introduction to Counseling	3
ETM 684	Advanced Manufacturing Systems	3	EDGC 661	Measurement Principles and Techniques	3
ACCT 600	Survey of Accounting	3	EDGC 662	Assessment in Counseling	3
ACCT 611	Accounting Analysis for Decision Making	3	EDGC 665	Philosophy and Practice of School Counseling	3
ACCT 687	Tax Accounting Research and Planning	3	EDGC 674	Seminar in Guidance and Counseling	1-3
BIS 620	Integrating Technology in Teaching and Learning	3	EDGC 680	Family Counseling	3
BIS 621	Instructional Innovations in Business and Information Technology Education	3	EDIL 601	Introduction to School Leadership Administration	3
BIS 630	Managerial Communications	3	EDIL 618	School Finance and Support Services	3
CIS 615	Managing Information Technology	3	EDIL 619	Technology and Best Practices for School Improvement	3
CIS 625	Web Information Systems and Internet Technologies	3	EDIL 621	Research for Instructional Leadership	3
CIS 628	E-Business Application Programming	3	EDIL 628	School Law and Ethics	3
CIS 634	Management of Telecommunications and	3	EDIL 634	Leadership for Human Resources Development in Schools	3

EDIL 635	Understanding Professional Responsibilities of Teacher Leaders	3	MKT 600	Survey of Marketing	3
			MKT 640	Product Design and Development	3
			MKT 650	Marketing Administration	3
EDIL 636	Mentoring for Improved Results	3	MKT 652	Marketing Research and Analysis	3
EDIL 637	Leadership for School Program Collaboration	3	MKT 665	Consumer Psychology in Online Marketing	3
EDIL 638	Designing and Implementing Professional Development	3	MNGT 600	Survey of Management and Organizational Behavior	3
EDIL 647	Leadership for School Community Relations	3	MNGT 602	Survey of Quantitative and Financial Analysis	3
EDIL 649	School District Management	3	MNGT 606	Operations Analysis	3
EDIL 650	Leadership for School Program Improvement	3	MNGT 609	International Management	3
			MNGT 610	Legal Issues in Business Transactions	3
EDIL 659	Systems for Change	3			
EDIL 669	Leadership for School Problem Solving	3	MNGT 612	Organizational Theory	3
			MNGT 620	Quantitative Business Analysis	3
EDSP 600	Workshop	1-3	MNGT 650	Innovation, Technology and Organizational Change	3
EDSP 601	Survey of Exceptional Children	3			
EDSP 602	Speech and Language Problems	3	MNGT 655	Social Responsibilities of Business	3
EDSP 603	Assessment Methodology for the Handicapped	3	MNGT 656	Small Business Institute Field Project	3
EDSP 604	Resource Concepts for the Handicapped	3	MNGT 667	Women and Men in Management	3
			MNGT 680	Health Care Organization and Management	3
EDSP 605	Early Childhood Special Education	3			
EDSP 621	Operation of Special Education Programs	3	PHED 608	Seminar in Motor Learning and Development	3
EDSP 622	Instructional Leadership in Special Education	3	PHED 611	Issues in Health and Physical Education	3
EDSP 623	Special Education Program Coordination	3	PHED 634	Sports Nutrition	3
			PHED 672	Graduate Seminar in Exercise Physiology	3
EDSP 630	Universal Design for Learning	3			
EDSP 641	Conceptions and Identification of Gifted Children and Youth	3	PSY 609	Educational Psychology	3
			PSY 610	Advanced Human Growth and Development	3
EDTC 611	Introduction to Research and Grant Writing	3			
			PSY 611	Computer Packages for the Life Sciences	3
EDTC 631	Designing the Learning Environment	3			
			PSY 633	Personality Theory	3
EDTC 683	Creativity in 21st Century Education	3	PSY 650	Abnormal Psychology	3
			PSY 663	Marriage and Family Therapy	3
EDTC 685	Principles of Distance Education Delivery	3	PSY 669	Behavior Modification	3
			PSY 675	Selected Topics	3
EDTL 605	Developmental Analysis of Learning	3	PSY 686	Motivation	3
			PSY 689	Psychology of Learning	3
EDUC 603	National Board Certification Preparation	3	SCI 619	Advanced Integrated Math and Science for Teachers	3
EDUC 629	Reading Programs: The Role of the Administrator	3	SCI 622	Chemistry and Your Environment	3
			SCI 672	Earth Science for Middle and High School Teachers	3
EDUC 635	Teaching Critical Thinking and Decision Making	3			
			SCI 678	History of Science	3
EDUC 682	The At-Risk Student	3	SCI 692	Science for the Secondary Teacher	3
EDUC 684	Producing Audiovisual Materials	3			
FIN 600	Survey of Finance	3	SOC 605	Mind, Self and Society	3
FIN 602	Survey of Financial Analysis	3	SOC 616	Family Dynamics	3
FIN 620	Financial Markets	3	SOC 620	Sociology of Education	3
FIN 660	Financial Management	3	SOC 625	Deviance	3
HLTH 603	Administration of School Health	3	SOC 626	Communities	3
HLTH 608	General School Safety	3	SOC 630	Social Inequality	3
HLTH 614	Principles of Epidemiology	3	SOC 656	Organizations in Contemporary Society	3
HLTH 618	Use and Abuse of Drugs	3			
HPS 600	Research Methods in Kinesiology and Health	3	SOC 640	Social Policy in Aging	3
			SOC 641	Issues in Aging	3
HPS 601	Interpretation of Data	3	SOC 645	Death and Dying	3
HSM 611	Health Economics	3	SOC 650	Social Thought and Theory	3
HSM 630	Healthcare Public Policy	3	SOC 655	Qualitative Research Methods	3
HSM 650	Health IT and Clinical Transformation	3	SOC 659	Social Change in Appalachia	3
			SOC 661	Sociology of the Law	3
HSM 655	Management of Healthcare Information Systems	3	SOC 665	Environmental Sociology	3
			SPMT 600	Research Methods in Sport Management	3
HSM 680	Healthcare Leadership and Ethics	3			
HSM 682	Healthcare Delivery Systems	3	SPMT 605	Planning and Designing Sport and Physical Activity Facilities	3
HSM 684	Healthcare Financial Management	3			

SPMT 630	Sport Marketing	3
SPMT 632	Management and Administration of Sports Programs	3
SPMT 650	Financing the Sport Enterprise	3
SPMT 660	Socio-Cultural Issues in Sport	3
SPMT 661	Sport Relations	3
SWK 620	Social Work Administration and Management	3
SWK 635	Group Dynamics	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 680	Introduction to Instructional Design and Technology	3
EDTC 681	Individualized Learning Systems	3
EDTC 688	Educational Gaming and Simulation	3

School Principal Concentration

CTE School Principal Core Requirements

AGR 603	Quality Assurance	3
	or	
ETM 603	Quality Assurance	3
CTE 630	Evaluation Techniques	3
CTE 660	Trends and Issues in CTE	3
CTE 685	Principles and Philosophy of CTE	3
CTE 698	Career Guidance and Development	3

Subtotal: 15

CTE School Principal Concentration Requirements

Complete 12 hours from the following or equivalent courses as determined by advisor.

CTE 640	Administration and Supervision of CTE	3
CTE 650	Organization and Administration of CTE	3
EDIL 677	School Law and Diverse Learners	3
EDIL 678	Resource Utilization	3

Subtotal: 12

Electives

Complete three hours from the following:

AGR 605	Farm Business Analysis	3
AGR 612	Conservation Workshop	3
AGR 615	Animal Nutrition	3
AGR 670	Directed Research	1-6
AGR 672	Methods in Teaching Vocational Agriculture	4
AGR 674	Adult and Young Farmer Education	3
AGR 676	Directed Study	1-6
AGR 685	Teaching Agricultural Mechanics	3
AGR 686	Planning Programs in Vocational Agriculture	3
AGR 688	Curriculum Development and Content Selections	3
AGR 692	Supervision in Agriculture	3
AGR 699	Thesis	6
ETM 619	Total Quality Control	3
ETM 621	Experimental Design in Organizations	3
ETM 622	Advanced Project Management	3
ETM 630	Advanced Engineering Design	3
ETM 644	Wireless Networking and Systems	3
ETM 645	Computer Interfacing and Applications	3
ETM 670	Directed Research	1-6
ETM 676	Directed Study	1-6

ETM 680	Advanced Networking	3
ETM 688	Computer Integrated Manufacturing	3
ETM 698	Research Methods in Technology	3
ETM 699	Thesis	6
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDIL 601	Introduction to School Leadership Administration	3
EDUC 635	Teaching Critical Thinking and Decision Making	3

Subtotal: 3

Total Credit Hours: 30

Career and Technical Education - Rank I Program

The Rank I in Career and Technical Education is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. Must hold a master's degree from an accredited college or university, or have completed a fifth year program.
4. Must possess a valid teaching certificate.

Program Requirements

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate credit hours including the master's degree or the fifth year.
3. A minimum cumulative GPA of 3.0. No credit is accepted on grades lower than "C."
4. Up to nine credit hours may be earned at another accredited institution with approval.
5. Credit earned by correspondence shall not apply toward the Rank I program.
6. Student must meet University exit assessment criteria.
7. Must be unconditionally admitted.

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

Total Credit Hours: 60

Engineering and Technology Management - Master of Science

The Master of Science in Engineering and Technology Management is an online program. This degree is designed primarily for persons holding a bachelor's degree in industrial technology, engineering, engineering technology, applied sciences, business, computer science, information systems, manufacturing engineering, mechanical design or other related technical professional programs.

Admission Requirements

1. General admission to graduate study (for criteria, refer to Admission to Graduate Study (p. 10)).

2. *A minimum Graduate Record Examination (GRE) score of 286 (verbal and quantitative)

*GRE Exemption

- Any applicant who has earned a baccalaureate degree in a STEM discipline from an accredited college or university with a cumulative GPA of 3.5 or higher on a 4.0 scale is exempt from taking the GRE.
- Any applicant who has earned a master's degree in a STEM field with a cumulative minimum GPA of 3.0 from an accredited institution is exempt from taking the GRE.
- Any current Morehead State University student pursuing the Bachelor of Science in Engineering, Engineering Management, Engineering Technology, Technology Management, Computer Science, or BBA in Information Systems with an undergraduate GPA of 3.5 or higher cumulative GPA is exempt from taking the GRE.
- Any applicant who has earned a GPA of 3.5 or higher after completing 12 hours of MSETM coursework at Morehead State University is exempt from taking the GRE.

**GRE Waiver Request

Applicants who meet all the following criteria may request a GRE waiver:

- An earned baccalaureate degree in any related discipline from a regionally accredited college or university with a cumulative GPA of 3.0 or higher.
- Minimum of two years professional work experience.

**The GRE waiver request must include a resume, three professional letters of recommendation, and a goals statement. Submitting a waiver request and required documentation does not guarantee a waiver will be granted nor does an approved waiver request guarantee admission into the MSETM program.

Program Competencies

MS-ETM graduates will be able to:

- Assume leadership positions in the engineering, technology management and information system related fields.
- Use appropriate methods of inquiry and research to address complex workplace issues in engineering, technology management and 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 business and industry solutions.
- Manage engineering and technology management related projects from inception to completion to meet specified client needs.
- Recognize emerging trends and issues as well as the digital transformation that is affecting organizations during the Era of Big Data and the Internet of Things (IoT).

Assessment

Assessment of Learning in the MS-ETM program will follow the ATMAE accreditation process as well as the standard AACSB Assurance of Learning process. A minimum of two student learning outcomes will be assessed each year using course-embedded assessment measures.

MS-ETM students will demonstrate their mastery of scientific and/or technical literature relevant to their particular specialization by one of two means: (1) Thesis option - researching, writing, and defending a written master's thesis that applies insights obtained from the student's reading in the technical literature to a current problem

related to engineering and technology management, or (2) Non-thesis option - conducting applied research through directed study or field experience while engaging in both a combined written and oral exam (if warranted by the committee) that will reveal the student's knowledge of the current literature and current practice in the field.

Any student scoring less than 75 percent on any question or on the overall exam would also be required to attend an oral discussion of the written exam.

Program Requirements

Core Courses

ETM 600	Emerging Technologies and Impact	3
ETM 603	Quality Assurance	3
ETM 619	Total Quality Control	3
ETM 622	Advanced Project Management	3
ETM 698	Research Methods in Technology	3
		Subtotal: 15

Choose one of the following concentrations:

1. Engineering and Technology Management Concentration

Choose nine credit hours from the following:

ETM 610	Advanced Engineering Economics	3
ETM 621	Experimental Design in Organizations	3
ETM 627	Advanced Organizational Management	3
ETM 630	Advanced Engineering Design	3
ETM 644	Wireless Networking and Systems	3
ETM 645	Computer Interfacing and Applications	3
ETM 680	Advanced Networking	3
ETM 684	Advanced Manufacturing Systems	3
ETM 688	Computer Integrated Manufacturing	3
MNGT 677	Leadership and Ethics	3
		Subtotal: 9

Choose one of the following thesis or non-thesis options:

Thesis

Select one.

CIS 699A	Thesis	6
	or	
ETM 699	Thesis	6
		Subtotal: 6

The thesis option requires the student to select a graduate committee consisting of three graduate faculty members: two from the Department of Engineering and Technology Management and one from outside the department. The thesis director will be a member of the graduate ETM faculty. The student will be required to orally present their thesis research to the graduate committee.

Non-Thesis

Select any two courses. The non-thesis option also requires a comprehensive written exam.

ETM 670	Directed Research	1-6
ETM 676	Directed Study	1-6
ETM 695	Supervised Field Experience	3
CIS 670	Directed Research	1-3
CIS 695	Supervised Field Experience	3
		Subtotal: 6

2. Information Systems and Analytics Concentration

Choose nine credit hours from the following:

CIS 615	Managing Information Technology	3
CIS 625	Web Information Systems and Internet Technologies	3
CIS 638	Database Systems	3

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CIS 642	Systems Security	3
CS 620	Data Mining Concepts	3
CS 640	Data Mining Methodologies	3
CS 650	Applied Data Mining	3
HSM 650	Health IT and Clinical Transformation	3
HSM 655	Management of Healthcare Information Systems	3
HSM 682	Healthcare Delivery Systems	3
MNGT 677	Leadership and Ethics	3

Subtotal: 9

Choose one of the following thesis or non-thesis options:

Thesis

Select one.

CIS 699A	Thesis	6
	or	
ETM 699	Thesis	6

Subtotal: 6

The thesis option requires the student to select a graduate committee consisting of three graduate faculty members: two from the Department of Engineering and Technology Management and one from outside the department. The director of thesis shall be graduate ETM faculty. The student will be required to orally present their thesis research to the graduate committee.

Non-Thesis

Select any two courses. The non-thesis option also requires a comprehensive written exam.

ETM 670	Directed Research	1-6
ETM 676	Directed Study	1-6
ETM 695	Supervised Field Experience	3
CIS 670	Directed Research	1-3
CIS 695	Supervised Field Experience	3

Subtotal: 6

Total Credit Hours: 30

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As per the Kentucky Education Professional Standards Board (EPSB) 16 KAR 5:020 (www.epsb.ky.gov), all graduate education students must be enrolled in at least one (1) course required for program completion within the last 12 months. Failing to maintain enrollment will require students to reapply and meet the current admissions criteria set by the EPSB at the time of readmission.

Interdisciplinary Early Childhood Education - Master of Arts in Teaching (MAT)

Admissions Requirements

Program admission requirements are based on state requirements for entrance to a teacher education/alternative track programs, as well as common elements for MSU teacher education programs. Applicants must meet the following admission criteria. (Students cannot be conditionally admitted to this program or admitted as unclassified.) To meet certification regulations, IECE MAT students must, depending on their employment and certification status, satisfy the practicum requirement in one of two ways:

Option 6 (for students employed as the lead teacher in a public preschool or Head Start classroom with temporary provisional certification - Option 6 under state regulations): Complete a minimum of four credit hours of EDEC 600 (enrolled for one credit each semester). Under Option 6, students will complete the program with a minimum of 43 credit hours.

Traditional (for students NOT currently employed as a lead teacher - Traditional under state regulations): Complete six credit hours of EDUC 650 during final semester. Under the Traditional option, students will complete the program with a minimum of 45 credit hours.

1. Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.75 on a 4.0 scale; or a GPA of 3.0 on a four point scale on the last 30-hours of coursework taken at either the graduate or undergraduate level.
2. Successful completion of the following PRAXIS pre-professional skills assessments:
 - Praxis Core Academic Skills for Educators (CASE): Reading (5712) – 156;
 - Praxis Core Academic Skills for Educators (CASE): Writing (5722) – 162; and
 - Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) – 150, **OR**

Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:

 - Verbal with a minimum score of 150,
 - Quantitative with a minimum score of 143, and
 - Analytical Writing with a minimum score of 4.0.
3. Completion of and successful evaluation by program faculty of an admission interview demonstrating 1) effective communication, 2) creativity, 3) critical thinking, 4) ability to effectively collaborate with others, and 5) an understanding of the professional dispositions required of teachers.
4. A signed statement that the applicant has read and understands the Professional Code of Ethics for Kentucky School Certified Personnel and Kentucky's fitness and character requirements for teachers.
5. Submission of a graduate application form and general admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
6. Submission of a national and state criminal history background check by the Kentucky State Police and the Federal Bureau of Investigation that meets the requirements of Kentucky House Bill 204.
7. Proof of CAN (Child Abuse and Neglect) Central Registry Check from the Kentucky Cabinet for Health and Family Services.

Eligibility to Continue in the Program

In order to continue in the IECE MAT program, the student must achieve and maintain a minimum GPA of 3.0 on a 4.0 scale

Exit Requirements

1. Cumulative GPA of 3.0.
2. Submission and review of the program completion portfolio demonstrating proficient performance of the competencies for early childhood educators.

3. Attainment of state mandated pass scores on required PRAXIS examination(s). Current requirement is a score of 166 on Interdisciplinary Early Childhood Education.

Certification

Once a candidate is admitted to the MAT program, he/she must begin taking classes within 90-days and are immediately eligible to be employed as a highly qualified teacher with temporary provisional certification.

At time of admission to the program, candidates will be eligible to be employed with temporary provisional certification. In order to begin the KTIP year, candidates must pass the IECE PRAXIS. Candidates must complete the IECE certification program and KTIP within three years of initial hire with temporary provisional certification. If candidates fail to complete the program and KTIP, they will no longer be highly qualified for IECE.

Program Requirements

Foundations

EDSP 601	Survey of Exceptional Children	3
EDF 610	Advanced Human Growth and Development	3
EDF 680	History and Philosophy of Education	3
Subtotal: 0-9		

EDSP 601: or a previously taken equivalent introduction to special education course taken at the graduate or the undergraduate level.

EDF 610, EDF 680: or a previously taken equivalent introduction to professional education course taken at the graduate or the undergraduate level.

Concentration in IECE

Methods

IECE 654	Administration in Early Childhood Programs	3
IECE 615	Families and Young Children	3
IECE 655	Advanced Early Childhood Assessment	3
EDEC 637	Early Childhood Education	3
EDSP 605	Early Childhood Special Education	3
IECE 631	Guidance for Young Children	3
EDEC 627	Infant and Toddler Curriculum	3
IECE 601	Early Intervention	3
EDEC 611	Early Childhood Curriculum Planning	3
Subtotal: 27		

Research Competency

EDF 600	Research Methods in Education	3
Subtotal: 3		

Practicum

For candidates enrolled in Traditional program

EDUC 650	Practicum I	6
IECE 650	Seminar: Early Childhood Education	3
EDEC 660	Practicum	3
IECE 651	Seminar: Infant and Toddler	3
Subtotal: 15		

For candidates enrolled in Option 6 with temporary provisional certification

EDEC 600	Workshop	4
IECE 650	Seminar: Early Childhood Education	3
EDEC 660	Practicum	3
IECE 651	Seminar: Infant and Toddler	3
Subtotal: 13		

Total Credit Hours: 43-54

Post Baccalaureate Certification in Special Education

Admission Requirements

1. Unconditional admission to the program.
2. Successful completion of a prior teacher education program, and
3. Attainment of a cumulative GPA of 3.0 in an undergraduate program of teacher preparation, or
4. Successful completion of a graduate program in education at either the initial or advanced level.

Program Competencies

Students will:

1. Demonstrate knowledge of growth and development of children.
2. Be able to assess developmental and instructional needs of children.
3. Organize an effective classroom environment which will maximize learning.
4. Effectively manage classroom behavior.
5. Develop skills in planning and implementing appropriate instructional programs for children.
6. Demonstrate appropriate interactions and communication with children, parents, and other adults working in schools.
7. Describe information about options for school and home cooperation.
8. Identify appropriate professional development activities.
9. Demonstrate knowledge of the philosophical, historical, sociological and psychological basis of early elementary education.
10. Demonstrate knowledge of the provisions of the Kentucky Education Reform Act.
11. Demonstrate appropriate uses of technology to support classroom instruction.
12. Demonstrate the capacity to provide leadership within the school, the community and the profession.

Certification Requirements

Special Education Core

EDSP 367	Educational Assessment or	3
EDGC 661	Measurement Principles and Techniques	3
EDSP 356	Applied Behavior Analysis or	3
EDSP 631	Advanced Behavior Management	3
EDSP 372	Transition to Adult Life or	3
EDSP 607	Employability of the Handicapped	3
EDSP 365	Including Students with Diverse Needs in the Classroom* or	3
EDSP 630	Universal Design for Learning or	3
EDTL 604	Collaboration for Teachers	3
Subtotal: 12		

Special Education Options (Choose LBD or MSD)

Learning and Behavior Disorders (P-12)

EDSP 355	Teaching Students with LBD*	3
EDSP 359	Practicum in Teaching for	1

	Students with LBD*	
EDSP 353	Language Arts Teaching LBD*	3
EDSP 357	Math and Content Teaching LBD*	3
		Subtotal: 10
Moderate and Severe Disabilities (P-12)		
EDSP 616	Designing, Delivering and Managing Instruction of Students with Moderate and Severe Disabilities I or	3
EDSP 374	Teaching Students with Moderate and Severe Disabilities*	3
EDSP 617	Designing, Delivering and Managing Instruction with Moderate and Severe Disabilities II or	3
EDSP 370	Transdisciplinary Assessment of Students with Moderate and Severe Disabilities	3
EDSP 618	Curriculum for MSD or	3
EDSP 373	Curriculum for Students with Moderate and Severe Disabilities*	3
		Subtotal: 9
Practicum		
EDSP 675	Practicum in Special Education	3-6
		Subtotal: 6

Exit Requirements

1. PRAXIS test requirements.
2. Minimum cumulative GPA of 3.0.

Total Credit Hours: 27-28

Middle Grades and Secondary Education Department

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Faculty

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As per the Kentucky Education Professional Standards Board (EPSB) 16 KAR 5:020 (www.epsb.ky.gov), all graduate education students must be enrolled in at least one (1) course required for program completion within the last 12 months. Failing to maintain enrollment will require students to reapply and meet the current admissions criteria set by the EPSB at the time of readmission.

Master of Arts in Teaching (MAT) Program

The Master of Arts in Teaching (MAT) 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.

The MAT program requires completion of a two-semester practicum. The fall practicum will include 200 hours of field experience in a variety of P-12 school settings. The spring practicum will include a minimum of 70 full days in school settings that correspond to grade level and content areas of certification.

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

The Master of Arts in Teaching will lead to certification in the middle grades with a concentration in English, mathematics, science or social studies.

Admission Requirements

1. Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.75 on a 4.0 scale; or a GPA of 3.0 on a four point scale on the last 30-hours of coursework taken at either the graduate or undergraduate level.
2. Successful completion of the following PRAXIS pre-professional skills assessments:
 - Praxis Core Academic Skills for Educators (CASE): Reading (5712) – 156;
 - Praxis Core Academic Skills for Educators (CASE): Writing (5722) – 162; and
 - Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) – 150, **OR**

Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:

 - Verbal with a minimum score of 150,
 - Quantitative with a minimum score of 143, and
 - Analytical writing with a minimum score of 4.0.
3. Completion of and successful evaluation by program faculty of an admission interview demonstrating 1) effective communication, 2) creativity, 3) critical thinking, 4) ability to effectively collaborate with others, and 5) an understanding of the professional dispositions required of teachers.
4. A signed statement that the applicant has read and understands the Professional Code of Ethics for Kentucky School Certified Personnel and Kentucky's fitness and character requirements for teachers.
5. Submission of a graduate application form and general admission to graduate study (for criteria, refer to "Admissions to Graduate Study" (p. 10)).

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 condition must be met to determine eligibility to continue taking courses for credit toward the MAT Middle Grades Program.

The student must have:

1. Achieved and maintained a minimum GPA of 3.0 on a 4.0 scale

Option Six Program

A student is admitted to the option 6 program when he/she obtains a full-time teaching position within a Kentucky accredited school. At that time a Temporary Provisional Certificate can be issued, which is valid for one year and must be renewed each additional year through the MAT program for a total of three years

Traditional Program

A student will be admitted to the Traditional Program if he/she wishes to complete the student teaching requirement as per KY EPSB regulations.

Background Check

Students must complete a background check as required by the district in which the student will be teaching (full-time) or student teaching.

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 EDUC 651).
3. Pass the PRAXIS Specialty Exam(s) in the content major prior to the Kentucky Teacher Internship Program (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. Apply for completion at the beginning of the term in which all requirements will be completed.

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 CA-TP form available at the school system where employment is desired. The candidate completes pages one and three and then must obtain signatures of the school district superintendent and then mailed to the MSU certification officer. Finally, the form must be submitted to the Education Professional Standards Board by the MSU certification officer.
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. During the fall term, the candidate will complete 200 hours of observations/teaching and during the spring term, he/she must complete 70 full days of student teaching.
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 student or 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. In all cases where employment has ended, the candidate must alert the MSU certification officer.

Program Requirements

Professional Core

EDF 610	Advanced Human Growth and Development or	3
EDF 611	Adolescent Development	3
EDMG 636	Middle School Curriculum	3
EDEL 640	Contemporary Instructional Practices in Grades P-9 or	3
EDSE 633	Effective Classroom Instruction	3
EDEL 677	Literacy in the Content Areas	3
EDSP 601	Survey of Exceptional Children or	3
EDF 680	History and Philosophy of Education	3
		Subtotal: 15

EDSP 601: 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.

Supervised Clinical Practice

EDUC 650	Practicum I	6
EDUC 651	Practicum II	6
EDUC 652	Applied Classroom Practice Modules I	2
EDUC 653	Applied Classroom Practice Modules II	1
		Subtotal: 15

EDUC 652: must take with EDUC 650

EDUC 653: must take with EDUC 651, required when recommended by MSU supervisor

Content Area

Choose six hours from content area

Subtotal: 6

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. Complete another graduate application listing the additional certification only and not another MAT program.
2. Must meet admission criteria.
3. Submit substitution forms if applicable.
4. Successfully complete EDSE 634.
5. Must successfully complete PRAXIS tests (PLT and Area).
6. Must apply for completion of the program.

Total Credit Hours: 36

Secondary – Master of Arts in Teaching (MAT)

This program is designed for individuals who have earned an undergraduate degree in biology, business, chemistry, earth science, English, French, health, math, physical education, 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, a 36-hour program, and successful completion of KTIP from the KY Education Professional Standards Board (EPSB).

Admission Requirements

1. Official transcript from an accredited institution verifying a baccalaureate degree with a GPA of at least 2.75 on a 4.0 scale; or a GPA of 3.0 on a 4.0 scale on the last 30-hours of coursework taken at either the graduate or undergraduate level.
2. Successful completion of the following PRAXIS pre-professional skills assessments:
 - Praxis Core Academic Skills for Educators (CASE): Reading (5712) – 156;
 - Praxis Core Academic Skills for Educators (CASE): Writing (5722) – 162; and
 - Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) – 150, **OR**

Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:

 - Verbal with a minimum score of 150,
 - Quantitative with a minimum score of 143, and
 - Analytical Writing with a minimum score of 4.0.
3. Completion of and successful evaluation by program faculty of an admission interview demonstrating 1) effective communication, 2) creativity, 3) critical thinking, 4) ability to effectively collaborate with others, and 5) an understanding of the professional dispositions required of teachers.
4. A signed statement that the applicant has read and understands the Professional Code of Ethics for Kentucky School Certified Personnel and Kentucky's fitness and character requirements for teachers.
5. Submission of a graduate application form and general admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).

Eligibility to Enroll in Coursework

Candidates may enroll in classes required for the Master of Arts in Teaching Secondary Education or Business, French or Spanish programs 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. Achieved and maintained a minimum GPA of 3.0 on a 4.0 scale.

Option Six Program

A student is admitted to the Option Six Program when he/she obtains a full-time teaching position within a Kentucky accredited school. At that time, a Temporary Provisional Certificate can be issued, which is

valid for one year and must be renewed each additional year through the MAT program for a total of three years.

Traditional Program

A student will be admitted to the Traditional Program if he/she wishes to complete the student teaching requirement as per KY EPSB regulations.

Background Check

Students must complete a background check as required by the district in which the student will be teaching (full-time) or student teaching.

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 EDUC 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 School, 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 CA-TP form available at the school system where employment is desired. The candidate completes pages one and three and then must obtain signatures of the school district superintendent and the MSU certification officer. Finally, the form must be submitted to the Education Professional Standards Board by the MSU certification officer.
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. During the fall term, the candidate will complete 200 hours of observations/teaching and during the spring term, he/she must complete 70 full days of student teaching.
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 student or 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. In all cases the candidate must notify the MSU certification officer.

Program Requirements

Professional Core

EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDSE 634	Secondary School Curriculum	3
EDSE 633	Effective Classroom Instruction	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 677	Literacy in the Content Areas	3
EDSP 601	Survey of Exceptional Children	3
EDF 680	History and Philosophy of Education	3
Subtotal: 15		

EDSP 601: 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.

Supervised Clinical Practice

EDUC 650	Practicum I	6
EDUC 651	Practicum II	6
EDUC 652	Applied Classroom Practice Modules I	2
EDUC 653	Applied Classroom Practice Modules II	1
Subtotal: 15		

EDUC 652: must take with EDUC 650

EDUC 653: must take with EDUC 651, required when officially recommended by MSU supervisor

Content Area

Chose six hours from content area.

Subtotal: 6

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. Complete another graduate application listing the additional certification only and not another MAT program.
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.

Total Credit Hours: 36

Foundational and Graduate Studies in Education

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Shane Shope

Counseling—Dr. Beverly Klecker and Dr. Lynn Barr

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As per the Kentucky Education Professional Standards Board (EPSB) 16 KAR 5:020 (www.epsb.ky.gov), all graduate education students must be enrolled in at least one (1) course required for program completion within the last 12 months. Failing to maintain enrollment will require students to reapply and meet the current admissions criteria set by the EPSB at the time of readmission.

Adult and Higher Education - Master of Arts

The Master of Arts in Adult and Higher Education is an online program. It 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 (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Two years of relevant professional experience is advisable.
3. A GRE score of 283 (verbal and quantitative combined) with a minimum verbal score of 145 or a 31 raw score (381-386 Scaled Score) on the Miller Analogies Test is required.
 - a. Those not meeting the initially required GRE or MAT scores may alternately be admitted with a GRE index (GRE x undergraduate GPA) of at least 764 or MAT index (MAT scaled x undergraduate GPA) of at least 1,030, so long as the index results do not conflict with general graduate admission requirements.
 - b. For students who have not met the testing requirements for admission into the program, but who have successfully completed nine (9) hours of coursework required for the program with at least a 3.5 or above GPA, the department chair may waive the testing requirement.
 - c. The department chair will waive the testing requirement for students who have already completed a master's degree.
4. TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international students.

Program Competencies

The Master of Arts in Adult and Higher Education is designed to instill the following:

1. A competent understanding of the breadth and depth of adult and higher education including theory, practice, and the parameters of the field(s) as a whole.

2. Knowledge to identify and evaluate pertinent research, data and information for theory and practice within adult and higher education.
3. A competent understanding of adult and higher education career paths and their development to create and sustain an engaged professional and public life in adult and higher education.
4. Ability to identify, analyze and address current trends in adult and higher education leadership for effective professional functioning.
5. Ability to use creative and critical thinking skills as well as knowledge of pertinent field characteristics and issues to formulate data-based perceptions, practice planning, theory development and leadership.
6. Ability to generate and effectively communicate perceptions, issues, and information of theory and practice pertinent to the development of new ideas and scholarship that promotes the continued advancement of adult and higher education.

Assessment

During the final semester of study, all students complete a comprehensive written examination to be assessed by faculty members from adult and higher education and one optional faculty member from the student's specialty area. See #4 listed above under the degree requirements section for more information detailing the exit.

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. Must be unconditionally admitted to complete the degree program.
3. All graduate students pursuing programs of study in the Department of Foundational and Graduate Studies in Education must maintain a 3.0 cumulative graduate GPA. Students falling below a 3.0 will be placed on a one-semester period of probation. Students failing to achieve a cumulative graduate GPA of at least 3.0 at the end of the probation semester will be dropped from their respective program. Students who receive grades of "C" or below in more than two courses will be immediately dropped from his/her respective program. Any student receiving an "E" in any course will be placed on probation and no additional coursework will be accepted toward the program until the course in question is retaken with a grade of "B" or higher. Only courses in which a student earns a grade of "C" or higher may be used to satisfy degree requirements.
4. In the final spring or fall semester of the prescribed program of study, and with the consent of the program advisors, students must successfully complete a written comprehensive examination (to be assessed by faculty). Students not passing the examination may retake it near the end of the following semester (at least three months must elapse between exams). If the student does not pass the second written exam, he or she can retake the exam a third and final time near the end of the following semester (after at least three months have elapsed). For this third and final attempt to complete the exam, the student has the option of taking either an oral or written exam. Students not passing the third and final exam attempt will not graduate from the program.
5. Must be unconditionally admitted.

Program Requirements

Required Core

EDAH 644	Principles of Higher Education	3
EDAH 647	Principles of Adult Education	3
EDF 600	Research Methods in Education	3
EDAH 643	Seminar in Higher Education or	3
EDAH 688	Seminar in Adult Education	3

Subtotal: 12

Electives

EDAH 641	Administrative and Management Issues in Higher Education	3
EDAH 642	Student Personnel 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 660	Survey of Community College	3
EDAH 661	The Community College Student	3
EDAH 662	Seminar in Community College	3
EDAH 671	History of Adult and Higher Education	3
EDAH 672	Philosophy of Adult and Higher Education	3
EDAH 673	International Adult and Higher Education	3
EDAH 674	Higher Education Facilities Management	3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3
EDAH 681	Global Comparative Adult Education	3
EDAH 682	Authoritative Systems for Social Change	3
EDAH 683	Legal Issues in Adult Education	3
EDAH 684	Adult Education Learning Practice, Theory and Style	3
EDAH 691	Global Comparative Higher Education	3
EDAH 692	Governance and Finance in Higher Education	3
EDAH 693	Legal and Political Issues in Higher Education	3

Subtotal: 9

Concentrations - choose one

General

Students may tailor a concentration to suit their personal and/or professional interests. The concentration must be pre-approved by their advisor. EDAH courses used in the concentration may not be used as electives.

Any 600-level or higher course	9
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Subtotal: 9

Adult and Higher Education Legal and Policy Studies

Choose three courses.

EDAH 641	Administrative and Management Issues in Higher Education	3
EDAH 682	Authoritative Systems for Social Change	3
EDAH 683	Legal Issues in Adult Education	3
EDAH 692	Governance and Finance in Higher Education	3
EDAH 693	Legal and Political Issues in Higher Education	3

Subtotal: 9

Business Training and Development

Choose three courses.

BIS 621	Instructional Innovations in Business and Information Technology Education	3
BIS 630	Managerial Communications	3
MNGT 600	Survey of Management and Organizational Behavior	3
MNGT 661	Human Resource Topics	3
MNGT 662	Human Resource Development	3
MNGT 665	Organizational Behavior	3
		Subtotal: 9

Community College

EDAH 660	Survey of Community College	3
EDAH 661	The Community College Student	3
EDAH 662	Seminar in Community College	3
		Subtotal: 9

Counseling

Choose three courses.

EDGC 656	Introduction to Counseling	3
EDGC 664	Theories of Counseling	3
EDGC 667	Group Counseling	3
EDGC 619	Career Counseling	3
EDGC 661	Measurement Principles and Techniques	3
		Subtotal: 9

EDGC 656, EDGC 664, and EDGC 667 must be taken in succession without contrary permission from individual instructors.

English as a Second Language

Choose three courses.

EDSL 601	Linguistics for TESOL	3
EDSL 602	TESOL Theory and Practice	3
EDSL 603	Language and Culture	3
EDSL 604	TESOL Methods and Materials	3
		Subtotal: 9

Global Adult and Higher Education

EDAH 673	International Adult and Higher Education	3
EDAH 681	Global Comparative Adult Education	3
EDAH 691	Global Comparative Higher Education	3
		Subtotal: 9

Student Life

EDAH 642	Student Personnel in Higher Education	3
EDAH 674	Higher Education Facilities Management	3
EDAH 678	Internship	1-6
		Subtotal: 9

NOTE: Students may write a thesis in lieu of six hours of coursework. Also, with approval, EDAH 670 - Directed Research, EDAH 676 - Directed Study, or EDAH 678 - Internship, may be substituted for up to six-hours of elective coursework. 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.

Total Credit Hours: 30**Advanced Educational Leadership - Master of Arts****Admission Requirements**

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).

2. Resume or vita (3 page maximum) documenting professional/leadership or education technology, instructional design, and training experience.
3. A written statement providing documentation of the candidate's skills and understanding in the following areas:
 - a. ability to improve student achievement;
 - b. leadership; and
 - c. advanced knowledge of curriculum, instruction, and assessment.
4. A Rank II. A Rank III is allowed for individuals to seek the master's degree and school principal certification only (all other admission requirements must be met).
5. A valid teaching certificate with the completion of at least three (3) years of full-time, documented teaching experience in a public or nonpublic school that meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association.
6. Must have a 3.0 cumulative GPA on all previous graduate work completed.

Program Competencies

Students will:

1. Create, facilitate, and support an effective learning environment, including the mentoring of instructional staff and other educational partners.
2. Analyze, interpret, and use standardized achievement test results, the function of measurement in education, and the use of data for achievement-related decision-making to monitor,
3. Develop and implement strategies to attract, select, develop, evaluate, and retain competent faculty and staff at the P-12 level.
4. Envision, empower, equip, and support the creation of a school culture that is centered on effective learning communities.
5. Guide, facilitate, and support curriculum, instruction, and assessment through the creation and maintaining of a learning environment that promotes student achievement.
6. Apply and utilize legal and ethical issues related to school administration, teaching, and support services provided at the P-12 level.
7. Demonstrate and implement plans to effectively and efficiently use fiscal, time, and technology resources available within the P-12 setting.
8. Apply strategies to leverage community systems and resources to improve educational opportunities for students and their families in the P-12 environment.

Program Completion

1. Candidates must successfully complete a capstone project as part of EDIL 672 in a venue approved by their instructor. The capstone project may include a research project, 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.
2. Must be unconditionally admitted.
3. Candidates must file for completion at the beginning of their last semester. Applications for completion are available online in the self-service area of mymoreheadstate.edu.
4. Candidates must have at least a 3.0 cumulative GPA.
5. Submit a professional portfolio scored as successful according to the established scoring rubric.

(Note: In order to receive certification, a candidate must successfully complete the assessment(s) required by regulation.)

Program Requirements

AEL Core - Level 1 Certification

EDIL 671	Leading, Teaching and Learning	3
EDIL 672	Inquiry and Student Achievement	3
EDIL 673	Human Resource Selection and Development	3
EDIL 674	Developing and Maintaining a Positive School Culture	3
EDIL 675	School Program Improvement	3
EDIL 677	School Law and Diverse Learners	3
EDIL 678	Resource Utilization	3
EDIL 679	Linking Schools with the Community and External Resources	3
		Subtotal: 24

Level 2 Certification

Select one area for completion of the degree.

Director of Pupil Personnel

EDIL 698	Seminar for Administrator of Pupil Personnel Services	3
EDGC 665	Philosophy and Practice of School Counseling	3
EDSP 630	Universal Design for Learning	3
		Subtotal: 9

Principal

EDIL 635	Understanding Professional Responsibilities of Teacher Leaders	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
		Subtotal: 9

Supervisor of Instruction

EDSP 630	Universal Design for Learning	3
EDEL 627	Reading in the Elementary School or	3
EDEL 677	Literacy in the Content Areas	3
EDIL 638	Designing and Implementing Professional Development	3
		Subtotal: 9

Total Credit Hours: 33

Counseling - Master of Arts

The graduate program in counseling is an online program that prepares candidates as school 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 school counseling. Graduates in the educational specialist programs develop advanced skills in clinical work and research. Though our 100% online programs, we strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness, professional ethics 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 of the M.A. in Counseling leads to a Kentucky Provisional School Counseling Certificate grades P-12.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).

2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. A GRE score of 286 (verbal and quantitative) with a minimum verbal score of 143 or a raw score of 33 (385-390 Scaled Score) on the Miller Analogies Test is required.
 - a. The department chair may waive the testing requirement for students who have at least a 3.5 or higher cumulative GPA after having completed 12 graduate hours within the program.
 - b. The department chair will waive the testing requirement for students who have already completed a master's degree.
4. TOEFL 525 (197 computer-based) or 74 on English Language Instruction Test of the University of Michigan, for international students.

Program Competencies

1. Knowledge of the major contemporary theories, which form the foundation for the current practice of professional counseling (EDGC 619, EDGC 620, EDGC 656 and EDGC 666).
2. Knowledge of basic research techniques and methodologies 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 counseling and guidance services consistent with current professional standards and Commonwealth of Kentucky statutes and regulations (EDGC 620, EDGC 656, EDGC 665 and EDGC 669).
4. Knowledge of fundamental psycho-educational assessment theory and practice. Knowledge of legal and ethical issues in assessment and testing. Knowledge of how to (1) select standardized tests, (2) interpret scores to students, parents and school personnel (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).
6. Knowledge of legal and ethical issues in counseling (EDGC 656, EDGC 668, EDGC 620, EDGC 661, EDGC 669).

Clinical Competencies

1. Demonstrate the ability to use various theoretical formulations, interview techniques and appropriate psycho-educational instruments (EDGC 619, 661, 666, 667, 671 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, 665, 666, 667, 671 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, 665, 666, 667, 668, 669 and 671).

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

Assessment

Students in their final semester of study in the program are required to successfully complete a comprehensive and objective written final exit exam. Students who fail to achieve the minimum passing score may retake the written examination after consultation with their advisor. Failing to perform adequately on the second exit examination will result in the opportunity to take and pass an oral exam. If the student does not pass the oral exam, a remediation plan for the student will be 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 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.

This 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.

Requirements for the Degree

1. Satisfy the general degree requirements.
2. If a student has not been 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 and 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.hpsoc.com). If you have any questions, contact any faculty member in the Counseling unit.

6. Students must complete the following:

Program Requirements

Counseling Core

EDGC 619	Career Counseling	3
EDGC 620	Psycho-Social and Multicultural Factors in Counseling	3
EDGC 656	Introduction to Counseling	3
EDGC 664	Theories of Counseling	3
EDGC 665	Philosophy and Practice of School 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

Subtotal: 27

EDGC 664: (formerly EDGC 666)

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

Subtotal: 9

Total Credit Hours: 36

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

The Master of Arts in Education in Educational Technology is an online program. 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 (for criteria, refer to "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 who fit the criteria of educational support will be able to obtain the master's degree, but it cannot be used for initial teacher certification.
3. A GRE minimum combined score of 283 (verbal and quantitative) and 2.5 on the analytic writing portion or a minimum 31 raw score (381-386 Scaled Score) on the Miller Analogies Test.
4. For students who have not met testing requirements for admission into the program, but who have successfully completed 12 hours of coursework required for the program with a 3.5 or above GPA, the department chair may waive the testing requirement.
5. The testing requirement is waived for students who have already completed a master's degree.
6. A minimum of 2.75 undergraduate GPA.

7. Demonstrated competency of computer fluency (i.e. undergraduate or graduate computer competency course or computer competency assessment).

Program Competencies

Students will meet the International Society for Technology Education (ISTE) standards for Teachers.

ISTE Standards for Teachers

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
 - a. Promote, support, and model creative and innovative thinking and inventiveness.
 - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
 - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning and creative processes.
 - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
2. Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the ISTE Standards.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning and assessing their own progress.
 - c. Communicate relevant information and ideas effectively to students, parents and peers using a variety of digital age media and formats.
 - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning.
3. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
 - a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
 - b. Collaborate with students, peers, parents and community members using digital tools and resources to support success and innovation.
 - c. Communicate relevant information and ideas effectively to students, parents and peers using a variety of digital age media and formats.
 - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning.
4. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and

responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal and ethical use of digital information and technology, including respect for copyright, intellectual property and the appropriate documentation of sources.
 - b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.
 - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.
5. Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning and exhibit leadership in their school and professional communities by promoting and demonstrating the effective use of digital tools and resources.
- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
 - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
 - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
 - d. Contribute to the effectiveness, vitality and self-renewal of the teaching profession and of their school and community.

Assessment

The student must submit a professional portfolio demonstrating work completed within the program during the final semester of graduate work.

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. A failing exit portfolio will not be accepted for program completion. A failing portfolio is any score less than a "B" average (i.e. scoring less than a 3.2 on the rubric included with the portfolio instructions).

Program Requirements

Core		
EDTC 611	Introduction to Research and Grant Writing	3
	or	
EDF 600	Research Methods in Education	3
EDTC 621	Technology for the 21st Century Teacher	3
EDTC 628	Technology, Education and Culture	3
EDTC 680	Introduction to Instructional Design and Technology	3

Subtotal: 12

Technology Application/Integration

Complete six hours from the following:

EDTC 625	Assistive Technology	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 685	Principles of Distance Education Delivery	3
EDTC 688	Educational Gaming and Simulation	3
		Subtotal: 6

Curriculum Development

Complete three hours from the following:

EDEL 632	Elementary School Curriculum	3
EDEL 630	Curriculum Construction	3
EDMG 636	Middle School Curriculum	3
EDSE 634	Secondary School Curriculum	3
		Subtotal: 3

Education Electives

Complete six hours from any education course 600-level or above.

Subtotal: 6**General Electives**

Complete three hours from the following:

CIS 634	Management of Telecommunications and Networking	3
CIS 650	Innovation, Technology and Organizational Change	3
EDEL 616	Educational Computing	3
EDSE 616	Educational Computing	3
EDTC	any 600-level or higher course other preapproved courses by advisor	3
		Subtotal: 3

The student is responsible for meeting requirements for admission, the exit requirements and application for graduation. Course requirements may change if certification requirements change by external bodies. Only coursework taken for graduate credit may be counted for the master's degree.

Additional Requirements

1. Satisfy general degree requirements.
2. Must submit a professional portfolio demonstrating work completed within the program during the final semester of graduate work.
3. Must apply for completion at the beginning of the term in which all requirements will be completed.
4. Maintain a 3.0 GPA in all courses taken after completing the bachelor's degree.
5. Must be unconditionally admitted.

Total Credit Hours: 30**The Teacher Leader (TL) Program**

This program provides strong leadership training for students who choose to serve as classroom teachers throughout their professional careers. The TL program allows students 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 students to pursue opportunities beyond their own classroom and to focus on skills needed to leverage both internal and external resources that influence study in the social sciences or preparation for careers in public law. 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 effective leaders.

Teacher Leader master's applicants can select a wide variety of concentrations including:

1. Alternate Concentration (p. 73)
 - Communication
 - English/Language Arts (not dual credit instruction)
 - English as a Second Language (Endorsement)
 - Rural Education
 - School Health
 - Sociology
 - STEM
2. Biology (p. 74) (Dual Credit Instruction)
3. English (p. 74) (Dual Credit Instruction)
4. Gifted Education (p. 75)
5. IECE (Non-IECE certification) (p. 75)
6. Interdisciplinary P-5 (p. 75)
7. Literacy Specialist Endorsement (p. 75)
8. Mathematics (p. 76) (Dual Credit Instruction)
9. Middle Grades 5-9 (p. 76)
10. School Community Leader (p. 76)
11. Social Studies (p. 76)
12. Special Education (p. 77)

Teacher Leader - Master of Arts in Education**Admission Requirements**

(For ALL concentrations)

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. An acceptable admission index by meeting any of the following:
 - a. GRE score (verbal + quantitative) x undergraduate GPA = 850 (minimum);
 - b. Miller Analogies Test (MAT) scaled score x undergraduate GPA = 980 (minimum);
 - c. The test requirement is waived for applicants who have successfully completed a master's degree.
4. A valid teaching certificate or statement of eligibility.
5. For candidates selecting the Literacy Specialist Endorsement or School Community Leader areas and also seeking National Board Certification, admission to the National Board for Professional Teaching program is also required.

Alternate Admission Requirements

Applicants may be admitted to the program by meeting one of the following:

1. For students who have not met the testing requirements for admission into the program, but who have successfully completed 12 hours of coursework required for the program with at least a 3.5 or above GPA, the department chair may waive the testing requirement. The department will waive the testing requirement for students who have already completed a master's degree; **OR**

2. Prior to registering for the fifth course, applicants may submit a GRE or MAT score that results in an acceptable admission index. The admission index will be determined by the following:
 - a. GRE score (verbal + quantitative) x undergraduate GPA = 850 (minimum);
 - b. Miller Analogies Test (MAT) scaled score x undergraduate GPA = 980 (minimum).

Program Competencies

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

Assessment

Each Teacher Leader student in the master's program is required to successfully complete a portfolio. The portfolio will be a culmination of teacher leadership skills that were designed to improve student learning. To that end, students 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. Each portfolio will be submitted to the student's advisor through Taskstream. The portfolio will contain the following components: a table of contents, a letter to the reviewer, the critical performance for each of the required core courses (varies by concentration), and two projects and/or papers completed within the concentration area courses. Graduate level grammar, writing, and APA formatting for in-text citations and reference lists are expected.

Portfolio Requirements

1. Submitted through Taskstream.
2. Graduate-level grammar and writing.
3. Appropriate APA formatting for in-text citations and reference list.
4. Table of Contents.
5. Letter to the Reviewer (includes a portfolio overview, a reflection synthesizing program competencies, and a statement about how the program will impact his/her teaching and/or leadership in the schools). Students should contact their advisor for more specific information.

6. Teacher Leader Core (Note: Some concentrations do NOT require all core classes; therefore, students in those concentrations will NOT be responsible for the portfolio requirement for any core classes that are not required.)
 - a. EDTL 601: Instructional Question Project
 - b. EDTL 602: Critical Analysis of a Local School Decision or Philosophy of Education Statement
 - c. EDTL 603: Explanation (including strengths and weaknesses) of the Research Designs Used in Education
 - d. EDTL 604: Collaboration Project
 - e. EDTL 605: Development Case Study of Students or Policy Analysis
 - f. EDTL 606: Action Proposal for Change Based on Curricular Need
7. Concentration Courses
 - a. Any approved course: A project or paper from the course
 - b. Any approved course: A project or paper from the course

Maintaining Enrollment

After completion of 12 hours, students must have attained at least a 3.0 cumulative program GPA. Students 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 student will be dropped from the program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The student must apply for graduation at the beginning of the term in which they anticipate completion. The completion form can be accessed online at www.moreheadstate.edu/degree.
3. Maintain a cumulative 3.0 GPA after completing the bachelor's degree.
4. Students must successfully complete a portfolio (see description in the section above).
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.

Teacher Leader - Alternative Concentration

This concentration is designed for Teacher Leader candidates who want to add skills and knowledge not defined in the other areas of TL concentrations. Candidates can choose from pre-planned alternatives or design their own program of study. Pre-planned alternative concentrations include: Communications, English/Language Arts (not for dual credit instruction), English as a Second Language (Endorsement), Rural Education, School Health, Sociology, and STEM.

If designing their own program of study, the candidate works with his or her advisor to identify a graduate faculty consultant with expertise in the candidate's concentration. The candidate, advisor, faculty consultant (who may be the advisor) and department chairs complete and sign the curriculum contract that lists the approved courses for the alternative concentration.

The selected concentration MUST:

1. Enhance the competency of the initial teaching certification;
2. Add a certification area not covered by the initial certificate; or
3. Advance professionally to a higher position.

This concentration requires a signed curriculum contract that lists the courses required in the alternative concentration.

Program Requirements**Teacher Leader Core**

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 604	Collaboration for Teachers	3
EDTL 605	Developmental Analysis of Learning	3
EDTL 606	Curriculum and Instructional Design	3
		Subtotal: 18

Alternative Concentration

Possible pre-planned alternative concentrations include:

- Communications - 12 hours from any COMM 600-level courses
- English/Language Arts (not dual credit instruction) - 12 hours from any ENG 600-level courses
- English as a Second Language (Endorsement) - EDTL 601, EDTL 602, EDTL 603, EDTL 604
- Rural Education - SOC 659 and 3 courses from the following: SOC 616, SOC 617, SOC 626, SOC 630, SOC 665, SOC 676, RAPP 620, RAPP 630, RAPP 637
- School Health - 12 hours from any HLTH 600-level courses
- Sociology - 12 hours from any SOC 600-level courses
- STEM - MATH/SCI 619, EDTC 600-level course, BIOL 600-level course, and one of the following: MATH 625, MATH 663, EDTC 600-level course, BIOL 600-level course

Subtotal: 12

Total Credit Hours: 30

NOTE: With the exception of the ESL endorsement (which requires the appropriate Praxis exam), this concentration does NOT change the area in which a candidate is certified to teach.

Teacher Leader - Biology

Completion of the Teacher Leader - Biology concentration will prepare the candidate to be a dual-credit instructor in this content area.

Program Requirements**Teacher Leader Core**

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 605	Developmental Analysis of Learning	3
		Subtotal: 12

Choose one of the following:

EDTL 604	Collaboration for Teachers	3
EDTL 606	Curriculum and Instructional Design	3
		Subtotal: 3

Biology Concentration

Choose 18 hours from the following:

BIOL 601	Biological Concepts	3
BIOL 606	Biology of the Vertebrates	3
BIOL 607	Invertebrate Zoology	3
BIOL 608	Taxonomy of Vascular Plants	3
BIOL 609	Limnology	3
BIOL 610	Advanced Evolution	3
BIOL 615	Systematic Entomology	3
BIOL 617	Mycology	4
BIOL 618	Microbial Physiology	4
BIOL 620	Advanced Plant Physiology	3
BIOL 621	Biology of Ferns	3

BIOL 622	Forests and Tree Ring Science	3
BIOL 624	Immunology	3
BIOL 625	Advanced Genetics	3
BIOL 627	Pathogenic Microbiology	3
BIOL 628	Virology	3
BIOL 629	Histology	3
BIOL 630	Endocrinology	3
BIOL 631	Herpetology	3
BIOL 632	Reproductive Physiology	3
BIOL 633	Ichthyology	4
BIOL 635	Advanced Ecology	3
BIOL 636	Wetland Ecology and Management	3
BIOL 637	Ornithology	3
BIOL 638	Mammalogy	3
BIOL 640	Advanced Parasitology	3
BIOL 643	General Parasitology	3
BIOL 644	Graduate Clinical Lab Procedures	3
BIOL 645	Molecular Biology	3
BIOL 646	Biotechnology	3
BIOL 647	Organ Systems Physiology	3
BIOL 649	Plant Anatomy	3
BIOL 651	Advanced Cell Biology	3
BIOL 652	Aquatic Entomology	3
BIOL 654	Environmental Education	3
BIOL 656	Plant Morphology	3
BIOL 670	Directed Research	1-3
BIOL 671	Graduate Seminar	1
BIOL 673	Medical-Veterinary Entomology	4
BIOL 676	Directed Study	1-3
BIOL 678	Animal Behavior	3
BIOL 680	History of Science	3
BIOL 690	Advanced Biochemistry	3
BIOL 693	Laboratory Techniques Biochemistry	2
		Subtotal: 18

Total Credit Hours: 33

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

NOTE: If a student takes and earns a grade for the 400-level version of a course at MSU in which there is a 400- and 600-level version, h/she cannot take the 600-level version of the same course for graduate credit.

Teacher Leader - English

Completion of the Teacher Leader - English concentration will prepare the candidate to be a dual-credit instructor in this content area.

Program Requirements**Teacher Leader Core**

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 605	Developmental Analysis of Learning	3
		Subtotal: 12

Choose one of the following:

EDTL 604	Collaboration for Teachers	3
EDTL 606	Curriculum and Instructional Design	3
		Subtotal: 3

English Concentration

Note: Candidates must be approved to participate in the Morehead Writing Project Summer Institute to register for ENG 608 and ENG 609.

ENG 608	Morehead Writing Project Summer Institute	3
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ENG 609	Morehead Writing Project Summer Institute	3
ENG 612	Theories of Teaching Writing	3
ENG Electives	Graduate English courses approved by advisor	9

Subtotal: 18**Total Credit Hours: 33**

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Gifted Education**Program Requirements****Teacher Leader Core**

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

Subtotal: 18**Gifted Education Concentration**

EDSP 641	Conceptions and Identification of Gifted Children and Youth	3
EDSP 642	Meeting the Individual Needs of Gifted Children and Youth	3
EDSP 643	Teaching the Gifted Student	3
EDSP 645	Practicum in Gifted Education	3

Subtotal: 12**Total Credit Hours: 30**

NOTE: Requires successful completion of the PRAXIS. Program completion will add the gifted education endorsement to the certificate.

Teacher Leader - IECE (Non-Certification)

The Teacher Leader IECE Certification was officially discontinued through the curriculum committee process. The TL for IECE (already certified) continues.

Program Requirements**Teacher Leader Core**

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 604	Collaboration for Teachers or	3
IECE 601	Early Intervention	3
EDTL 605	Developmental Analysis of Learning	3

Subtotal: 15**IECE Concentration**

IECE 631	Guidance for Young Children	3
EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDSP 605	Early Childhood Special Education	3
IECE 615	Families and Young Children	3

Subtotal: 15**Total Credit Hours: 30**

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Interdisciplinary P-5**Program Requirements****Teacher Leader Core**

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

Subtotal: 18**Interdisciplinary P-5 Concentration**

EDEL 627	Reading in the Elementary School	3
MATH 631	Problem Solving for the Elementary Teacher	3

Subtotal: 6**Choose two courses from the following:**

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

Subtotal: 6**Total Credit Hours: 30**

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Literacy Specialist Endorsement**Program Requirements****Teacher Leader Core**

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 604	Collaboration for Teachers	3

Subtotal: 12**Literacy Endorsement Concentration**

EDEL 624	Literacy Practicum	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 662	Literacy Assessment	3
EDEL 677	Literacy in the Content Areas	3

Subtotal: 15**Choose one of the following two options (six hours):****Option 1:**

ENG 608	Morehead Writing Project Summer Institute	3
ENG 609	Morehead Writing Project Summer Institute	3

Option 2:

EDUC 608	Morehead Writing Project Fall Institute	3
EDUC 609	Morehead Writing Project Spring Institute	3

Subtotal: 6**Total Credit Hours: 33**

NOTE: The Teacher Leader Literacy Specialist Endorsement concentration requires successful completion of the PRAXIS. The concentration will add the literacy specialist endorsement to the candidate's certificate.

Teacher Leader - Mathematics

Completion of the Teacher Leader - Mathematics concentration will prepare the candidate to be a dual-credit instructor in this content area.

Program Requirements

Teacher Leader Core

EDTL 601	Leadership and Decision Making	3
EDTL 602	Education in Context	3
EDTL 603	Research and Teacher Leader	3
EDTL 605	Developmental Analysis of Learning	3

Subtotal: 12

Choose one of the following:

EDTL 604	Collaboration for Teachers	3
EDTL 606	Curriculum and Instructional Design	3

Subtotal: 3

Mathematics Concentration

MATH 610	Real Analysis	3
MATH 625	Number Theory for Teachers	3
MATH 650	Higher Algebra I	3

Subtotal: 9

Choose nine hours from the following:

(Candidates may choose from Group A, Group B or a combination of both groups. However, choosing electives from Group A will also prepare candidates for further graduate study in mathematics or mathematics education and prepare them to teach mathematics at the university level.)

Group A

MATH 604	Topology	3
MATH 618	Probability	3
MATH 653	Concepts in the Design of Experiments	3
MATH 656	Nonparametric Statistics	3
MATH 670	Research Problems	1-6
MATH 675	Selected Topics	1-6
MATH 676	Special Problems Math	1-3
MATH 685	Vector Analysis	3
MATH 686	Complex Variables	3

Group B

MATH 619	Advanced Integrated Math and Science for Teachers	3
MATH 620	Mathematical Modeling for Teachers	3
MATH 642	Mathematical Models in Biology for Teachers	3
MATH 663	Probability and Statistics for Teachers	3
MATH 676	Special Problems Math	1-3

Subtotal: 9

Total Credit Hours: 33

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Middle Grades 5-9

Program Requirements

Teacher Leader Core

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

Subtotal: 18

Middle Grades Concentration

EDMG 636	Middle School Curriculum	3
EDEL 677	Literacy in the Content Areas	3

Subtotal: 6

Choose two of the following depending upon area of certification:

EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 623	Advanced Language Arts for the Elementary Teacher	3
EDUC 618	Teaching Mathematics for Diverse Learners	3
SCI 619	Advanced Integrated Math and Science for Teachers	3

Subtotal: 6

Total Credit Hours: 30

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - School Community Leader (Non-National Board Certification)

Program Requirements

Teacher Leader Core

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

Subtotal: 18

School Community Leader Concentration

EDIL 621	Research for Instructional Leadership	3
EDIL 635	Understanding Professional Responsibilities of Teacher Leaders	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3

Subtotal: 12

Total Credit Hours: 30

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Social Studies

Program Requirements

Teacher Leader Core

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

Subtotal: 18

Social Studies Concentration

Choose 12 hours from the following:

HST 600	Special Class	1-3
HST 610	American Biography	3
HST 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: 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

Subtotal: 12

Courses must align with candidate's professional and career goals.

Total Credit Hours: 30

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader - Special Education

Program Requirements

Teacher Leader Core

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

Subtotal: 18

Special Education Concentration

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

Subtotal: 12**Total Credit Hours: 30**

NOTE: This degree will NOT change the area in which a candidate is certified to teach.

Teacher Leader Fifth Year

Admission Requirements

To be eligible for admission, applicants must have fulfilled the requirements below BEFORE admission to the program and registering for their first course.

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. A valid teaching certificate or statement of eligibility.

Program Competencies

The following list includes the student competencies for the Teacher Leader program and the course(s) in which each competency is discussed (D) and/or contains a key assessment (KA).

1. Fosters a collaborative culture to support educator development and student learning [EDTL 604 (KA), EDTL 605 (D)].
2. Accesses and uses research to improve practice and student learning [EDTL 601 (D), EDTL 602 (D), EDTL 603 (KA), EDTL 605 (D), EDTL 606 (D)].
3. Promotes professional learning for continuous improvement [EDTL 601 (D), EDTL 603 (D)].
4. Facilitates improvements in instruction and student learning [EDTL 603 (D), EDTL 605 (KA)].

5. Promotes the use of assessments and data for school and district improvement [EDTL 603 (KA), EDTL 604 (D), EDTL 605 (D)].
6. Improves outreach and collaboration with families and community [EDTL 602 (KA), EDTL 604 (D)].
7. Advocates for student learning and the profession [EDTL 602 (D), EDTL 604 (D), EDTL 605 (D), EDTL 606 (KA)].

Assessment

Each student in the Teacher Leader Fifth-Year program is required to successfully complete a portfolio. The portfolio will be a culmination of teacher leadership skills that were designed to improve student learning. To that end, students will be involved in activities and projects throughout the Teacher Leader Fifth-Year program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. Each portfolio will be submitted to the student's advisor through Taskstream. The portfolio will contain the following components: a table of contents, a letter to the reviewer, the critical performance for each of the required core courses, and two projects and/or papers completed within the professional education and/or academic support courses. Graduate-level grammar, writing, and APA formatting for in-text citations and reference lists are expected.

Portfolio Requirements

1. Submitted through Taskstream.
2. Graduate-level grammar and writing.
3. Appropriate APA formatting for in-text citations and reference list.
4. Table of Contents.
5. Letter to the Reviewer (includes a portfolio overview, a reflection synthesizing program competencies, and a statement about how the program will impact his/her teaching and/or leadership in the schools). Students should contact their advisor for more specific information.
6. Teacher Leader Fifth-Year Core
 - a. EDTL 601: Instructional Question Project
 - b. EDTL 602: Critical Analysis of a Local School Decision or Philosophy of Education Statement
 - c. EDTL 603: Explanation (including strengths and weaknesses) of the Research Designs Used in Education
 - d. EDTL 604: Collaboration Project
 - e. EDTL 605: Development Case Study of Students or Policy Analysis
 - f. EDTL 606: Action Proposal for Change Based on Curricular Need
7. Professional Education or Academic Support Courses
 - a. Any approved course: A project or paper from the course
 - b. Any approved course: A project or paper from the course

Maintaining Enrollment

After completion of 12 hours, students must have attained at least a 3.0 cumulative program GPA. Students 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 student will be dropped from the program.

Requirements for the Certificate

1. Satisfy general certificate requirements.
2. The student must apply for program completion at the beginning of the term in which he/she anticipates completion. The completion form can be accessed online at www.moreheadstate.edu/nondegree.

- Maintain a cumulative 3.0 GPA after completing the bachelor's degree. Students must successfully complete a portfolio (see description in the section above).

Program Requirements

Teacher Leader Core

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

Subtotal: 18

Professional Education

Students choose six hours graduate-level education courses that align with their professional growth plan. The student's advisor and department chair must approve the courses.

Subtotal: 6

Academic Support

Students chooses six hours graduate-level academic support (content) courses that align with their professional growth plan. The student's advisor and department chair must approve the courses.

Subtotal: 6

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

Total Credit Hours: 30

Endorsements

English as a Second Language Endorsement

This program is an online ESL endorsement program, which provides comprehensive training for teachers to instruct students whose first language is not English. The program consists of 12 credit hours presented as four courses with embedded field experiences.

Admission Requirements

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
- A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
- An acceptable admission index by meeting any of the following:
 - GRE score (verbal + quantitative) x undergraduate GPA = 850 (minimum)
 - Miller Analogies Test (MAT) scaled score * 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.

Program Competencies

- Describe the English language system (phonology, morphology, syntax, semantics and pragmatics) and apply knowledge for instructional purposes.
- Compare and contrast first and second language development and theories.

- Demonstrate ability to apply research-based practices, strategies and technology to plan, implement and manage standards-based ESL and content instruction.
- Apply cultural and ethical principles to teaching English to speakers of other languages.
- Conduct assessments in various teaching situations.
- Adapt instruction to English language learners' academic needs and linguistic backgrounds.

Assessment

Program completion rate

PRAXIS pass rate

Student self-assessment

Student program evaluation

Portfolio documentation of meeting standards

Tracking of graduates to determine TESOL training effect on employment

Endorsement Requirements

Required:

EDSL 601	Linguistics for TESOL	3
EDSL 602	TESOL Theory and Practice	3
EDSL 603	Language and Culture	3
EDSL 604	TESOL Methods and Materials	3

Exit Requirements

- Must be admitted to the program.
- Must have a minimum cumulative GPA of 3.0.
- Must successfully complete required PRAXIS exams.
- Must apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/graduate or visit the Graduate School, 701 Ginger Hall, Morehead, KY 40351. The completion form can also be faxed to 606-783-5061.
- Must provide evidence in Taskstream of having met Kentucky Teacher Standards and National TESOL standards.

Total Credit Hours: 12

Gifted Education Endorsement

Admission Requirements

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
- A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
- Must hold a valid teaching certificate.
- One year of successful teaching experience.

Program Completion

- The student must apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/graduate or visit the Graduate School, 701 Ginger Hall, Morehead, KY 40351. The completion form can also be faxed to 606-783-5061.
- Students must have at least a 3.0 cumulative GPA.
- Successful completion of PRAXIS Gifted Education exam.
- Unconditional admission to the program.

Endorsement Requirements

Required:

EDSP 641	Conceptions and Identification of Gifted Children and Youth	3
EDSP 642	Meeting the Individual Needs of Gifted Children and Youth	3
EDSP 643	Teaching the Gifted Student	3
EDSP 645	Practicum in Gifted Education	3

Total Credit Hours: 12

Instructional Computer Technology Endorsement

The Instructional Computer Technology Endorsement is an online program. 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 in providing instructional technology and instructional design leadership within their schools and districts.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. A minimum cumulative GPA of 2.75 on the baccalaureate degree awarding final transcript or a minimum cumulative GPA of 3.0 on the master's degree awarding final transcript for those who have completed a previous master's degree from a regionally accredited institution of higher education is required.
3. Teaching certificate or statement of eligibility.
4. A GRE minimum combined score of 283 (verbal and quantitative) and 2.5 on the analytic writing portion or a minimum 31 raw score (381-386 Scaled Score) on the Miller Analogies Test.
5. For students who have not met testing requirements for admission into the program, but who have successfully completed 12 hours of coursework required for the program with a 3.5 or above GPA, the department chair may waive the testing requirement.
6. The testing requirement is waived for students who have already completed a master's degree or fifth-year program.

Assessment

The student must submit a professional portfolio demonstrating work completed within the program during the final semester of graduate work.

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.

Endorsement Requirements

Required:

EDTC 611	Introduction to Research and Grant Writing	3
EDTC 621	Technology for the 21st Century Teacher	3
EDTC 628	Technology, Education and Culture	3

EDTC 680	Introduction to Instructional Design and Technology	3
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Complete three hours from the following:

CIS 634	Management of Telecommunications and Networking	3
CIS 650	Innovation, Technology and Organizational Change	3
EDTC 625	Assistive Technology	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 688	Educational Gaming and Simulation	3
EDTC 685	Principles of Distance Education Delivery	3
EDTC	any 600-level or higher course	

Additional Requirements

1. The student must submit a professional portfolio demonstrating work completed within the program during the final semester of graduate work.
2. Must apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/graduate or visit the Graduate School, 701 Ginger Hall, Morehead, KY 40351. The completion form can also be faxed to 606-783-5061.
3. Maintain a 3.0 GPA in all courses taken after completing the bachelor's degree.
4. Must be unconditionally admitted.
5. If the student has not been unconditionally admitted after completing 12 graduate hours, he/she will not be allowed to register for additional hours.

Total Credit Hours: 15

Leadership Certification Programs

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. This is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Must hold a master's degree from an accredited college or university.
3. Must hold a valid teaching certificate in an area in special education.
4. Must have successfully completed three years of full-time experience as a teacher or school psychology with a minimum of one year as a teacher of exceptional children or school psychologist. A letter of validation must be received from the superintendent of the school district(s). Must have experience prior to program completion.

Certification Requirements

Level 1

Assessment course chosen from:

EDGC 661	Measurement Principles and Techniques	3
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or an equivalent course in assessment

One of the following:

EDEL 630	Curriculum Construction	3
EDEL 632	Elementary School Curriculum	3
EDSE 634	Secondary School Curriculum	3
EDMG 636	Middle School Curriculum	3
		Subtotal: 6

Level 2

EDIL 601	Introduction to School Leadership Administration	3
EDIL 628	School Law and 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
		Subtotal: 21

EDSP 624: Must have completed 12 of the 15 Level 2 hours listed above before enrolling in practicum listed above.

Students must have completed a minimum of nine (9) graduate credit hours at Morehead State University for a certification recommendation. Students must have a 3.0 cumulative GPA to complete the program.

Note: In order to receive certification, the candidate must successfully complete the assessment(s) required by regulation.

School Superintendent**Admission Requirements**

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
- An earned a master's degree from an accredited institution.
- A professional certificate (teaching).
- Completion of the Levels I and II preparation and certification for the position of school principal, or supervisor of instruction; or for a candidate who completed preparation for principal prior to 1988, completion of the assessments for administration; and,
- Completion of at least three (3) years of full-time teaching experience, including at least 140 days per year.
- A written letter of recommendation from a supervisor or an education agency representative attesting to the applicant's suitability for school leader.
- An admissions portfolio which documents that the applicant demonstrates the following:
 - The ability to improve student achievement;
 - Knowledge of school laws related to school finance, school operations, and personnel matters;
 - The ability to implement curriculum, instruction, and assessment;
 - A commitment to ongoing professional growth;
 - Effective communication skills; and
 - The ability to build relationships, foster teamwork, and develop networks.
- Students may only be unconditionally admitted.

Program Completion

- Successful completion of all coursework with no grade lower than a "B" in any course.
- Successful completion of a capstone portfolio.
- At least two years' experience as a principal, supervisor of instruction, guidance counselor, DPP, DoSE, school business

administrator, vocational school coordinator, or coordinator/administrator/supervisor of district-wide services.

- Apply for completion at the beginning of the term in which all requirements will be completed.
- Must be unconditionally admitted.

Program Requirements**Required Courses**

EDIL 639	Intentional Planning for Student Learning	3
EDIL 641	School Superintendent	3
EDIL 649	School District Management	3
EDIL 659	Systems for Change	3
		Subtotal: 12

Rank I Programs**Rank I in Counseling**

The Rank I in Counseling is an online program.

(60 graduate hours, including the master's in counseling degree)

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
- Applicants must meet two of the following three:
 - A minimum combined score on the verbal and quantitative sections of the GRE of 286 with a minimum verbal score of 143 or a 33 raw score (385-390 Scaled Score) on the Miller Analogies Test is required.
 - GPA of 3.5 in the master's degree.
 - Provisional certification in school counseling.

Rank I Program Requirements**Rank I Core**

EDGC 619	Career Counseling	3
EDGC 620	Psycho-Social and Multicultural Factors in Counseling	3
EDGC 656	Introduction to Counseling	3
EDGC 664	Theories of Counseling	3
EDGC 665	Philosophy and Practice of School 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 in Counseling	3
EDGC 683	Advanced Counseling Theory	3
		Subtotal: 33

Electives

Choose nine hours from the following:

EDGC 674	Seminar in Guidance and Counseling	1-3
EDGC 676	Directed Study	1-3
EDGC 680	Family Counseling	3
EDGC 682	Counseling Issue in Sexuality	3
		Subtotal: 9

Testing

EDGC 661	Measurement Principles and Techniques	3
EDGC 662	Assessment in Counseling	3
		Subtotal: 6

Psychology of the Individual

Choose six hours from the following:

EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDSP 601	Survey of Exceptional Children	3
PSY 650	Abnormal Psychology	3
PSY 689	Psychology of Learning	3

Subtotal: 6**Research***Choose six hours from the following:*

EDF 600	Research Methods in Education	3
EDGC 670	Directed Research	1-3
EDEL 616	Educational Computing	3
EDIL 619	Technology and Best Practices for School Improvement	3

Subtotal: 6

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

Total Credit Hours: 60

Rank I in Educational Technology with Instructional Computer Technology Endorsement

The Rank I in Educational Technology Endorsement is an online program. 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. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Must hold a master's degree from an accredited college or university or have completed a fifth-year program.
3. Valid teaching certificate or statement of eligibility.
4. Student must have a 3.0 GPA on all graduate course work.
5. Demonstrated competency of computer fluency (i.e. undergraduate or graduate computer competency course or computer competency assessment).

Program Competencies

Education (ISTE) standards for Coaches.

ISTE Standards for Coaches

1. **Visionary Leadership:** Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.
 - a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.
 - b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels.
 - c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision
2. **Teaching, Learning, & Assessments:** Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.
 - a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.
 - b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
 - c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
 - d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation).
 - e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.
 - f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
 - g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.
 - h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
3. **Digital Age Learning Environments:** Technology Coaches create and support effective digital age learning environments to maximize the learning of all students.
 - a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
 - b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
 - c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.

represented in the school and district technology plans and guidelines.

- d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

- d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning.
 - e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments.
 - f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.
 - g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.
4. **Professional Development and Program Evaluation:** Technology Coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.
- a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
 - b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment.
 - c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.
5. **Digital Citizenship:** Technology Coaches model and promote digital citizenship.
- a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.
 - b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies.
 - c. Model and promote diversity, cultural understanding, and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.
6. **Content Knowledge and Professional Growth:** Technology Coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.
- a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the Standards•S and Standards•T.
 - b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice.
 - c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology enhanced learning experiences.

Assessment

The student must submit a professional portfolio demonstrating work completed within the program during the final semester of graduate work.

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. A failing exit portfolio will not be accepted for program completion. A failing portfolio is any score less than a "B" average (i.e. scoring less than a 3.2 on the rubric included with the portfolio instructions).

Rank I Program Requirements

Core

EDTC 611	Introduction to Research and Grant Writing	3
EDTC 621	Technology for the 21st Century Teacher	3
EDTC 628	Technology, Education and Culture	3
EDTC 680	Introduction to Instructional Design and Technology	3

Subtotal: 12

General Electives

Any 600-level or higher courses, including 600 or higher EDTC courses; or to be chosen from the following courses in consultation with the assigned advisor:

EDIL 619	Technology and Best Practices for School Improvement or	3
EDSE 616	Educational Computing	3
EDTC 625	Assistive Technology	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 681	Individualized Learning Systems	3
EDTC 685	Principles of Distance Education Delivery	3
EDTC 688	Educational Gaming and Simulation	3
CIS 634	Management of Telecommunications and Networking	3
CIS 650	Innovation, Technology and Organizational Change	3

Subtotal: 18

(A minimum of 60 graduate hours including the master's degree or fifth year)

Additional Requirements for the Rank I

1. The program must be planned with the student's advisor at the beginning of the program.
2. A minimum of 60 approved graduate credits including a master's degree or 30 approved graduate credits in addition to a Rank II.
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. Up to nine semester hours may be earned at another accredited institution and transferred to this program with approval.
5. Credit earned by correspondence shall not apply toward the Rank I program.
6. The student must meet University exit assessment criteria.
7. 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 programs. 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 cumulative GPA of 3.0.

Rank I with Environmental Education Endorsement

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. Completion of a master's degree or a fifth year program from an accredited college or university.
3. Must hold a valid teaching certificate or statement of eligibility.
4. A minimum GPA of 3.0.

Program Completion

1. Unconditional admission to the program.
2. Must have a cumulative GPA of 3.0.

Rank I Program Requirements

Core Requirements

RAPP 637	Environmental Policy and Management	3
RAPP 685	Advanced Environmental Education	3
		Subtotal: 6

Electives

Choose one from Group A:

AGR 612	Conservation Workshop	3
BIOL 654	Environmental Education	3
BIOL 683	Selected Workshop Topics	1-4
RAPP 670	Directed Research	3
		Subtotal: 3

Choose one from Group B:

BIOL 635	Advanced Ecology	3
BIOL 636	Wetland Ecology and Management	3
GEO 605	Conservation of Natural Resources	3
SCI 676	Research Problems	1-6
		Subtotal: 3

Choose 18 hours from the following:

EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 677	Literacy in the Content Areas	3
EDEL 682	Advanced Curriculum Development	3
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3

EDF 680	History and Philosophy of Education	3
EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDGC 656	Introduction to Counseling	3
EDGC 661	Measurement Principles and Techniques	3
EDIL 628	School Law and Ethics	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
EDIL 677	School Law and Diverse Learners	3
EDSE 633	Effective Classroom Instruction	3
EDSE 634	Secondary School Curriculum	3
EDSP 601	Survey of Exceptional Children	3
EDSP 605	Early Childhood Special Education	3
EDSP 630	Universal Design for Learning	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 683	Creativity in 21st Century Education	3
EDUC 603	National Board Certification Preparation	3
EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDUC 693	Teaching the Arts in Education	3
IECE 654	Administration in Early Childhood Programs	3
IECE 655	Advanced Early Childhood Assessment	3

Subtotal: 18

Total Credit Hours: 30

Rank I General Pedagogy

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. Completion of a master's degree or a fifth-year program from an accredited college or university.
3. Must hold a valid teaching certificate or statement of eligibility.
4. A minimum GPA of 3.0.

Program Completion

1. Unconditional admission to the program.
2. Must have a cumulative GPA of 3.0.

Rank I Program Requirements

Choose 30 hours from the following:

AGR 612	Conservation Workshop	3
BIOL 635	Advanced Ecology	3
BIOL 636	Wetland Ecology and Management	3
BIOL 654	Environmental Education	3
BIOL 683	Selected Workshop Topics	1-4
EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 624	Literacy Practicum	3
EDEL 625	Foundations of Language Development	3

EDEL 626	Investigations in Reading	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 662	Literacy Assessment	3
EDEL 677	Literacy in the Content Areas	3
EDEL 682	Advanced Curriculum Development	3
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDGC 656	Introduction to Counseling	3
EDGC 661	Measurement Principles and Techniques	3
EDIL 628	School Law and Ethics	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
EDIL 677	School Law and Diverse Learners	3
EDMG 636	Middle School Curriculum	3
EDSE 633	Effective Classroom Instruction	3
EDSE 634	Secondary School Curriculum	3
EDSL 601	Linguistics for TESOL	3
EDSL 602	TESOL Theory and Practice	3
EDSL 603	Language and Culture	3
EDSL 604	TESOL Methods and Materials	3
EDSP 601	Survey of Exceptional Children	3
EDSP 605	Early Childhood Special Education	3
EDSP 630	Universal Design for Learning	3
EDSP 641	Conceptions and Identification of Gifted Children and Youth	3
EDSP 642	Meeting the Individual Needs of Gifted Children and Youth	3
EDSP 643	Teaching the Gifted Student	3
EDSP 645	Practicum in Gifted Education	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 683	Creativity in 21st Century Education	3
EDTL 605	Developmental Analysis of Learning	3
EDUC 603	National Board Certification Preparation	3
EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDUC 693	Teaching the Arts in Education	3
IECE 631	Guidance for Young Children	3
IECE 654	Administration in Early Childhood Programs	3
IECE 655	Advanced Early Childhood Assessment	3
GEO 605	Conservation of Natural Resources	3
RAPP 637	Environmental Policy and Management	3
RAPP 670	Directed Research	3
RAPP 685	Advanced Environmental Education	3
SCI 676	Research Problems	1-6

Total Credit Hours: 30

Note: Does not provide additional endorsement.

Rank I with Gifted Students P-12 Endorsement

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. Completion of a master's degree or a fifth-year program from an accredited college or university.
3. Must hold a valid teaching certificate or statement of eligibility.
4. A minimum GPA of 3.0.

Program Completion

1. Unconditional admission to the program.
2. Must have a cumulative GPA of 3.0.
3. Successful completion of PRAXIS exam.

Rank I Program Requirements

Core Requirements

EDSP 641	Conceptions and Identification of Gifted Children and Youth	3
EDSP 642	Meeting the Individual Needs of Gifted Children and Youth	3
EDSP 643	Teaching the Gifted Student	3
EDSP 645	Practicum in Gifted Education	3

Subtotal: 12

Electives

Choose 18 hours from the following:

EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 677	Literacy in the Content Areas	3
EDEL 682	Advanced Curriculum Development	3
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDGC 656	Introduction to Counseling	3
EDGC 661	Measurement Principles and Techniques	3
EDIL 628	School Law and Ethics	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
EDIL 677	School Law and Diverse Learners	3
EDMG 636	Middle School Curriculum	3
EDSE 633	Effective Classroom Instruction	3
EDSE 634	Secondary School Curriculum	3
EDSP 601	Survey of Exceptional Children	3
EDSP 605	Early Childhood Special Education	3
EDSP 630	Universal Design for Learning	3
EDTL 605	Developmental Analysis of Learning	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the	3

EDTC 683	Classroom Creativity in 21st Century Education	3
EDUC 603	National Board Certification Preparation	3
EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDUC 693	Teaching the Arts in Education	3
IECE 631	Guidance for Young Children	3
IECE 654	Administration in Early Childhood Programs	3
IECE 655	Advanced Early Childhood Assessment	3

Subtotal: 18**Total Credit Hours: 30****Rank I with Literacy Specialist Endorsement P-12****Admission Requirements**

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. Completion of a master's degree or a fifth year program from an accredited college or university.
3. Must hold a valid teaching certificate or statement of eligibility.
4. A minimum GPA of 3.0.

Program Completion

1. Unconditional admission to the program.
2. Must have a cumulative GPA of 3.0.
3. Successful completion of PRAXIS exam.

Rank I Program Requirements**Electives**

Choose nine hours from the following:

EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 677	Literacy in the Content Areas	3
EDEL 682	Advanced Curriculum Development	3
EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDGC 656	Introduction to Counseling	3
EDGC 661	Measurement Principles and Techniques	3
EDIL 628	School Law and Ethics	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
EDIL 677	School Law and Diverse Learners	3
EDMG 636	Middle School Curriculum	3
EDSE 633	Effective Classroom Instruction	3
EDSE 634	Secondary School Curriculum	3
EDSP 601	Survey of Exceptional Children	3
EDSP 605	Early Childhood Special Education	3

EDSP 630	Universal Design for Learning	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 683	Creativity in 21st Century Education	3
EDTL 605	Developmental Analysis of Learning	3
EDUC 603	National Board Certification Preparation	3
EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDUC 693	Teaching the Arts in Education	3
IECE 631	Guidance for Young Children	3
IECE 654	Administration in Early Childhood Programs	3
IECE 655	Advanced Early Childhood Assessment	3

Subtotal: 9**Core Requirements**

EDEL 624	Literacy Practicum	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 662	Literacy Assessment	3
EDEL 677	Literacy in the Content Areas	3
ENG 608	Morehead Writing Project Summer Institute	3
ENG 609	Morehead Writing Project Summer Institute	3

Subtotal: 21**Total Credit Hours: 30****Rank I with Teaching English to Speakers of Other Languages (TESOL) P-12 Endorsement****Admissions Requirements**

1. General admission to graduate study.
2. Completion of a master's degree or a fifth-year program from an accredited college or university.
3. Must hold a valid teaching certificate of statement of eligibility.
4. A minimum GPA of 3.0.

Rank I Program Requirements**Core Requirements**

EDSL 601	Linguistics for TESOL	3
EDSL 602	TESOL Theory and Practice	3
EDSL 603	Language and Culture	3
EDSL 604	TESOL Methods and Materials	3

Subtotal: 12**Electives**

Choose 18 hours from the following:

EDEC 627	Infant and Toddler Curriculum	3
EDEC 637	Early Childhood Education	3
EDEL 622	Social Studies in Today's Elementary Schools	3
EDEL 625	Foundations of Language Development	3
EDEL 626	Investigations in Reading	3
EDEL 640	Contemporary Instructional Practices in Grades P-9	3
EDEL 677	Literacy in the Content Areas	3
EDEL 682	Advanced Curriculum Development	3

EDF 600	Research Methods in Education	3
EDF 610	Advanced Human Growth and Development	3
EDF 611	Adolescent Development	3
EDF 680	History and Philosophy of Education	3
EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDGC 656	Introduction to Counseling	3
EDGC 661	Measurement Principles and Techniques	3
EDIL 628	School Law and Ethics	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3
EDIL 677	School Law and Diverse Learners	3
EDMG 636	Middle School Curriculum	3
EDSE 633	Effective Classroom Instruction	3
EDSE 634	Secondary School Curriculum	3
EDSP 601	Survey of Exceptional Children	3
EDSP 605	Early Childhood Special Education	3
EDSP 630	Universal Design for Learning	3
EDTC 625	Assistive Technology	3
EDTC 628	Technology, Education and Culture	3
EDTC 644	Multimedia Design for the Classroom	3
EDTC 683	Creativity in 21st Century Education	3
EDTL 605	Developmental Analysis of Learning	3
EDUC 603	National Board Certification Preparation	3
EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDUC 693	Teaching the Arts in Education	3
IECE 631	Guidance for Young Children	3
IECE 654	Administration in Early Childhood Programs	3
IECE 655	Advanced Early Childhood Assessment	3

Subtotal: 18**Total Credit Hours: 30**

Specialist in Education (Ed.S.)

The specialist in education 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 are offered in:

Adult and Higher Education,
School Counseling,
Instructional Leadership, and
Curriculum and Instruction.

Adult and Higher Education Ed.S.

The Adult and Higher Education Ed.S. is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. A master's degree in adult and/or higher education from an accredited college or university with a GPA of 3.5 or higher on a 4.0 scale.

3. Two years of relevant professional experience and one year of full-time teaching experience are recommended.
4. Two letters of recommendation from professional or academic references.
5. Minimum composite GRE score of 283 on the verbal and quantitative sections or a 31 raw score (381-386 scaled score) on the Miller Analogies Test.
6. For international students, a TOEFL score of 525 (197 computer-based) or higher, or a score of 74 or higher on the English Language Instruction Test of the University of Michigan.

Program Competencies

The Education Specialist in Adult and Higher Education is designed to provide the following competencies:

1. Enhanced working knowledge of the various functions of Adult and Higher Education.
2. Increased ability to apply theories of Adult and Higher Education to current or future professional practice.
3. Ability to conduct empirical research and/or develop and bring to fruition original projects in the areas of Adult or Higher Education.

Requirements for the Degree

1. Upon admission to the program, students will be placed on graduate hold (i.e., they will not be able to register for classes), until they complete a program plan approved by their academic advisors.
2. Must be unconditionally admitted to the program. A student will remain on graduate hold and will not be allowed to register for courses without being unconditionally admitted.
3. A graduate GPA of 3.5 or higher on a 4.0 scale. Any student who receives grades of "C" or below in more than two graduate courses will be immediately dropped from the program. Any student receiving a D, E or U in more than one course will be immediately dropped from the program.
4. Successful completion of comprehensive written or oral examinations. In the final spring or fall semester of the prescribed program of study, and with the consent of the program advisors, students must successfully complete written and/or oral comprehensive examinations (to be assessed by program faculty). Students not passing these examinations may retake them near the end of the following semester (at least three months must elapse between exams). If the student does not pass any exam on the second attempt, he or she will not be awarded the Ed.S. in Adult and Higher Education.
5. Successful completion of the applied project within two years of its initiation. Students must initially register for the EDAH 699A within one calendar year after completing all required coursework. Upon registering for EDAH 699A, students will have two years to complete the applied project, including final acceptance and approval of the completed work by the applied project committee.
6. Students must plan and complete a 30-hour program above the Master of Arts in Adult and Higher Education with approval from the program advisor in accord with the guidelines below:

Program Requirements

Section I

EDAH 699A	Applied Project (6)	6
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Section II

EDAH	600-level courses	6-15
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These courses were those not used to complete the master's degree or cognate may be used as electives

Section III

Cognate Courses - Students who have taken cognate hours for their master's degrees can continue the same cognates for the Ed.S. A maximum of nine (9) cognate hours will be recognized from the qualifying master's degree toward the 18-hour Ed.S. cognate. Students with no master's cognate hours must complete the full 18-hour cognate.

Students with recognized master's cognate hours must take additional electives to complete the 30-hour course requirement.

Note: Each EDAH 600-level course may only count as credit in one (required, elective or cognate) area.

Total Credit Hours: 30

Counseling Ed.S. (School Counseling)

The Ed.S. in Counseling is an online program.

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
2. A master's degree in school counseling from an accredited program.
3. Certification as a P-12 school counselor.
4. Evidence of superior scholastic performance as indicated by a cumulative graduate GPA of 3.5 or higher.
5. A GRE composite score of 286 on the verbal and quantitative sections with a minimum verbal score of 143 or a 33 raw score (385-390 Scaled Score) on the Miller Analogies Test is required.
6. Evidence of writing ability: a brief research or term paper written by the candidate that demonstrates the candidate's ability to cite and reference scholarly research using the current American Psychological Association (APA) Publication Manual format.
7. Completion of the requirements below:

Program Competencies

1. Knowledge of the major contemporary theories, which form the foundation for the current practice of professional counseling.
2. Knowledge of basic research techniques and methodologies sufficient to function as informed consumers of professional literature and to conduct applied and action research projects.
3. Knowledge of the organization and administration of school counseling and guidance services consistent with current professional standards and Commonwealth of Kentucky statutes and regulations.
4. Knowledge of fundamental psycho-educational assessment theory and practice. Knowledge of legal and ethical issues in assessment and testing. Knowledge of how to (1) select standardized tests, (2) interpret scores to students, parents and school personnel.
5. Knowledge of human development, learning, and behavior required to function as entry-level professional school counselors.
6. Knowledge of legal and ethical issues in counseling.

Requirements for the Degree

1. Unconditional admission to the program.
2. Successful completion of 30 credit hours of coursework including the successful completion of an approved Applied Project (six credit hours).
3. Successful completion of an oral examination and oral defense of applied project report.

Program Requirements

Counseling Core

EDGC 679	Advanced Practicum in Counseling	3
EDGC 683	Advanced Counseling Theory	3

Choose three of the following:

EDGC 674	Seminar in Guidance and Counseling	1-3
EDGC 676	Directed Study	1-3
EDGC 680	Family Counseling	3
EDGC 682	Counseling Issue in Sexuality	3

Subtotal: 15

Nature and Psychology of the Individual

PSY 600	Seminar	3
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Subtotal: 3

or higher

Testing

EDGC 662	Assessment in Counseling	3
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Subtotal: 3

Research

Choose one of the following:

EDIL 619	Technology and Best Practices for School Improvement	3
EDIL 621	Research for Instructional Leadership	3
EDGC 670	Directed Research	1-3

Subtotal: 3

Applied Project

EDGC 699A	Applied Project	1-6
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Subtotal: 6

Total Credit Hours: 30

Instructional Leadership Ed.S. - Rank I

Admission Requirements

1. General admission to graduate study (for criteria, refer to "Admission to Graduate Study").
2. Resume or vita (three-page maximum) documenting the candidate's skills and understanding related to their ability to improve student achievement, leadership and advanced knowledge of curriculum, instruction and assessment.
3. A Rank II or master's degree from an accredited college or university. An individual who holds a master's degree from an accredited college or university will qualify for the degree of Specialist in Education upon completion. An individual who is admitted to this program based upon a non-degree Rank II will complete the program with a non-degree Rank I status and not with a Specialist in Education degree.
4. A valid teaching certificate with three years teaching experience. Must have required experience prior to program completion.
5. Must have a 3.0 cumulative GPA on all graduate work completed.
6. Must receive favorable consideration from an admission review committee, which shall be composed of faculty teaching the program and practicing administrators in the public schools.

Program Competencies

Students will:

1. Create, facilitate, and support an effective learning environment, including the mentoring of instructional staff and other educational partners.

- Analyze, interpret, and use standardized achievement test results, the function of measurement in education, and the use of data for achievement-related decision-making to monitor,
- Develop and implement strategies to attract, select, develop, evaluate, and retain competent faculty and staff at the P-12 level.
- Envision, empower, equip, and support the creation of a school culture that is centered on effective learning communities.
- Guide, facilitate, and support curriculum, instruction, and assessment through the creation and maintaining of a learning environment that promotes student achievement.
- Apply and utilize legal and ethical issues related to school administration, teaching, and support services provided at the P-12 level.
- Demonstrate and implement plans to effectively and efficiently use fiscal, time, and technology resources available within the P-12 setting.
- Apply strategies to leverage community systems and resources to improve educational opportunities for students and their families in the P-12 environment.

Program Requirements

Level 1

EDIL 671	Leading, Teaching and Learning	3
EDIL 672	Inquiry and Student Achievement	3
EDIL 673	Human Resource Selection and Development	3
EDIL 674	Developing and Maintaining a Positive School Culture	3
EDIL 675	School Program Improvement	3
EDIL 677	School Law and Diverse Learners	3
EDIL 678	Resource Utilization	3
EDIL 679	Linking Schools with the Community and External Resources	3

Subtotal: 24

The following courses are required for completion of the degree and Level II certification in one area:

Level 2 - Principal

EDIL 635	Understanding Professional Responsibilities of Teacher Leaders	3
EDIL 636	Mentoring for Improved Results	3
EDIL 638	Designing and Implementing Professional Development	3

Subtotal: 9

Level 2 - Supervisor of Instruction

EDSP 630	Universal Design for Learning	3
EDEL 627	Reading in the Elementary School or	3
EDEL 677	Literacy in the Content Areas	3
EDIL 638	Designing and Implementing Professional Development	3

Subtotal: 9

Level 2 - Director of Pupil Personnel

EDIL 698	Seminar for Administrator of Pupil Personnel Services	3
EDGC 665	Philosophy and Practice of School Counseling	3
EDSP 630	Universal Design for Learning	3

Subtotal: 9

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

Requirements for the Degree

- Be unconditionally admitted to the program.
- 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.
- Candidates must apply for completion at the beginning of the term in which all requirements will be completed. Students can access the completion forms online at www.moreheadstate.edu/degree or www.moreheadstate.edu/nondegree or visit the Graduate School, 701 Ginger Hall, Morehead, KY 40351. The completion form can also be faxed to 606-783-5061.
- Candidates must have at least a 3.0 cumulative GPA.
- Submit a professional portfolio scored as successful according to the established scoring rubric.

Note: In order to receive certification, the candidate must successfully complete the assessment(s) required by regulation.

Curriculum and Instruction Ed.S. - Rank I

The specialist in education 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 Master 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

- General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
- A master's degree from an accredited college or university.
- Must hold a valid teaching certificate.
- Must have a graduate GPA of 3.5.
- Minimum composite GRE score of 283 on the verbal and quantitative sections.
- One year of successful work experience.
- Interview with the applicant conducted by the Admissions Committee. 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

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

Program Requirements

Professional Education

EDF 681	Advanced Seminar in Contemporary Educational Thought	3
EDEL 682	Advanced Curriculum Development	3
EDEL 685	Collaboration for Teachers	3

EDUC 677	Applied Research for Classroom Teachers I	3
EDUC 678	Applied Research for Classroom Teachers II	3
EDEL 686	Seminar for Experienced Teachers in Grades P-9	3

Subtotal: 18

(Must have completed 24 hours prior to enrollment in EDEL 686 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 program evaluation in consultation with the assigned advisor)

Subtotal: 12**Total Credit Hours: 30****Doctorate Programs****Doctor of Education**

The Doctor of Education (Ed.D.) is an online program. The program offers students, who have demonstrated superior scholastic ability and special interest and aptitude in educational leadership areas of adult and higher education leadership, P-12 administrative leadership and educational technology leadership, to gain an advanced level degree within the field. This Doctor of Education program will help prepare students to become practitioner scholars. Doctoral candidates should consult the Ed.D. Handbook for additional information.

Admission Requirements

The application/admission process is a TWO-part process:

1. The applicant will complete and submit an application the Graduate School with accompanying items listed below. The application will initially be reviewed by Ed.D. faculty. To choose the most outstanding applicants, the Ed.D. admission committee will make selections based on a holistic evaluation of the candidate's application file including:
 - a. General admission to graduate study (for criteria, refer to "Admission to Graduate Study" (p. 10)).
 - b. Official transcripts of all undergraduate and graduate non-Morehead State University coursework.
 - c. Documentation of a master's degree from an institution accredited by a nationally recognized accreditation body.
 - d. Resume or vita documenting years of related professional/leadership or educational technology, instructional design and training experience.
 - e. Letter of introduction/interest stating professional goals, leadership style and educational philosophy.
 - f. Recommendation Letters: at least three reference letters are required from persons in positions to evaluate the applicant's potential for success in a doctoral program. At least one letter should be completed by a person who is or has been in a supervisory role or relationship with the applicant. Other letters should be completed by persons in positions to evaluate the applicant's professional or academic attributes. Recommendation letters may not come from MSU Ed.D. faculty. Recommendation letters should either be mailed directly to the Graduate School (701 Ginger Hall, Morehead, KY 40351) or emailed to graduate@moreheadstate.edu. All recommendation letters must be on letterhead and be signed.

- g. GRE, Miller Analogies Test (MAT), or GMAT scores including GRE writing score or on-demand writing sample (test scores optional).
 - h. International students and ESL students must meet university minimum TOEFL score or its equivalent.
2. After the initial review, students who are considered likely potential candidates will be provided the opportunity to submit an on-demand writing sample and will be interviewed by an admissions committee composed of at least three members, two of which must be Ed.D. faculty.

The deadline to submit all admission materials is April 1.

Potential candidates will be invited to perform on-demand writing and engage in interviews during the last two weeks of April.

Program Competencies

After completing the program, candidates in the Educational Leadership Ed.D. program will:

1. Support current and aspiring educational leaders who are seeking opportunities for educational advancement while providing ongoing day-to-day leadership.
2. Strengthen partnerships between educational organizations and universities in order to bring about improved achievement and learning.
3. Mine the rich data resources that are currently available in the educational settings and assist participants in making data-driven decisions.
4. Use current technologies to deliver content, facilitate discussions, share data and provide alternative forms of instruction that provide flexibility for practitioners to be involved in advanced educational study.
5. Incorporate field-based components and activities in each of the required courses thereby enabling candidates to design, test and analyze solutions to authentic challenges faced by today's school leaders.
6. Incorporate performance-driven participant assessments that demonstrate advanced knowledge and skill in authentic settings.

Assessment

The above competencies will be measured on three levels. This first level will be a measurement of competencies at the individual course level. Each course syllabus will have built-in individualized assessment measures. The second level of measurement will occur as a qualifying examination that will be required of candidates to pass before moving on to the capstone project. The third measurement will be the capstone project that will be required of students in order to complete the program.

Requirements for the Degree

1. Students must satisfy all degree requirements.
2. Students must successfully complete and defend a qualifying examination to enroll in EDD 899 capstone courses and continue within the doctoral program.
3. Student must successfully complete and defend a doctoral capstone.
4. Students must apply for completion at the beginning of the term in which all requirements will be completed. Students can access the online completion forms at www.moreheadstate.edu/degree.
5. Students must maintain a cumulative 3.0 GPA in all courses taken.

6. Students must be unconditionally admitted. If a student is not unconditionally admitted after completing 12 graduate hours, he/she will not be permitted to register for additional credit hours.
7. Students must adhere to all program policies in the published program handbook.
8. Students are encouraged to complete the program within the cohort time limit. The maximum allowed time for completion is ten years.
9. No more than 18 hours of previously completed post-master's credit may be permitted to be transferred from other universities.
10. No more than 24 hours of previously completed post-master's work from MSU may be counted in the Ed.D. program.

Doctor of Education - Specialization in Adult and Higher Education Leadership

Program Requirements

Core

EDD 801	Principles of Leadership: Service to Others	3
EDD 804	Analysis and Synthesis: Problem Framing and Problem Solving	3
EDD 806	Educational Change: Change Theory, Futuring and Creative Planning	3
EDD 808	Legal and Ethical Issues: The Exercise of Judgement in Education	3
EDD 810	Understanding and Conducting Research	3
EDD 811	Action Research and Grant Writing	3

Subtotal: 18

Adult and Higher Education Leadership

EDAH 671	History of Adult and Higher Education	3
EDAH 672	Philosophy of Adult and Higher Education	3
EDAH 673	International Adult and Higher Education	3
EDTC 682	Advanced Instructional Design	3

Subtotal: 12

Emphasis Area - Choose one (minimum 12 hours)

(Graduate-level courses and approved program will be selected for emphasis areas by the candidate and doctoral committee to support candidate's professional goals and dissertation/capstone project requirements.)

Emphasis areas are meant to be flexible to accommodate professional interests and aspirations of individual students; therefore, more combinations and alterations may be possible. The above areas are envisioned by faculty. Emphasis courses may also be used by MA and Ed.S. students to fulfill areas of specialization and cognates.

Emphasis 1 - Adult Education

Choose 12 hours from the following:

EDAH 681	Global Comparative Adult Education	3
EDAH 682	Authoritative Systems for Social Change	3
EDAH 683	Legal Issues in Adult Education	3
EDAH 684	Adult Education Learning Practice, Theory and Style	3
EDAH 676	Directed Study	1-3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3

EDAH 6XX	elective	3
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Emphasis 2 - Higher Education

Choose 12 hours from the following:

EDAH 641	Administrative and Management Issues in Higher Education	3
EDAH 691	Global Comparative Higher Education	3
EDAH 692	Governance and Finance in Higher Education	3
EDAH 693	Legal and Political Issues in Higher Education	3
EDAH 676	Directed Study	1-3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3
EDAH 6XX	elective	3

Emphasis 3 - Community College

Choose 12 hours from the following:

EDAH 660	Survey of Community College	3
EDAH 661	The Community College Student	3
EDAH 662	Seminar in Community College	3
EDAH 676	Directed Study	1-3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3
EDAH 6XX	elective	3

Emphasis 4 - Teaching ESL

(Teaching endorsement for P-12 teachers). Choose 12 hours from the following:

EDSL 601	Linguistics for TESOL	3
EDSL 602	TESOL Theory and Practice	3
EDSL 603	Language and Culture	3
EDSL 604	TESOL Methods and Materials	3

Emphasis 5 - Legal and Policy Studies in Adult and Higher Education

Choose 12 hours from the following:

EDAH 641	Administrative and Management Issues in Higher Education	3
EDAH 682	Authoritative Systems for Social Change	3
EDAH 683	Legal Issues in Adult Education	3
EDAH 692	Governance and Finance in Higher Education	3
EDAH 693	Legal and Political Issues in Higher Education	3
EDAH 676	Directed Study	1-3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3
EDAH 6XX	elective	3

Emphasis 6 - Global Adult and Higher Education

Choose 12 hours from the following:

EDAH 681	Global Comparative Adult Education	3
EDAH 691	Global Comparative Higher Education	3
EDAH 676	Directed Study	1-3
EDAH 678	Internship	1-6
EDAH 680	Selected Topics	1-3
EDAH 6XX	elective	3

Subtotal: 12

Applied and Capstone Courses

EDD 800	Doctoral Seminar (must be taken three times)	3
EDD 876	Directed Doctoral Study	3
EDD 899	Doctoral Capstone	1-12

Subtotal: 18

EDD 800: (This one-credit hour course must be taken each summer for a total of three-credit hours.)

Program Competencies

Students will:

1. Enhance their working knowledge of the various functions of Adults and Higher Education.
2. Increase their ability to apply theories of Adult and Higher Education to current or future professional practice.
3. Demonstrate the ability to conduct empirical research and/or develop and bring to fruition original projects in the area of Adult and/or Higher Education.

Total Credit Hours: 60**Doctor of Education - Specialization in P-12 Administrative Leadership****Program Requirements****Core**

EDD 801	Principles of Leadership: Service to Others	3
EDD 804	Analysis and Synthesis: Problem Framing and Problem Solving	3
EDD 806	Educational Change: Change Theory, Futuring and Creative Planning	3
EDD 808	Legal and Ethical Issues: The Exercise of Judgement in Education	3
EDD 810	Understanding and Conducting Research	3
EDD 811	Action Research and Grant Writing	3
		Subtotal: 18

P-12 Administrative Leadership

EDIL 639	Intentional Planning for Student Learning	3
EDIL 641	School Superintendent	3
EDIL 649	School District Management	3
EDIL 659	Systems for Change	3
		Subtotal: 12

Emphasis Areas (12 hours minimum)

(Graduate-level courses and approved program will be selected for emphasis areas by the candidate and doctoral committee to support candidate's professional goals and dissertation/capstone project requirements.)

Emphasis areas are meant to be flexible to accommodate professional interests and aspirations of individual students; therefore, more combinations and alterations may be possible. The above areas are envisioned by faculty. Emphasis courses may also be used by MA and Ed.S. students to fulfill areas of specialization and cognates.

Subtotal: 12**Applied and Capstone Courses**

EDD 800	Doctoral Seminar (must be taken three times)	3
EDD 876	Directed Doctoral Study	3
EDD 899	Doctoral Capstone	1-12
		Subtotal: 18

EDD 800: (This one-credit hour course must be taken each summer for a total of three-credit hours.)

Total Credit Hours: 60**Doctor of Education - Specialization in Educational Technology Leadership****Program Requirements****Core**

EDD 801	Principles of Leadership: Service to Others	3
EDD 804	Analysis and Synthesis: Problem Framing and Problem Solving	3
EDD 806	Educational Change: Change Theory, Futuring and Creative Planning	3
EDD 808	Legal and Ethical Issues: The Exercise of Judgement in Education	3
EDD 810	Understanding and Conducting Research	3
EDD 811	Action Research and Grant Writing	3
		Subtotal: 18

Educational Technology Leadership

EDTC 645	Advanced Multimedia Design	3
EDTC 653	Needs Analysis and Program Evaluation	3
EDTC 681	Individualized Learning Systems	3
EDTC 682	Advanced Instructional Design	3
		Subtotal: 12

Emphasis Areas (12 hours minimum)

(Graduate-level courses and approved program will be selected for emphasis areas by the candidate and doctoral committee to support candidate's professional goals and dissertation/capstone project requirements.)

Emphasis areas are meant to be flexible to accommodate professional interests and aspirations of individual students; therefore, more combinations and alterations may be possible. The above areas are envisioned by faculty. Emphasis courses may also be used by MA and Ed.S. students to fulfill areas of specialization and cognates.

Subtotal: 12**Applied and Capstone Courses**

EDD 800	Doctoral Seminar (must be taken three times)	3
EDD 876	Directed Doctoral Study	3
EDD 899	Doctoral Capstone	1-12
		Subtotal: 18

EDD 800: (This one-credit hour course must be taken each summer for a total of three-credit hours.)

Total Credit Hours: 60

Courses

Note: (3-0-3) following a course title means three hours class, no laboratory, three hours credit.

ACCT - Accounting

ACCT 600 - Survey of Accounting

(3-0-3) 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 30 hour MBA program.

ACCT 611 - Accounting Analysis for Decision Making

(3-0-3) 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) 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.) 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) 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) 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) 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.) 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.

AGR - Agriculture

AGR 600 - Emerging Technologies and Impact

(3-0-3) 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 ETM 600.

AGR 603 - Quality Assurance

(3-0-3) 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 ETM 603.

AGR 605 - Farm Business Analysis

(2-2-3) 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.

Corequisite: AGR 605L

AGR 610 - Meat Science

(3-0-3) A historical and up-to-date study of the meat industry and the meat products derived from livestock and seafood. An in-depth discussion of harvest and fabrication, grading, and marketing of meat products, along with physical and chemical changes of muscle to meat.

AGR 612 - Conservation Workshop

(2-2-3) 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.

Corequisite: AGR 612L

AGR 615 - Animal Nutrition

(3-0-3) Chemistry, metabolism, and physiological functions of nutrients, digestibility, nutritional balances and measures of food energy.

AGR 620 - Farm Animal Reproduction

(3-0-3) An examination of female and male anatomy and physiology of farm animals as it relates to reproduction. Management and environmental impacts on reproduction will be analyzed.

AGR 670 - Directed Research

(1 to 6 hrs.) 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)

AGR 672 - Methods in Teaching Vocational Agriculture

(4-0-4) 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) 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)

AGR 676 - Directed Study

(1 to 6 hrs.) 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)

(8-0-8) 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) 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) 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) Each student prepares the content for a four-year program in vocational agricultural education.

AGR 689 - Special Class

(1 to 3 hrs.)

AGR 692 - Supervision in Agriculture

(3-0-3) The principles and techniques needed in individual group supervision of vocational agricultural programs.

AGR 699 - Thesis

(6 hrs.) Independent research and thesis writing.

ART - Art

ART 604 - Drawing

(2-2-3) 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) A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 604B - Drawing

(2-2-3) A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605 - Figure Painting

(2-2-3) Use of oil paint on large canvases. Both male and female models used.

ART 606 - Portrait Painting

(2-2-3) 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) 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) 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) Advanced problems in graphic design involving research and a variety of projects using computers, various techniques and media.

ART 609 - Airbrush

(2-2-3) For art majors and area students who wish to do graduate work in airbrush techniques.

ART 610 - Computer Art Problems

(2-2-3) 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) This course will give graduate students a more advanced opportunity to work with and develop ideas through the use of more complicated image and image manipulation software.

ART 611B - Advanced Computer Art

(2-2-3) 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) For art majors and area students who wish to do graduate work on techniques in art.

ART 613B - Painting

(2-2-3) For art majors and area students who wish to do graduate work on techniques in art.

ART 614 - Painting Techniques V

(2-2-3) 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) For art majors and area students who wish to do graduate work on watercolor techniques.

ART 627 - Reading in Art Education

(3-0-3) Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.

ART 630 - Individual Art Ed Studies

(1 to 6 hrs.) The research-based independent study will include analysis of art education professional literature; discussion of art education philosophies, theories, current practices and research

findings as they apply to curriculum and instruction. The student-driven research will include a review of literature in the designated research area, academic writing reflecting an in-depth analysis of the student selected topic and may include research methodologies such as action research, studio base inquiry, or other data-driven research basis, which are not included as a regular part of the curriculum. Special emphasis on analytical and applied thinking.

ART 631 - Individual Art History Studies

(1 to 6 hrs.) An investigation of theoretical, conceptual, formal, socio-political and/or economic concerns related to the making of art within cultural and historical context. This study will result in a comprehensive body of work (minimally a research paper that meets standards for graduate level papers, but optionally also artwork and/or a service learning project).

ART 632 - Individual 2-D Studies

(1 to 6 hrs.) A thorough investigation of the techniques, materials, formal and conceptual concerns involved in creating two-dimensional artwork, which are not included as a regular part of the curriculum. Special emphasis on experimentation.

ART 633 - Individual 3-D Studies

(1 to 6 hrs.) A thorough investigation of the techniques, tools, formal and conceptual concerns involved in creating three-dimensional artwork, which are not included as a regular part of the curriculum. Special emphasis on form and surface experimentation.

ART 634 - Individual Digital Studies

(1 to 6 hrs.) A thorough investigation of the techniques, software, formal and conceptual concerns involved in creating design and art with digital media, which are not included as a regular part of the curriculum. Special emphasis on experimentation.

ART 646 - Ceramics

(2-2-3) 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) 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) 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.) A studio course involving research in an art area of the student's choice.

ART 655A - Advanced Ceramics

(2-2-3) Advanced study of ceramic glazes, kiln firing procedures, kiln construction and experimental treatment of clay bodies.

ART 655B - Advanced Ceramics

(2-2-3) Advanced study of ceramic glazes, kiln firing procedures, kiln construction and experimental treatment of clay bodies.

ART 656 - Ceramic Sculpture

(2-2-3) A contemporary sculptural approach to forming, firing and glazing clay.

ART 657 - Alternative Glazing Techniques

(2-2-3) 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) 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) The painting, sculpture and architecture of the 20th century.

ART 663 - Arts of the United States

(3-0-3) 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) A survey of painting, sculpture and architecture of Spain, Portugal and Latin America.

ART 667 - Native American Art

(3-0-3) 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) This course will provide a survey of the arts of Appalachia from pre-Colonial times to the present.

ART 672 - Ancient Art

(3-0-3) 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) 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) The history of European painting, sculpture and architecture from c. 1300 until c. 1525.

ART 675 - Mannerist and Baroque Art

(3-0-3) The history of European painting, sculpture and architecture from c. 1525 until c. 1750.

ART 676 - Directed Graduate Study

(1 to 6 hrs.) Investigation of special problems which are not included as a regular part of the curriculum. No more than six hours may be taken.

ART 677 - Graduate Seminar

(1-0-1) This course provides a forum for exploring the diverse practices of art and design through research and discussions on current developments, critical issues, historical precedents, connections to other fields and a broad-range of issues. Graduate cohort group field trips, activities and critiques are required. Must be repeated for a total of at least three hours of credit.

ART 680 - History and Philosophy of Art Education in the United States

(3-0-3) 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) 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) 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) Advanced small format shooting and darkroom techniques exploring various subjects and styles.

ART 688A - Photo Studio

(2-2-3) Small or large format individual projects requiring in-depth treatment of a particular subject, concept or style.

ART 688B - Photo Studio

(2-2-3) 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) Large format camera operation with various subjects and styles and printing of large format negatives.

ART 692 - Sculpture: Metal Casting

(2-2-3) Exploration of techniques in metal casting. A study of foundry construction, operation and maintenance.

ART 694A - Sculpture

(2-2-3) An advanced approach to sculpture with extensive use of various materials and techniques.

ART 694B - Sculpture

(2-2-3) An advanced approach to sculpture with extensive use of various materials and techniques.

ART 695 - Sculpture Studio

(2-2-3) Advanced study of contemporary sculptural form and surface resolution. Continued practical experience with material fabrication techniques.

ART 698 - Selected Topics

(1 to 3 hrs.) 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.)

ASTR - Astronomy**ASTR 620 - Astrophysics Payloads and Methods**

(3-0-3) A study of the detectors and instrumentation in payloads of orbiting satellites devoted to conducting observations in astrophysics as well as techniques of accompanying data analysis.

Prerequisite: Take the following: 1. PHYS 232, PHYS 270, and MATH 276 or equivalent. 2. PHYS 332 or PHYS 353 or equivalent

AVH - Advanced Health**AVH 600 - Managing the Patient with Opioid Use Disorder**

(3-0-3) This course is designed for the multidisciplinary health care practitioner to deliver high quality, evidence-based treatment for patients with opioid addiction. This course is designed for both students and licensed advanced practice nurses, physician assistants, and physicians. Admission to the course requires departmental approval.

BIOL - Biology**BIOL 601 - Biological Concepts**

(3-0-3) 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) 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) Vertebrate classes; emphasis on their evolution, phylogeny, nomenclature, morphology, physiology, behavior and ecology. Field trips required.

BIOL 607 - Invertebrate Zoology

(1-4-3) Major invertebrate phyla; emphasis on their evolution, taxonomy, morphology, physiology and ecology; local representatives. Field trips required.

Corequisite: BIOL 607L

BIOL 608 - Taxonomy of Vascular Plants

(2-2-3) Collection, preservation and classification of vascular plants; emphasis on ecological adaptations and evolutionary trends.

Corequisite: BIOL 608L

BIOL 609 - Limnology

(2-2-3) Ecology and biota of inland waters. Some all-day field trips required.

Corequisite: BIOL 609L

BIOL 610 - Advanced Evolution

(3-0-3) 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 presentations are required.

BIOL 615 - Systematic Entomology

(3-0-3) Insect orders with emphasis on the classification of insects to family and beyond; taxonomic keys.

Corequisite: BIOL 615L

BIOL 617 - Mycology

(2-4-4) Morphology, taxonomy and reproductive physiology of the fungi. Isolation and identification of medically important fungi will be emphasized.

Corequisite: BIOL 617L

BIOL 618 - Microbial Physiology

(2-4-4) Advanced concepts in the physiology and cytology of microorganisms.

Corequisite: BIOL 618L

BIOL 620 - Advanced Plant Physiology

(2-2-3) Physiology and biochemistry of green plants; respiratory metabolism, photosynthesis, nitrogen metabolism, terminal oxidation, and energy relationships of the cell.

Corequisite: BIOL 620L

BIOL 621 - Biology of Ferns

(1-4-3) Structure, reproductive biology, systematics, genetics, ecology, evolution, and natural history of ferns and fern-like plants. Field trips required.

BIOL 622 - Forests and Tree Ring Science

(1-4-3) Emphasis on tree ring science, forest biology, woody plant identification, and field methods in forest ecology; the course will emphasize principles of study design, data analysis, quality control, data standardization, statistical analysis, and familiarity with a wide variety of dendrochronological software. Field trips required.

Corequisite: BIOL 622L

BIOL 624 - Immunology

(2-2-3) Basic cellular and molecular mechanisms of the immune response and its regulation, including response manifestations. Modern laboratory techniques stressed, including monoclonal antibody production.

Corequisite: BIOL 624L

BIOL 625 - Advanced Genetics

(3-0-3) Discussion and research projects to meet the desires and needs of advanced students.

BIOL 627 - Pathogenic Microbiology

(2-2-3) 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.

Corequisite: BIOL 627L

BIOL 628 - Virology

(3-0-3) Morphology and chemistry of the virus particle; symptoms; identification and control of more common virus diseases of plants and animals; host-virus relationships; and research methods concerned with viruses.

BIOL 629 - Histology

(2-2-3) The study of human tissues with emphasis on anatomical, physiological and biochemical properties/relations.

Corequisite: BIOL 629L

BIOL 630 - Endocrinology

(2-2-3) Functions of endocrine glands; development, histological characteristics, and biochemical organization of endocrine cells. Emphasis on molecular regulation of synthesis, secretion and stimulation of hormones.

Corequisite: BIOL 630L

BIOL 631 - Herpetology

(1-4-3) 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.

Corequisite: BIOL 631L

BIOL 632 - Reproductive Physiology

(2-2-3) Physiological processes of reproduction in animals with emphasis on man; gonadal functions, endocrine relationships, sexual differentiation, and fertility.

Corequisite: BIOL 632L

BIOL 633 - Ichthyology

(2-4-4) The anatomy, physiology, systematics, ecology, zoogeography, natural history, evolution, and conservation of fishes. Emphasis on collection, identification, and classification of freshwater fishes native to eastern North America and marine fishes of the Atlantic and Gulf coasts.

Corequisite: BIOL 633L

BIOL 635 - Advanced Ecology

(3-0-3) Ecological and physiological bases for adaptation, niche structure, and community organization; physiological ecology; population ecology; competition; predation; niche theory; communities; and biogeography.

BIOL 636 - Wetland Ecology and Management

(3-0-3) 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 637 - Ornithology

(1-4-3) Study of anatomy, physiology, classification and identification of birds, including examinations of bird behavior, life histories, ecology and evolution. Field trips required.

BIOL 638 - Mammalogy

(2-2-3) The taxonomy, distribution, behavior, ecology, evolution, and natural history of mammals, with emphasis on those inhabiting eastern North America. Field trips required.

Prerequisite: BIOL 210

Corequisite: BIOL 638L

BIOL 640 - Advanced Parasitology

(3-0-3) Molecular and immunological aspects of parasitism will be covered; with emphasis on the current literature.

Corequisite: BIOL 640L

BIOL 643 - General Parasitology

(2-2-3) Protozoan, helminth and arthropod parasites of man and domestic animals; emphasis on etiology, epidemiology, diagnosis, control and general life histories of parasites.

Corequisite: BIOL 643L

BIOL 644 - Graduate Clinical Lab Procedures

(2-3-3) 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.

Corequisite: BIOL 644L

BIOL 645 - Molecular Biology

(3-0-3) The lectures cover, in molecular terms, the structure and function of DNA. Recombinant DNA technologies will also be stressed.

BIOL 646 - Biotechnology

(2-2-3) A study of the molecular biology and laboratory techniques associated with current biotechnology methods.

Corequisite: BIOL 646L

BIOL 647 - Organ Systems Physiology

(3-0-3) Specific focus on three integrating themes: the interrelationships of human organ systems, homeostasis, and the complementing relationship of structure and function. Homeostatic regulatory mechanisms between interactive organ systems will be continually emphasized, as well as how the body meets its changing demands during the onset of various pathological conditions.

BIOL 649 - Plant Anatomy

(2-2-3) 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.

Corequisite: BIOL 649L

BIOL 651 - Advanced Cell Biology

(3-0-3) 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 652 - Aquatic Entomology

(1-4-3) Survey of aquatic insects, their ecology, their biology and how they are used as environmental biomonitors. Emphasis is placed on using taxonomic keys for insect identification and field sampling techniques. Extensive field work is expected, some all-day field trips required.

Corequisite: BIOL 652L

BIOL 654 - Environmental Education

(2-2-3) 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. Especially designed for in-service and pre-service teachers.

Corequisite: BIOL 654L

BIOL 656 - Plant Morphology

(2-2-3) Fossil and living non-vascular plants (except bacteria) and vascular plants; emphasis on ecology, morphology and evolution.

Corequisite: BIOL 656

BIOL 670 - Directed Research

(1 to 3 hrs.) 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 nonthesis option students.

BIOL 671 - Graduate Seminar

(1-0-1) Report of individual research by students following completion of BIOL 670 (Directed Research) or BIOL 699 (Thesis). Required of all graduate students in biology.

Prerequisite: 18 hours in BIOL 600 or higher

BIOL 673 - Medical-Veterinary Entomology

(3-2-4) Emphasis is placed on the identification, life history, behavior and ecology, and prevention and control of insects and arachnids of medical and veterinary importance, as well as the viral, bacterial, protist and filarial pathogens they may transmit to humans and domesticated animals.

Prerequisite: Graduate standing and at least 6 hours from BIOL

Corequisite: BIOL 673L

BIOL 676 - Directed Study

(1 to 3 hrs.) 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) An introduction to the principles of animal behavior with emphasis on ecological and evolutionary implications.

BIOL 680 - History of Science

(3-0-3) Development of scientific traditions, discoveries and concepts from the time of ancient Egypt to the present.

BIOL 683 - Selected Workshop Topics

(1 to 4 hrs.) 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 toward degree programs must be approved by the student's advisor.

BIOL 690 - Advanced Biochemistry

(3-0-3) This course will acquaint the student with the major macromolecular constituents of the cell, the various chemical, biochemical, and molecular techniques that are used to isolate and study these macromolecules and the flow of information implicit in their sequence and structure, and the research analytical techniques exemplified in the primary scientific literature. There will be a further investigation of the biochemical, physiological, and systems level perspective of organismal function and pathology. Many of these investigations will further involve pharmacological agents and other remedies used in treatments of human diseases.

Prerequisite: BIOL 301 or equivalent course

BIOL 693 - Laboratory Techniques Biochemistry

(2-0-2) Weekly laboratory sessions focusing on advanced techniques utilized in the study of biological molecules. Emphasis will be placed on methods in isolation and characterization of biological materials, density gradient ultracentrifugation, spectroscopic methods, electrophoretic techniques, chromatographic separations, radioisotopic labeling, and statistical analysis of experimental data.

BIOL 699 - Thesis

(6 hrs.) Research and thesis writing. Required of all thesis option students. Student allowed to enroll only once; partial credit not allowed.

BIS - Business Information Systems**BIS 620 - Integrating Technology in Teaching and Learning**

(3-0-3) 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) Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

BIS 630 - Managerial Communications

(3-0-3) 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 676 - Directed Study

(1 to 3 hrs.) Research in business education.

CHEM - Chemistry

CHEM 639 - Cooperative Education

(1 to 8 hrs.)

CHEM 699 - Special Class

(1 to 6 hrs.)

CIS - Computer Information Systems

CIS 615 - Managing Information Technology

(3-0-3) 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 and Internet Technologies

(3-0-3) 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; website creation and Web server implementation.

CIS 628 - E-Business Application Programming

(3-0-3) 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 634 - Management of Telecommunications and Networking

(3-0-3) 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 636 - Global Information Systems

(3-0-3) 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

(3-0-3) 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) 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 641 - Qualitative and Quantitative Research Methods

(3-0-3) This course allows the student to explore and investigate the current issues related to research, become educated consumers of research, and be able to design scholarly and applied qualitative and quantitative methods of inquiry at an introductory graduate level.

CIS 642 - Systems Security

(3-0-3) 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) 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) 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 655 - Management of Healthcare Information Systems

(3-0-3) This course explores the role of information technology in current healthcare management. Topics include: healthcare data quality, healthcare information systems (HIS) regulations, laws and standards, history and evolution of HIS, security of HIS, IT alignment and governance of HIS, assessing and achieving value in HIS, emerging technology, selection of information systems, management of information, electronic medical records, the Internet's impact on a healthcare organization's business processes and other current events.

CIS 660 - Enterprise Systems

(3-0-3) 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.) 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 681 - Selected Workshop Topics

(1 to 4 hrs.) 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.

CIS 690 - Information Systems Project Management

(3-0-3) 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.

Prerequisite: 1. BIS 640, CIS 640, CIS 650, and CIS 636 2. 3 graduate level IS technical courses

CIS 695 - Supervised Field Experience

(3-0-3) Designed to give graduate students the opportunity to gain an experiential learning arrangement, under the supervision of a faculty member and coordinator in business and industry.

CIS 699A - Thesis

(3 or 6 hrs.) Independent research and thesis writing.

COMM - Communications

COMM 600 - Research Methods in Communication

(3-0-3) 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) Study of theories related to communication and the influence of communication on human behavior.

COMM 610 - Introduction to Graduate Study, Research and Writing

(3-0-3) Construction of working research bibliographies through examination of professional journals, advanced studies, textbooks, book reviews, thesis and dissertations in the field of communication.

COMM 611 - Advanced Public Speaking

(3-0-3) Exposure to traditional preparation and delivery of complex speeches.

COMM 621 - Special Topics in Communication

(3-0-3) 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 626 - Crisis Communication

(3-0-3) A study of crisis communication including key theories and concepts and the practical application thereof to a variety of crisis events.

Prerequisite: COMM 600

COMM 630 - Communication Teaching and Training

(3-0-3) Study of and experience in teaching and training others to communicate effectively. Students will practice designing instruction, facilitating learning, and evaluating student work for impactful learning in basic higher education courses and professional workshops.

Prerequisite: COMM 600 and COMM 610

COMM 647 - Internship

(1 to 3 hrs.) Competency-based practical experience aimed at increasing the student proficiency in the specified position to which he or she is assigned. Prior application and approval by department chair are necessary.

COMM 650 - Intercultural Communication

(3-0-3) 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,

nonverbal communication, context and communication ethics will be covered throughout the course. Students will conduct their own research study.

Prerequisite: COMM 600 and COMM 605

COMM 662 - Media Criticism

(3-0-3) Examination of broadcasting in sociological, aesthetic, historical, psychological and humanistic terms.

COMM 664 - Public Opinion and News Media

(3-0-3) 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 667 - Organizational Communication

(3-0-3) 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.) 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 Culture and Communication Technology

(3-0-3) 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) Study of current theory and concepts pertaining to the discussion process.

COMM 684 - Health Communication

(3-0-3) A study of health communication including key theories, concepts, methodological approaches, and their practical application to mental and physical health contexts.

Prerequisite: COMM 600

CRIM - Criminology

CRIM 600 - Advanced Topics in Criminology

(3-0-3) Topics will vary each time the course is offered.

CRIM 601 - Criminology Theory

(3-0-3) 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 - Realities of Prison Life

(3-0-3) 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) Students will learn the basic structure of the counseling process with offenders including techniques and practice skills.

CRIM 625 - Deviance

(3-0-3) 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) 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. Equates with SOC 661.

CRIM 665 - Environmental Sociology

(3-0-3) 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.) Qualified students may arrange with criminology faculty to conduct a research project on a topic in criminology.

CRIM 676 - Directed Study

(1 to 3 hrs.) Qualified students may arrange with faculty to conduct individual work on some particular problem in criminology.

CS - Computer Science

CS 620 - Data Mining Concepts

(3-0-3) 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.

Prerequisite: CS 303

CS 630 - Machine Learning

(3-0-3) This course provides an overview of machine learning algorithms and their applications. Topics include: dimensionality reduction, feature selection, supervised learning, unsupervised learning, reinforcement learning, deep learning, kernel machines, clustering algorithms, classification algorithms, linear regression, logistic regression, anomaly detection and applications of machine learning.

Prerequisite: CS 303

CS 640 - Data Mining Methodologies

(3-0-3) 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.

Prerequisite: CS 620

CS 650 - Applied Data Mining

(3-0-3) 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.

Prerequisite: CS 640

CTE - Career and Technical Education

CTE 630 - Evaluation Techniques

(3-0-3) 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) Emphasis will be placed on philosophy, concepts and theories of administration and their application to practical career and technical school situations. Students will develop a basis for learning and applying administrative decision techniques to implement administrative duties in a career and technical school setting.

CTE 650 - Organization and Administration of CTE

(3-0-3) Continuation and practical application of the career and technical 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) The identification and study of problems and issues pertaining to the new roles of career and technical education with special emphasis on education reform.

CTE 661 - Foundations of Career and Technical Education

(3-0-3) Study of the philosophical positions underlying the development of occupation-based career and technical education; leaders, their influence and contributions; contemporary theories affecting the current programs of occupation-based career and technical education.

CTE 671 - Seminar for Career and Technical Education

(1-0-1) Participants will develop a further understanding of the underlying concepts of occupation-based career and technical options by participation in one or more programs followed by informal discussion.

CTE 685 - Principles and Philosophy of CTE

(3-0-3) Background, development, objectives, principles, philosophy, status and trends of career and technical education; organization and administration of career and technical education at all levels including the impact of new policies regarding education reform.

CTE 698 - Career Guidance and Development

(3-0-3) Study of the importance of work; use and selection of tests to assist in career and technical choice; methods and techniques with a revitalization of career planning and career and technical development in students.

ECON - Economics

ECON 600 - Survey of Economics

(3-0-3) 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 30 hour MBA program.

ECON 602 - Survey of Quantitative and Financial Analysis

(3-0-3) 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. Equates with MNGT 602.

ECON 645 - Public Policies Toward Business

(3-0-3) 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) Applications of economic theory to management decisions; demand analysis; cost determination; pricing; capital budgeting.

ECON 662 - Business Cycles and Economic Forecasting

(3-0-3) 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.) 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 681 - Selected Workshop Topics

(1 to 4 hrs.) 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.

ECON 690 - Economic Education for Teachers

(3-0-3) Fundamental economic concepts and their application and integration in education.

EDAH - Adult and Higher Education

EDAH 641 - Administrative and Management Issues in Higher Education

(3-0-3) 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) Principles of organization and administration of personnel programs and services in higher education.

EDAH 643 - Seminar in Higher Education

(3-0-3) 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 644 - Principles of Higher Education

(3-0-3) This course provides an overview of higher education as it exists in the United States, to include its historical development, current purposes, functions and issues in the field, and general directions for the future.

EDAH 645 - Selected Topics in Adult Education: Instructional Leadership in Basic Adult Education

(3-0-3) This course engages adult basic education program directors in exploring what it means to be a leader in the context of adult basic education and the critical role of staff supervision and support in effective programming.

Corequisite: EDAH 646

**EDAH 646 - Selected Topics in Adult Education:
Continuous Improvement in Adult Basic Education**

(3-0-3) This course engages adult basic education program directors in exploring research and analyzing local program data in order to develop and implement a program improvement plan based on prioritized needs.

Corequisite: EDAH 645

EDAH 647 - Principles of Adult Education

(3-0-3) This course provides an overview of adult education as it exists in the United States, to include its historical development, current purposes, functions and issues in the field, and general directions for the future.

EDAH 650 - Developmental Education for Adult Students

(3-0-3) 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) 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) Study of program and curriculum development with special emphasis on designing and improving programs through an evaluation process.

EDAH 660 - Survey of Community College

(3-0-3) This course provides an overview of the history, purpose and function of the community colleges as two-year, postsecondary institutions in the United States, to include cursory examinations of missions, personnel, students, curriculum, organizations, administration and accreditation.

EDAH 661 - The Community College Student

(3-0-3) This course focuses on understanding the community college student in-depth. While examining various college student development theories, community college student development is compared with that of four-year and other postsecondary education institutions to foster a sociocultural and socioeconomic understanding of the community college makeup and produce service, administrative and teaching professionals more responsive to community college student needs.

EDAH 662 - Seminar in Community College

(3-0-3) This course is designed to allow students to investigate current ethical, legal and social trends and issues of the theory and practice within the community college field at regional and/or national levels.

EDAH 670 - Directed Research

(1 to 3 hrs.) 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.

Prerequisite: EDF 600

EDAH 671 - History of Adult and Higher Education

(3-0-3) This course examines how adult and higher education has been fostered in the past relative to cultural conditions.

EDAH 672 - Philosophy of Adult and Higher Education

(3-0-3) This course is a study of the philosophies of adult and higher education as they have developed from ancient times to the present.

EDAH 673 - International Adult and Higher Education

(3-0-3) This course provides an overview of the foundations, definitions, purposes, frameworks, functions and issues of international adult and higher education in an era of internationalization and globalization.

EDAH 674 - Higher Education Facilities Management

(3-0-3) The goal of the class is to increase the awareness, understanding and knowledge base of higher education facilities management and its impact on both the academic and administrative programs at higher education institutions. The class will link new concepts and perspectives to observation and experience by identifying and exploring historical and emerging issues in higher education facilities management. Understanding higher education facilities management is essential to addressing the numerous issues related to the physical structures of a college and university campus as well as the sociological and political issues surrounding facilities. This course can be used to fill an elective requirement in your degree program and is a requirement for those seeking a Student Life area of concentration. This is a three -credit course and meets entirely online.

EDAH 676 - Directed Study

(1 to 3 hrs.) 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.

Prerequisite: EDF 600

EDAH 678 - Internship

(1 to 3 hrs.) Supervised experience in activities appropriate to areas of specialization.

EDAH 680 - Selected Topics

(1 to 3 hrs.) 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 681 - Global Comparative Adult Education

(3-0-3) This course examines and compares different perspectives, purposes, and emphases of adult education in divergent cultures across the world in order to understand the field in a global context and the concomitant evolution of theory and practice.

EDAH 682 - Authoritative Systems for Social Change

(3-0-3) Pursuant to the eminence of social justice in adult education, this course explores the use of authoritative systems such as law and politics, to include administrative procedure and public law processes to effect social change.

EDAH 683 - Legal Issues in Adult Education

(3-0-3) This course examines law and legal issues in the context of adult education. Students critically examine various laws and how they affect adult educators in order to improve the effectiveness of various levels of practice.

EDAH 684 - Adult Education Learning Practice, Theory and Style

(3-0-3) This course examines tools, processes, methods, strategies and theories to effectively facilitate adult learning. It is designed to introduce adult educators of all kinds to the competencies necessary for successful training and education delivery.

EDAH 688 - Seminar in Adult Education

(3-0-3) Series of presentations by graduate students, visiting lecturers and members of graduate faculty on problems and issues confronting adult educators.

EDAH 691 - Global Comparative Higher Education

(3-0-3) This course examines and compares different systems and characteristics of higher education in select nations across the world in order to understand these systems in a global context and their concomitant evolution of institutional structures, missions and values.

EDAH 692 - Governance and Finance in Higher Education

(3-0-3) Intended for current or future faculty, administrators, student affairs professionals, policy makers and policy researchers and analysts, this course examines and compares college and university governance, economic and finance structures, processes and policies at federal, state and local levels and the forces that affect them.

EDAH 693 - Legal and Political Issues in Higher Education

(3-0-3) With the intent of exposing students to theoretical, conceptual and practical analyses of political and legal influences, this course examines legal and political issues and environments in the context of higher education.

EDAH 699 - Thesis

(6 hrs.)

EDAH 699A - Applied Project

(1 to 6 hrs.)

EDD - Educational Leadership Doctorate**EDD 800 - Doctoral Seminar**

(1-0-1) Series of presentations by graduate candidates, visiting lecturers and members of graduate faculty on problems and issues confronting both the administrative leadership and educational technology tracks. Course must be completed three times for a total of three credit hours.

EDD 801 - Principles of Leadership: Service to Others

(3-0-3) This course is designed to introduce candidates to the study and application of servant leadership, including concepts and tools that allow the serving leader to empower and equip all stakeholders of the organization. The content includes what role self-leadership plays in effectively leading others, and how personal core values and ethical modeling drives the guiding principles of the organization, thus growing capacity, health and the freedom to be innovative.

EDD 804 - Analysis and Synthesis: Problem Framing and Problem Solving

(3-0-3) This course provides an advanced study of organizational leadership for a world that is always evolving. It will help candidates understand that solutions to problems are grounded on the interaction of the school leader's knowledge of theory with the political and social processes in which the institution is immersed.

EDD 806 - Educational Change: Change Theory, Futuring and Creative Planning

(3-0-3) This course provides advanced study on educational change to include change theory and the gathering of objective and empirical data to inform scenario and succession planning which reflect creative planning. Discussion and course activities will include examination of "what is" and "what may be" and the impact that privileged thinking has on an organization.

EDD 808 - Legal and Ethical Issues: The Exercise of Judgement in Education

(3-0-3) This course provides advanced study of state and federal laws that affect the administration of schools, students and personnel. This advanced course in school law will focus on legal and ethical issues that are likely to be encountered by school leaders. This course seeks to equip our graduates with a sound legal and ethical background that will enable them to serve a diverse population in a fair and ethical manner.

EDD 810 - Understanding and Conducting Research

(3-0-3) This course provides advanced study on quality of applied educational research and the development and application of effective educational research designs aimed at eliminating barriers to student learning.

EDD 811 - Action Research and Grant Writing

(3-0-3) This course is designed to provide educators with practical skills in the use of action research and grant writing to address educational concerns. Specific topics include defining the educational problem, developing a literature review, designing a pilot project and developing grant proposals.

Prerequisite: EDD 810

EDD 876 - Directed Doctoral Study

(1 to 6 hrs.) Guided study of a professional problem through field experience or practicum. Candidate must submit a plan describing the nature of the study prior to starting. The study should be linked to the candidate's prior program research.

EDD 899 - Doctoral Capstone

(1 to 12 hrs.) Final capstone project for doctoral candidates. Completion of all doctoral coursework requirements and successful defense of the qualifying exams must be met before enrolling in this course. Students may register for no more than six hours in any given semester or term.

EDEC - Early Childhood Education**EDEC 600 - Workshop**

(1 to 3 hrs.) 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 611 - Early Childhood Curriculum Planning

(2-1-3) Investigates educational needs and interests of preschool children and provides optimal learning experiences through a variety of contexts. Designing and implementing an authentic curriculum that utilizes developmentally appropriate activities (best practices) for young children are integral parts of the course.

EDEC 627 - Infant and Toddler Curriculum

(3-1-3) Principles of growth and development from prenatal period to age three. Focuses attention on learning experiences for infant and toddlers. Laboratory experiences are an integral part of this course.

EDEC 637 - Early Childhood Education

(2-1-3) 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 660 - Practicum

(3-0-3) Teaching experiences in early childhood education settings supervised by University personnel and a program certified supervisor or mentor. In addition, students will complete a variety of learning activities to document proficiency in relation to each of the Kentucky Teacher Standards.

Prerequisite: IECE 601

Corequisite: IECE 651

EDEC 670 - Directed Research

(1 to 3 hrs.) 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.

Prerequisite: 1. EDF 600, 2. 15 hours in graduate level courses

EDEC 676 - Directed Study

(1 to 3 hrs.) 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.

Prerequisite: 15 hours in graduate level courses

EDEC 699 - Thesis

(6 hrs.)

EDEL - Elementary Education

EDEL 600 - Workshop

(1 to 3 hrs.) 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) 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. Equates with EDSE 616.

EDEL 621 - Elementary Mathematics Teaching: Research, Practice and Leadership

(3-0-3) 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.

Prerequisite: EDEE 321 or EDUC 618 or other entry-level mathematics methods course

EDEL 622 - Social Studies in Today's Elementary Schools

(3-0-3) 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) 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 - Literacy Practicum

(2-5-3) This course is designed to prepare teachers to use assessment data to design applicable instruction and remediation for heterogeneous groups of students with literacy difficulties in grades K-12. In addition to the study of current literacy theory, methods and materials will be investigated and utilized. Supervised practicum experiences are required.

Prerequisite: EDEL 662

EDEL 625 - Foundations of Language Development

(3-0-3) 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) Study of current literature and research in the study of reading.

EDEL 627 - Reading in the Elementary School

(3-0-3) 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) 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) This course examines the integration of children's literature, both narrative and expository, across the curriculum.

EDEL 630 - Curriculum Construction

(3-0-3) Study of basic principles of curriculum development in local school systems.

EDEL 632 - Elementary School Curriculum

(3-0-3) 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) 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 - Literacy Assessment

(2-2-3) This course is designed to prepare teachers to assess and diagnose literacy difficulties in heterogeneous populations of students in grades K-12. In addition to the study of current literacy theory, methods and materials will be investigated and utilized. Supervised field experience is required.

Prerequisite: EDEM 330, EDEE 331, or EDMG 332

EDEL 670 - Directed Research

(1 to 3 hrs.) 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.

Prerequisite: 1. EDF 600 2. 15 hours of graduate level courses

EDEL 676 - Directed Study

(1 to 3 hrs.) 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 - Literacy in the Content Areas

(3-0-3) Effective practices for developing reading, writing, listening, speaking, visual literacy, and other related skills in elementary through high school students across the curriculum are included.

EDEL 682 - Advanced Curriculum Development

(3-0-3) 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.

Prerequisite: EDEL 630, EDEL 632 or EDMG 636

EDEL 685 - Collaboration for Teachers

(3-0-3) 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) 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.)

EDEL 699A - Applied Project

(6 hrs.)

EDF - Education Foundations**EDF 600 - Research Methods in Education**

(3-0-3) 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) Developmental processes across the lifespan. Application of principles of development, research findings and theory of human development and behavior.

EDF 611 - Adolescent Development

(3-0-3) 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) 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) 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 once for credit.

EDGC - Guidance and Counseling**EDGC 619 - Career Counseling**

(3-0-3) 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) Study of recently recognized nonclassroom factors impacting student's school behavior and performance, and appropriate counseling strategies designed to assist students.

EDGC 656 - Introduction to Counseling

(3-0-3) 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) 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 - Assessment in Counseling

(3-0-3) Special training in choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

EDGC 664 - Theories of Counseling

(3-0-3) Basic philosophies, principles and procedures in counseling.

Prerequisite: EDGC 656

EDGC 665 - Philosophy and Practice of School Counseling

(3-0-3) 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 667 - Group Counseling

(3-0-3) 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.

Prerequisite: EDGC 656

EDGC 668 - Legal and Ethical Issues in Counseling

(3-0-3) 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.

Prerequisite: EDGC 656

EDGC 669 - Practicum in Counseling

(3-0-3) *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.

Prerequisite: EDGC 619, EDGC 620, EDGC 656, EDGC 665, EDGC 666 and EDGC 667

EDGC 670 - Directed Research

(1 to 3 hrs.) 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.

Prerequisite: EDF 600

EDGC 671 - Practices and Techniques in Counseling

(3-0-3) 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.

Prerequisite: EDGC 656

EDGC 674 - Seminar in Guidance and Counseling

(1 to 3 hrs.) 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.) 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.

Prerequisite: EDF 600

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) Supervised advanced clinical practice for students pursuing post-master's training in counseling.

Prerequisite: EDGC 683

EDGC 680 - Family Counseling

(3-0-3) 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.) 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 Issue in Sexuality

(3-0-3) 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) 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.

Prerequisite: EDGC 664

EDGC 699 - Thesis

(6 hrs.)

EDGC 699A - Applied Project

(6 hrs.)

EDIL - Instructional Leadership

EDIL 601 - Introduction to School Leadership Administration

(3-0-3) 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 603 - Leadership - School Turnaround

(3-0-3) This course is designed to provide current and aspiring school leaders with the skills, knowledge, and resources needed to lead, implement, and assess strategies critical to continuous improvement and the school turn-around process. This course focuses on research-based components that serve as the conceptual framework of this course (e.g., transformational leadership/skills and dispositions, systems thinking, and curriculum/instruction and assessment).

EDIL 610 - School Leadership (Principal) Practicum

(3-0-3) 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) 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) 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) 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 and Ethics

(3-0-3) 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.) 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/Supervisor

(3 hrs.) 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) 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 conflicts.

EDIL 635 - Understanding Professional Responsibilities of Teacher Leaders

(3-0-3) 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 necessarily intended for teachers who aspire to be school administrators (although some who take this class may eventually move into designated school leadership positions).

EDIL 636 - Mentoring for Improved Results

(3-0-3) This course focuses on developing the knowledge, skills and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused on improving teaching practices and learning for all students.

EDIL 637 - Leadership for School Program Collaboration

(3-0-3) 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) 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 639 - Intentional Planning for Student Learning

(3-0-3) This course is a combination of clinical field experience and class experiences focusing on the role and responsibility of the superintendent as it relates to planning for student learning. The field experiences will be with cooperating school administrators who must be approved by the faculty of the instructional leadership program. Candidates will be required to record a minimum of 22 hours of field experience and participate in online instructor-developed exercises.

EDIL 641 - School Superintendent

(3-0-3) The course is designed for district-level school leaders 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. Candidates will be required to record a minimum of 36 hours of field experience and participate in online instructor-developed exercises.

EDIL 643 - School Housing

(3-0-3) A study of school facilities to include financing, design construction, management and curriculum utilization.

EDIL 645 - Seminar for Effective Administration

(3-0-3) 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.

Prerequisite: EDIL 621

EDIL 646 - Advanced Seminar for Curriculum/Program Development

(3-0-3) Designed for advanced graduate students in school administration. Deals with current issues and problems in curriculum and stresses independent investigation. The investigations will cover 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.

Prerequisite: EDIL 621

EDIL 647 - Leadership for School Community Relations

(3-0-3) A study of the issues and responsibilities relating to the establishment and administration of a school community relations program at the district and school building levels.

EDIL 649 - School District Management

(3-0-3) This course is designed around the rhythm of the fiscal and academic year. Candidates will examine activities required of the superintendent on a monthly basis noting how decisions made early in the fiscal/academic year have implications for decisions that are required late in the fiscal/academic year. Candidates will be required to record a minimum of 60 hours of field experience and participate in online instructor-developed exercises.

EDIL 650 - Leadership for School Program Improvement

(3-0-3) 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 - Systems for Change

(3-0-3) This course is a combination of clinical field experience and class experiences focusing on the leveraging school-level and district-level systems to enhance student learning. These systems include curriculum (e.g., planning, delivery, assessment), personnel (e.g., developing evaluation, mentoring), and resources (e.g., technology, human, time). The field experiences will be with cooperating school administrators who must be approved by the faculty of the instructional leadership program. Candidates will be required to record a minimum of 18 hours of field experience and participate in online instructor-developed exercises.

EDIL 669 - Leadership for School Problem Solving

(3-0-3) 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 671 - Leading, Teaching and Learning

(3-0-3) A study of how school leaders create, facilitate and support an effective learning environment, including the mentoring and utilization of instructional staff and other partners. Specific study of current research in developing effective classrooms, integrating instructional technology, and a survey of state-of-the-art professional development resources and curriculum/instructional tools will be woven throughout this course. Field hours are required for this course.

EDIL 672 - Inquiry and Student Achievement

(3-0-3) This course is designed to provide students with competencies in interpretation and use of standardized achievement

test results, the function of measurement in education, and the use of data for achievement-related decision-making. It includes a capstone project that elucidates how school leaders use research to guide, facilitate, and support curriculum, instruction, and assessment to promote student achievement. Field hours are required for this course.

Prerequisite: Take 15 hours from EDIL 671, EDIL 673, EDIL 674, EDIL 675, EDIL 677, or EDIL 678

EDIL 673 - Human Resource Selection and Development

(3-0-3) A study of human resources development practices in school systems with emphasis on central office and school unit responsibilities for attracting, developing, evaluating and retaining competent faculty and staff. Content includes instructional and organizational leadership; meeting legal requirements, understanding and solving diversity issues; organizing groups; group dynamics; conducting effective meetings; and resolving conflict. Field hours are required for this course.

EDIL 674 - Developing and Maintaining a Positive School Culture

(3-0-3) A study of how school leaders envision, empower, equip and support the creation of a school culture that is centered on effective learning communities. Included is the study of current research on relationships and emotional intelligence, effective teams, the "ethics" of school, and practitioner "real life" experiences that expose the candidate to positive, celebrative, student-centered school models. Field hours are required for this course.

EDIL 675 - School Program Improvement

(3-0-3) A study of how school leaders guide, facilitate and support curriculum, instruction, and assessment; and how they create a learning environment that promotes student achievement. Included are studies of techniques used for developing and implementing staff development programs. Field hours are required for this course.

EDIL 677 - School Law and Diverse Learners

(3-0-3) This course provides a general study of state and federal laws impacting the administration of schools, students and personnel. The course focuses on legal and ethical issues as related to diverse learners. Field hours are required for this course.

EDIL 678 - Resource Utilization

(3-0-3) This course focuses on effective use of fiscal, time and technology resources and their impact on the educational process at the school and classroom levels. Strategies for successfully using these resources and their impact on leaders and the organizations they lead will be explored. Field hours are required for this course.

EDIL 679 - Linking Schools with the Community and External Resources

(3-0-3) 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 with a special focus on the candidate's understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts. Field hours are required for this course.

EDIL 685 - Research Problems of the Instructional Leader

(1 to 3 hrs.) Intensive and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

Prerequisite: EDF 600 or equivalent experience

EDIL 698 - Seminar for Administrator of Pupil Personnel Services

(3-0-3) Analysis of various methods of pupil personnel accounting and records management systems, including computer applications. Responsibilities of school and nonschool personnel and agencies, influence of socioeconomic factors and school attendance.

EDIL 699A - Applied Project

(6 hrs.)

EDMG - Middle Grades Education

EDMG 636 - Middle School Curriculum

(3-0-3) 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.

EDSE - Secondary Education

EDSE 600 - Selected Topics

(1 to 3 hrs.) 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) 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. Equates with EDEL 616.

EDSE 633 - Effective Classroom Instruction

(3-0-3) 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) 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.) 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) 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.) 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) 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.)

EDSL - English Second Language

EDSL 601 - Linguistics for TESOL

(3-0-3) An introductory linguistics course designed for practicing and prospective teachers working with students who are speakers of other languages. It is designed to provide the necessary background in the English language, including structure, meaning, processing, variation, change and acquisition. Students are required to successfully complete field experience hours.

EDSL 602 - TESOL Theory and Practice

(3-0-3) An introduction to the theory and practice of TESOL in different contexts. This course will examine the development of TESOL as a discipline, standards related to TESOL, and recent trends. The course is designed for practicing and prospective teachers working with students who are speakers of other languages. Students are required to successfully complete field experience hours.

EDSL 603 - Language and Culture

(3-0-3) This course is designed for practicing and prospective teachers working with students who are speakers of other languages. The course content focuses on the intimate relationship between language and culture. Students will examine various aspects of this relationship in order to understand themselves and their students to enhance their teaching effectiveness. Students are required to successfully complete field experience hours.

EDSL 604 - TESOL Methods and Materials

(3-0-3) This course offers an overview of basic principles, practices and methods that provide a broad foundation for educating speakers of other languages, including such topics as multiple views of teaching and learning, instructional strategies, bilingual education and state requirements for TESOL. The course is designed to increase teachers' effectiveness in expanding English learners' access to core curriculum, and to enhance their abilities to take leadership in TESOL at the school and district level. Students are required to successfully complete field experience hours.

EDSP - Special Education

EDSP 600 - Workshop

(1 to 3 hrs.) 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) 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) Defines various speech and language problems and their causal factors at the elementary and secondary school levels.

Presents methods for analysis, prevention and correction of these problems.

EDSP 603 - Assessment Methodology for the Handicapped

(2-2-3) Testing and assessment procedures utilized with traditional categorical approaches in special education. Principles of norming and scaling included.

EDSP 604 - Resource Concepts for the Handicapped

(3-0-3) Fundamental concepts regarding implementing and managing a resource room at both elementary and secondary school levels.

EDSP 605 - Early Childhood Special Education

(3-1-3) An overview of early childhood special education services for preschool children with special needs. Emphasis on assessment, intervention planning, progress monitoring, inclusive practices, collaboration and family involvement.

EDSP 606 - Communication Disorders

(3-0-3) 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) Career exploration and preparation programming for secondary students who have special learning needs.

EDSP 610 - Foundations of Effective Practice in Special Education (3-9)

(3 to 9 hrs.) This course provides the foundation of skills needed to design, manage, and deliver effective instruction to students with disabilities. This course is made up of three credit modules: 1) Applied behavior analysis, 2) Specially designed instruction, and 3) Assessment. The academic record of incoming candidates with prior special education preparation will be evaluated to determine which modules will be required.

Prerequisite: EDSP 601, EDUC 618 and EDEL 627

Corequisite: EDSP 614 or EDSP 616

EDSP 611 - Seminar: Educating Students with Disabilities I

(3-0-3) 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.

Prerequisite: EDSP 610, EDSP 614, or EDSP 616

Corequisite: EDUC 650

EDSP 612 - Seminar: Educating Students with Disabilities II

(3-0-3) 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.

Prerequisite: EDSP 611

Corequisite: EDUC 651

EDSP 613 - Advanced Topics in Effective Practice in Special Education (3-9)

(3 to 9 hrs.) This course provides the advanced level of skills needed to design, manage and deliver effective instruction to students with disabilities. This course is made up of three modules: 1) Characteristics of Disordered Behavior, 2) Collaboration, and 3)

Transition to Adult Life. The academic record of incoming candidates with prior special education preparation will be evaluated to determine which modules will be required.

Prerequisite: One of the following: 1. EDSP 610, EDSP 611, and EDSP 614, or 2. EDSP 616

Corequisite: EDUC 615 or EDSP 617

EDSP 614 - Designing, Delivering and Managing Instruction of Students with Learning and Behavior Disorders I

(3-0-3) A teaching methods course concerned with the planning, management and delivery of effective instruction for students with learning disabilities and behavior disorders.

Prerequisite: EDEL 627, EDSP 601, EDUC 618, or equivalent courses

EDSP 615 - Designing, Delivering and Managing Instruction of Students with Learning and Behavior Disorders II

(3-0-3) This course refines foundational skills needed to design, manage and deliver effective instruction to students with learning and behavioral disabilities.

Prerequisite: EDSP 610, EDSP 611, EDSP 612 and EDSP 614

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

(3-0-3) This course provides the foundation of skills needed to design, manage and deliver effective instruction to students with moderate and severe disabilities.

Prerequisite: EDSP 601, EDUC 618 and EDEL 627

EDSP 617 - Designing, Delivering and Managing Instruction with Moderate and Severe Disabilities II

(3-0-3) 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.

Prerequisite: EDSP 612 and EDUC 651

EDSP 618 - Curriculum for MSD

(3-0-3) This course will examine the components of appropriate curriculum for students with moderate and severe disabilities. Strategies to manage 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 examined. Completion of related field experience is an essential part of this course.

EDSP 621 - Operation of Special Education Programs

(3-0-3) The course addresses federal and state regulations, case laws, fiscal management and record keeping.

EDSP 622 - Instructional Leadership in Special Education

(3-0-3) This course addresses the following areas in instructional leadership: program development and planning, curriculum development, instruction and management.

EDSP 623 - Special Education Program Coordination

(3-0-3) This course addresses the following areas: communication with regular educators, staff supervision, professional development, community/public relations and working with parents.

EDSP 624 - Practicum

(6-0-6) Supervised practicum experience.

EDSP 630 - Universal Design for Learning

(3-0-3) 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 on 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; be involved in the general curriculum; and 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) 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. The course 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.

Prerequisite: EDTL 603

EDSP 632 - Applied Research in Special Education

(3-0-3) 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.

Prerequisite: EDTL 603 and EDSP 631

EDSP 641 - Conceptions and Identification of Gifted Children and Youth

(3-0-3) 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) 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, underrepresented groups such as females and ethnic minorities, student and family counseling, underachievement, and the development of model programs and its evaluation.

EDSP 643 - Teaching the Gifted Student

(3-0-3) 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.

Prerequisite: EDSP 641

EDSP 644 - The Gifted Adolescent and Young Adult

(3-0-3) 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) Placement in an approved setting for gifted education on the basis of one-week placement for each credit hour unit.

Prerequisite: EDSP 641, EDSP 642, and EDSP 643

EDSP 668 - Organization of Special Classes

(2-2-3) 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.) 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.

Prerequisite: 1. EDF 600, 2. 15 hours in graduate level courses

EDSP 675 - Practicum in Special Education

(3 to 6 hrs.) Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multidiscipline approach to therapy and/or prescriptive teaching. (Application made through the director of student teaching.)

Prerequisite: EDF 600

EDSP 676 - Directed Study

(1 to 3 hrs.) 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.

Prerequisite: 15 hours in graduate level courses

EDTC - Educational Technology**EDTC 611 - Introduction to Research and Grant Writing**

(3-0-3) 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.

EDTC 621 - Technology for the 21st Century Teacher

(3-0-3) 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).

EDTC 625 - Assistive Technology

(3-0-3) 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.

EDTC 628 - Technology, Education and Culture

(3-0-3) 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.

EDTC 631 - Designing the Learning Environment

(3-0-3) This course is focused on helping teachers explore the environmental issues within the physical classroom and how they can design their classroom to meet the learning needs of students.

EDTC 633 - Information Literacy

(3-0-3) Introduction to the evolution, dissemination, and consumption of information particularly in the online environment. More specifically, evaluate information and its sources critically to be able to use the information effectively for a specific purpose. Students shall produce an instructional website/wiki focusing on information literacy of his or her design, which will be appropriate for use in an educational setting.

EDTC 644 - Multimedia Design for the Classroom

(3-0-3) 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.

EDTC 645 - Advanced Multimedia Design

(3-0-3) This course is focused on applying the principles of instructional design and multimedia development to create multimedia projects designed for learning.

Prerequisite: EDTC 644

EDTC 646 - Mobile Learning for Education

(3-0-3) Introduction to the design, development, and integration of mobile apps into the classroom to enhance 21st century learning through emerging technologies. Course covers principles of coding and design for cross-platform applications along with best practices for integrating apps into the curriculum and evaluating their potential impact on achievement. Students shall produce classroom-ready apps using a variety of tools along with applicable lesson plans.

EDTC 650 - Social Media in Education

(3-0-3) Today's personal, social, academic, political, and economic worlds are all affected by digital media and networked public domains. This course is organized around the broad question of what educators should know about the way digital media are reshaping society in and out of classrooms. This course introduces students to both the literature about and direct experience of these new literacies: research foundations and practical methods to control

attention, attitudes and tools necessary for critical consumption of information, best practices of individual digital participation and collective participatory culture, the use of collaborative media and methodologies, and the application of network know-how to life online. Skills and knowledge gained from the course will enable students to make decisions about appropriate content and activities using social media as educators and instructional designers in P-12, higher education and corporate environments as well as other professional settings.

EDTC 653 - Needs Analysis and Program Evaluation

(3-0-3) This course covers multiple approaches and methodologies for needs and analysis as well as writing analysis reports and program evaluations.

EDTC 680 - Introduction to Instructional Design and Technology

(3-0-3) 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.

EDTC 681 - Individualized Learning Systems

(3-0-3) 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.

EDTC 682 - Advanced Instructional Design

(3-0-3) This course explores instructional design models focused on social interaction, learner centering, collaboration and facilitation. Additionally, participants will investigate modern instructional design models for 21st century education and training.

Prerequisite: EDTC 680

EDTC 683 - Creativity in 21st Century Education

(3-0-3) This course will examine theory and research on creativity and how it could be applied to education. A variety of research perspectives will be reviewed including Maslow, Rogers, Torrance, Csikszentmihalyi, Sternberg, and others. The emphasis will be on the theoretical perspectives and procedures to advance the understanding of creativity and how it could enhance educational practice.

EDTC 684 - Blended Learning

(3-0-3) This course focuses on the application of theory and research to the design and implementation of blended learning experiences for educators and instructional designers in P-12, higher education and corporate environments as well as other professional settings. Skills and knowledge gained from the course will enable students to make decisions about appropriate content and activities for online and face-to-face environments in a curriculum with the aim of achieving synergy between the environments.

EDTC 685 - Principles of Distance Education Delivery

(3-0-3) 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.

EDTC 686A - Designing the Online Learning Environment

(3-0-3) Participants shall understand basic concepts of online course instructional design, development, implementation and evaluation using a variety of venues including, but not limited to, social networks, Learning Management System (LMS), Web 2.0 technologies and virtual world simulations. Participants will be required to have a course syllabus for online course development.

EDTC 686B - Designing the Online Learning Environment Practicum

(3-0-3) This course provides students an opportunity to understand the design of online instruction through actual delivery of online instruction. Students will implement instruction over a semester period in an online course or series of online instructional modules as appropriate for their instructional area.

Prerequisite: EDTC 686A

EDTC 688 - Educational Gaming and Simulation

(3-0-3) 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.

EDTC 689 - Designing Instructional Modules for Games and Simulations

(3-0-3) This course is focused on applying principles of instructional design to the development of game and simulation modules. Participants will design instructional modules for commercial off-the-shelf games with scenario editors.

Prerequisite: EDUC 688

EDTL - Education (Teacher Leader)

EDTL 601 - Leadership and Decision Making

(3-0-3) This course provides foundational experience for all Teacher Leader graduate programs. The course explores the various forms of instructional leadership, the impact of leadership on student achievement, and develops knowledge and skills related to professionalism, organizational analysis, critical reflection, and planning. Central to this course is the analysis of multiple data sources to plan and implement strategies for improved student achievement.

EDTL 602 - Education in Context

(3-0-3) This course prepares teachers for leadership roles through 1) an examination of both classic and contemporary theories of education; 2) an exploration of diverse pedagogical models and theories; and 3) an analysis of the decision-making assumptions and processes that impact school practices. It explores both professional literature and practicing teachers' perceptions about what schools and their leaders actually do and engages them in debates about what schools and their leaders should do. Students will analyze various perspectives, assumptions, strengths, and weaknesses of these theories and models. Students will research the connection between theory and practice in actual school settings.

EDTL 603 - Research and Teacher Leader

(3-0-3) Students will explore the logic, processes and methods of educational research. This exploration will prepare students to understand, evaluate and apply appropriate research methods to answer specific questions in educational settings (classrooms, schools, districts). Students will collaborate with others in their

schools to develop questions and appropriate methodology for research, data collection and begin data analysis. (Note: Students anticipating doing research in their own classroom should take this course either in the fall or spring semesters.)

EDTL 604 - Collaboration for Teachers

(3-0-3) The course is primarily designed to develop teacher knowledge and skills needed to accommodate a wide range of diverse learners in the regular classroom. To this end, the areas of teacher collaboration, professional interactive teaming and teacher consultation will be emphasized. In addition to the inter-professional content, the course also will address instructional and assessment issues pertaining to the inclusive class placement of students with disabilities. The course is appropriate for all teachers whose role includes responsibilities for the education of students with diverse needs in school settings.

EDTL 605 - Developmental Analysis of Learning

(3-0-3) Central to this course is the application of principles of human growth and development, research findings and theories of human behavior to explore differences across learners in P-12 classrooms. This course includes analysis of educational policy, investigation of learner differences, and introduces the concepts of differentiated instruction and analysis of assessment practices with regard to various domains and contexts of development, including cognitive, emotional, moral, language, identity, gender, peers, parenting, family context and lifestyle.

EDTL 606 - Curriculum and Instructional Design

(3-0-3) This course will provide an overview of curriculum models, their historical and philosophical foundations, and their inherent practices. Candidates will further examine practices that allow for differentiated instruction in a variety of learning environments. The culminating performance will involve the development, implementation and evaluation of a candidate-designed content-specific curricular framework.

EDUC - Education Professional

EDUC 601 - President's Leadership Academy I

(3-0-3) Participants will be provided opportunities to increase their awareness of the complexity of issues facing the University and post-secondary education. Class members will expand their understanding of the environment in which University decisions are made.

Prerequisite: Must be unconditionally accepted into MSU's graduate school, and selected for participation into the President's Leadership Academy (PLA).

EDUC 602 - President's Leadership Academy II

(3-0-3) 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.

Prerequisite: Must be unconditionally accepted into MSU's graduate school, and selected for participation into the President's Leadership Academy (PLA), and successful completion of EDUC 601.

EDUC 603 - National Board Certification Preparation

(3-0-3) This course can be repeated a total of three times for credit. This course constitutes a clinic for mentoring graduate students in

developing the initial three entries for the National Board Certification (NBC) portfolio in any of the 25 NBC certification areas.

EDUC 604 - National Board Certification Preparation II

(3-0-3) This course mentors candidates for National Board Certification in developing the leadership/documentated accomplishment entry for their portfolio. This focus is on commitment to student learning, through work with students' families and community, and through development as a learner and as a collaborator and/or leader.

EDUC 608 - Morehead Writing Project Fall Institute

(3-0-3) An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers.

EDUC 609 - Morehead Writing Project Spring Institute

(3-0-3) An invitational, intensive institute for practicing educators and administrators that focuses on their development and training as writers and writing teachers.

EDUC 618 - Teaching Mathematics for Diverse Learners

(3-0-3) This course will integrate the development of mathematical concepts and skills with the differentiation needs of students. An investigation of mathematical methodologies to address the learning needs of students will be explored.

EDUC 629 - Reading Programs: The Role of the Administrator

(3-0-3) 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) The teaching and learning of critical thinking and decision making skills for the classroom teacher and administrator. Emphasis on 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 650 - Practicum I

(6-0-6) 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 Kentucky Teacher Standards.

EDUC 651 - Practicum II

(6-0-6) 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 Kentucky Teacher Standards.

Prerequisite: EDUC 650

EDUC 652 - Applied Classroom Practice Modules I

(2-0-2) 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) 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) 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.

Prerequisite: EDF 600

EDUC 678 - Applied Research for Classroom Teachers II

(3-0-3) Individual research problems and writing for publication; implementation of classroom-based research project proposed in EDUC 677; formal writing and presentations; classroom discussion.

Prerequisite: EDUC 677

EDUC 682 - The At-Risk Student

(3-0-3) 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) Production of various types of audiovisual materials with emphasis upon still photography (slides-prints), motion picture photography, audio production and classroom television production.

EDUC 689 - Special Class

(1 to 4 hrs.)

EDUC 690 - Supervision of Student Teaching and Field Experiences

(3-0-3) 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) 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.

ENG - English

ENG 600 - Studies in English for Teachers

(3-0-3) 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) A linguistic approach to the study of meaning in language.

ENG 604 - Linguistics: Grammar

(3-0-3) Principles of grammar from current theoretical perspectives.

ENG 608 - Morehead Writing Project Summer Institute

(3-0-3) 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) 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) 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) Advanced study of representative writers, texts, genres, and themes of the American Renaissance.

ENG 620 - American Poetry

(3-0-3) Advanced study of representative American poetry.

ENG 622 - American Novels

(3-0-3) Advanced study of representative American novels.

ENG 624 - American Literature in Perspective

(3-0-3) Advanced thematic study of American literature.

ENG 628 - Literary Theory

(3-0-3) A survey of literary theory from the twentieth century to the present.

ENG 630 - Topics in British Literature

(3-0-3) The study of themes, movements or modes in British literature that span multiple literary periods; or of clusters of authors. May be taken only once for credit.

ENG 632 - The British Novel

(3-0-3) Advanced study of representative British novels and the development of the genre from its beginnings to the present.

ENG 633 - Old English Literature

(3-0-3) Old English culture, epic and lyric poetry, and prose will be studied in translation. Selected passages from Old English literature will be read in the original language.

ENG 634 - Chaucer

(3-0-3) Intensive study of Chaucer's early poetry, Troilus and Criseyde and The Canterbury Tales (in the original Middle English). Fulfills the major author requirement for the Master of Arts in English.

ENG 635 - Topics in Shakespeare

(3-0-3) Intensive study of Shakespeare's works.

ENG 636 - Major American Author

(3-0-3) Intensive study of a significant American author (about whom there exist reference resources and a substantial amount of critical commentary). Fulfills the major author requirement for the Master of Arts in English. This course **may not** be taken for additional credit.

ENG 637 - Major British Author

(3-0-3) Intensive study of a significant British author (about whom there exist reference resources and a substantial amount of critical commentary) excluding Chaucer, Shakespeare and Milton. Fulfills the major author requirement for the Master of Arts in English. This course **may not** be taken for additional credit.

ENG 638 - Milton

(3-0-3) Intensive study of Milton's poetry and major prose. Fulfills the major author requirement for the Master of Arts in English.

ENG 639 - African American Literature

(3-0-3) Advanced study of representative writers, texts, movements and themes in African American literature and culture.

ENG 645 - Renaissance Literature

(3-0-3) Advanced study of selected major writers of the English Renaissance with an emphasis on Spenser, Shakespeare (excluding drama), Donne and Jonson.

ENG 647 - Restoration and Eighteenth Century British Literature

(3-0-3) Advanced study of representative British writers, texts, literary forms and themes, 1660-1798.

ENG 648 - Romantic Period

(3-0-3) Advanced study of representative British writers, texts, literary forms and themes, 1789-1832.

ENG 650 - Victorian Period

(3-0-3) Advanced study of representative British writers, texts, literary forms and themes, 1832-1901.

ENG 652 - Twentieth Century British Literature

(3-0-3) Advanced study of representative British writers, texts, literary movements literary forms, and themes, 1901 to the present.

ENG 653 - Modern Drama

(3-0-3) Advanced study of representative dramas and the development of the genre from the advent of Realism to the present.

ENG 655 - Early Dramatic Literature

(3-0-3) Advanced study of representative dramas and the development of the genre from the Greeks to the mid-nineteenth century.

ENG 661 - Studies in American Literary Periods

(3-0-3) Advanced study of representative writers, texts, genres and themes focusing on an American literary period.

ENG 663 - American Fiction

(3-0-3) Advanced study of representative American fiction from its beginnings to the present.

ENG 666 - Contemporary Literature

(3-0-3) Advanced study of contemporary literature in English or English translation.

ENG 670 - Film and Literature

(3-0-3) Advanced study of the relationship between literature and film.

ENG 676 - Directed Studies

(1 to 3 hrs.) 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) 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) 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) 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) Both theoretical and practical applications of all psychological aspects of language.

ENG 690 - Technical Writing

(3-0-3) Principles of analysis, process and definition; program, recommendation and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement.

ENG 697 - Sociolinguistics

(3-0-3) Theory and practice involved in individual and institutional language patterning.

ETM - Engineering and Technology Management

ETM 600 - Emerging Technologies and Impact

(3-0-3) 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.

ETM 603 - Quality Assurance

(3-0-3) 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.

ETM 604 - Advanced CAD of Mechanisms

(2-2-3) Mathematical and graphic solutions of problems involving the principles of machine elements. Special emphasis on study and stress analysis, failure prevention from static and variable loading, design of mechanical elements, linkages, velocities and acceleration of points with link mechanisms; layout methods for designing cams, belts, pulleys, gears and gear trains. The course will offer a practical approach to the subject of machine design through a wide range of real-world applications and examples. Case studies, discussions and projects are integrated in a cohesive approach to solving advanced machine design and mechanism problems in line with contemporary technological advances.

Corequisite: ETM 604L

ETM 607 - Advanced Materials Science

(3-0-3) This course focuses on advanced materials theories and concepts and key engineering materials, with special attention to the relationship of materials composition, processing, microstructure and property. It emphasizes the fundamentals of materials science, such as mechanical concepts, atomic diffusion, thermal behavior, atoms and molecules, chemical bonds, crystal structures and defects, phase diagrams and transformation, temperature and compositional undercooling, nucleation, and solidification microstructure. It covers various engineering materials that are widely used in automobile, aerospace and construction industries. The materials include aluminum alloys, iron and steel, titanium alloys, nickel alloys, refractory alloys, shape-memory alloys, polymers, ceramics and composites. Emerging materials are also introduced.

ETM 610 - Advanced Engineering Economics

(3-0-3) This course provides an in-depth study of tools to analyze and solve the economic problems that are faced by today's technologists and engineers. The course will cover various topics such as the decision making process, cost estimating, time value of money, present worth techniques, cash flow analysis, rate of return analysis, uncertainty in future events, depreciation methods, taxes, replacement policies, and annual equivalence and sensitivity analysis.

Prerequisite: ETM 310

ETM 615 - Advanced Computer Aided Design

(3-0-3) 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.

ETM 619 - Total Quality Control

(3-0-3) An advanced study of total quality management principles and techniques and their impact on the products' quality in organizations.

ETM 621 - Experimental Design in Organizations

(3-0-3) 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.

ETM 622 - Advanced Project Management

(3-0-3) 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.

Prerequisite: ETM 320

ETM 627 - Advanced Organizational Management

(3-0-3) Industrial organizational design, dynamics of organizational behavior, functions of industrial management, and business fundamentals for effective management in industrial and technical organizations. Special emphasis on challenges facing industrial

managers, positive organizational behavior, leadership attributes, strategic planning, group dynamics and teamwork, quality control, information technology, web-based entrepreneurship, and globalization opportunities. The course will look at the challenges facing management in industrial organizations and consider solutions of industrial/engineering management problems. Case studies, discussions and projects are integrated in a cohesive approach to solving management problems in line with contemporary technological advances.

ETM 630 - Advanced Engineering Design

(3-0-3) 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.

ETM 642 - Advanced Digital Signal Processing I

(2-2-3) 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.

Corequisite: ETM 642L

ETM 644 - Wireless Networking and Systems

(3-0-3) 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 include wireless networking, digital cellular, next generation PCS, wireless LANs, wireless ATM and mobile IP.

ETM 645 - Computer Interfacing and Applications

(2-2-3) A study of the computer architecture, interfacing basics, programmable interface devices, serial/parallel data communications, programmable timers, control devices and circuits and microprocessor interfacing.

Cross-Listed as: ETM 645L

ETM 650 - Advanced Digital Signal Processing II

(2-2-3) 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.

Corequisite: ETM 650L

ETM 670 - Directed Research

(1 to 6 hrs.) 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.

ETM 676 - Directed Study

(1 to 6 hrs.) Provides the creative and resourceful graduate student with the opportunity to pursue a technical problem with a laboratory orientation.

ETM 680 - Advanced Networking

(2-2-3) Advance study of data communications and networking technology. The topics include digital modulation, transmission media characteristics, interface standards, network configurations and testing equipment.

Corequisite: ETM 680L

ETM 684 - Advanced Manufacturing Systems

(2-2-3) Advanced tool and machining theory, with emphasis on production machining and progressive tooling for computerized numerical control applications.

Corequisite: ETM 684L

ETM 688 - Computer Integrated Manufacturing

(2-2-3) 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.

Corequisite: ETM 688L

ETM 695 - Supervised Field Experience

(3-0-3) 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.

ETM 698 - Research Methods in Technology

(3-0-3) 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.

ETM 699 - Thesis

(6 hrs.) Independent research and thesis writing.

FIN - Finance

FIN 600 - Survey of Finance

(3-0-3) 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 30-hour MBA program.

FIN 602 - Survey of Financial Analysis

(3-0-3) 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) 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) 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. Equates with MKT 622.

FIN 625 - Advanced Bank Management

(3-0-3) 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) 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) 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.) Provides an opportunity and challenge for directed study of finance problems. Student must present a written statement of an approved research problem prior to registration.

FIN 672 - Investment Management

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

FIN 673 - Chartered Financial Analyst Level I Review Course

(1-0-1) 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) 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 and instruments, financial statement analysis, corporate finance and portfolio management.

FIN 675 - Chartered Financial Analysis Level III Review Course

(1-0-1) 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.

FNA - Fine Arts

FNA 660 - Comparative Arts

(3-0-3) A study of music, literature and the visual arts in relation to their social, religious and historical backgrounds.

FRN - French

FRN 605 - Linguists and Language Teaching

(3-0-3) 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.) This course is a directed study in French. 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 Class

(1 to 3 hrs.) These courses are specialized offerings in French. The purpose of these courses is to enhance the existing program in French. May be taken three times for credit.

GEO - Geography

GEO 600 - Political Geography

(3-0-3) 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) Supervised comprehensive investigation of selected problems in the field of geography (may be repeated for a maximum of six hours).

GEO 602 - Geographic Factors and Concepts

(3-0-3) A general survey of the field of geography in its various branches. Designed for beginning teachers and other students lacking an adequate background for advanced work in geography.

GEO 605 - Conservation of Natural Resources

(3-0-3) 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) 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 650 - Social Thought and Theory

(3-0-3) An intensive study of certain selected pioneer social theorists such as Weber, Durkheim, Marx and contemporary theories. Equates with ISS/HST/SOC 650.

Prerequisite: SOC 405

GEO 676 - Directed Study

(1 to 6 hrs.) 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.

GEO 680 - Geography for Teachers

(3-0-3) A study of the basic concepts, materials and techniques for the teaching of geography.

GEO 699 - Special Class

(1 to 4 hrs.) Credit toward degree program must be approved by student's advisor.

GOVT - Government**GOVT 600 - Seminar: State and Local Government**

(3-0-3) 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) A study of the political and legal aspects of major environmental policies including the impact of energy policies on environmental health and safety.

GOVT 610 - American Politics

(3-0-3) A graduate level survey of the Constitution, institutions and politics of American government through an examination of major works across the political science literature.

GOVT 612 - American Political Development

(3-0-3) A graduate level course in the study of the country's political evolution; in particular, the effect of ideas and culture broadly construed on the development of the country's political institutions and its manner of operation.

GOVT 620 - International Relations

(3-0-3) A graduate level survey of the international relations field through an examination of major works across the political science literature. Students will undergo a study of international relations theory and practice; concepts of power and its application; machinery of foreign policy making and implementation; world politics and law; and the world community.

GOVT 630 - Comparative Politics

(3-0-3) This course provides an introduction to the discipline of comparative politics - its dominant questions, theories and research methods - by way of an intensive study of the countries and the politics of a particular geographic region.

GOVT 640 - Political Theory

(3-0-3) This course is a survey of the fundamental questions of political life through an examination of major works across the tradition of political philosophy: ancient, medieval, modern and contemporary.

GOVT 650 - Public Law

(3-0-3) This survey course will use major works in the political science and public law literature to study public law with particular attention to the creation, interpretation and implementation of constitutional and administrative law by government institutions.

GOVT 676 - Directed Study

(1 to 3 hrs.) 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) 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.

GOVT 699 - Thesis

(6 hrs.) Students will develop, execute and defend an approved thesis project under the supervision of a faculty committee.

HLTH - Health**HLTH 603 - Administration of School Health**

(3-0-3) An intensive study of the total program of school health: philosophy, administration, coordination, management and the future.

HLTH 608 - General School Safety

(3-0-3) 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 614 - Principles of Epidemiology

(3-0-3) 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 noninfectious disease processes.

HLTH 615 - Education in Drug Abuse Prevention/Intervention

(3-0-3) (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) 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) A highly concentrated study of current issues in health: individual research, student presentations, visiting lecturers.

HLTH 680 - Workshop

(1 to 3 hrs.) 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.) Intensive study of approved, specific health problems, under direction of instructor.

HPS-Health, Physical Education and Sport Science**HPS 600 - Research Methods in Kinesiology and Health**

(3-0-3) Skills and knowledge in the 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 in the health, physical education, exercise science and sport management fields.

HPS 601 - Interpretation of Data

(3-0-3) Introduction to the statistical application to research in health, physical education, and recreation: data organization, selection of samples, techniques of analysis.

HPS 610 - Readings and Graduate Seminar

(3-0-3) 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.

HSM - Health Systems Management

HSM 611 - Health Economics

(3-0-3) Analyze issues and problems in the provision, funding and utilization of healthcare services from an economic perspective; examine the effectiveness of the institutional arrangements for the financing and delivery of healthcare services and explore possible alternative arrangements for a more efficient healthcare delivery system in the U.S.

HSM 630 - Healthcare Public Policy

(3-0-3) This course will allow students to gain 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, especially in healthcare. Upon completion of this course, students will be able to more fully understand public policy and its relationship to public administration and the American political system.

HSM 650 - Health IT and Clinical Transformation

(3-0-3) An introduction to implementation of electronic health records (EHRs) and health information exchange. The course recognizes that management of EHRs is increasingly important as a result of national healthcare policy, regulatory pressures, the need for information "on demand" at the point of care, and the focus on integration and "meaningful use" of electronic health information. The course will focus heavily on clinical transformation, which is the most difficult and critical component of achieving improved clinical outcomes and efficiencies from EHRs.

HSM 655 - Management of Healthcare Information Systems

(3-0-3) This course explores the role of information technology in current healthcare management. Topics include: healthcare data quality; healthcare information systems (HIS) regulations, laws and alignment and governance of HIS; security of HIS; IT HIS; emerging technology; selection of information systems; management of information; electronic medical records, the Internet's impact on healthcare organization's business processes; and other current events.

HSM 660 - Community Clinical Placements

(3-0-3) Students are matched with a community partner based on experience, career goals and agency needs. Students work with the program and the partner sites to develop a training contract that details clinical, leadership, scholarly and administrative activities, which are determined based on learning outcome goals and agency initiatives. Primary responsibilities include clinical service with individuals, families, and groups, assessment/testing, clinical

consultation, student supervision, and administrative duties. In addition, students may participate in program design and development, grant writing, training, or scholarly projects that are intended to improve services within the community agency.

HSM 670 - Directed Study

(3-0-3) This course provides an opportunity and venue for independent, supervised research and investigation in health systems management and/or health information technology. Students must submit an approval form which outlines a proposed research plan prior to registration.

HSM 680 - Healthcare Leadership and Ethics

(3-0-3) A broad orientation to the health services system, including structure, function, and management issues. Includes discussion of small business and human resources as they apply to medical practice management. Issues of leadership and ethics related to the healthcare industry and organizations participating in the industry are emphasized throughout the course.

HSM 682 - Healthcare Delivery Systems

(3-0-3) This course provides an introduction to the US healthcare system as well as an overview of the professional, political, social, and economic forces that have shaped it, as well as the ACA landmark legislation and the implementation. Additionally, the course focuses on such topics as patient-centered medical home, evidence-based medicine, telemedicine, electronic health information, mergers and acquisitions in healthcare, and the increased emphasis on quality and efficiency. A current perspective on the evolving trends in the healthcare industry and their managerial implications is examined.

HSM 684 - Healthcare Financial Management

(3-0-3) An in-depth study of the unique application of accounting and finance methods to the healthcare industry. Topics include a focus on the planning and acquisition of financial resources. The course provides an overview of methods for the allocation and management of financial resources and includes consideration of cost analysis, internal controls and reimbursement issues in the healthcare industry.

HST - History

HST 600 - Special Class

(1 to 3 hrs.) Credit in pursuit of degree programs must be approved by student's advisor and chair.

HST 610 - American Biography

(3-0-3) The characteristics of and services rendered by men and women who have played leading roles in the history of the nation.

HST 650 - Social Thought and Theory

(3-0-3) An intensive study of certain selected pioneer social theorists such as Weber, Durkheim, Marx and contemporary theories. Equates with ISS/GEO/SOC 650.

Prerequisite: SOC 405

HST 676 - Directed Study

(1 to 3 hrs.) Individually planned study on a particular topic. Program to be approved by department chair.

HST 677 - European History: Directed Readings

(1 to 3 hrs.)

HST 678 - Non-Western History: Directed Readings (1 to 3 hrs.)

HST 680 - History for Teachers

(3-0-3) Designed as a "refresher" course, interpretations of history and method for the public school social studies teacher.

HWHP-Health, Wellness and Human Performance

HWHP 602 - Wellness Promotion

(3-0-3) A philosophical consideration of all dimensions of wellness promotion: physical, psychological, social, spiritual, cultural and environmental.

HWHP 609 - Applied Exercise Physiology

(3-0-3) The areas of exercise testing, evaluation and planning are explored from a practical approach. Students will become familiar with health appraisal and exercise testing in the areas of cardiovascular fitness, flexibility, muscular strength and endurance, and body composition, as well as in exercise programming.

Prerequisite: PHED 432

HWHP 612 - Managing Worksite Wellness

(3-0-3) Study of the principles that guide management of a successful worksite wellness program. Students will be able to assess needs of the target population, identify program strategies, maintain a safe facility, and design evaluations according to personnel and management principles.

HWHP 651 - Advanced Exercise Prescription

(3-0-3) 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.

Prerequisite: PHED 432

HWHP 670 - Directed Research

(3-0-3) 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.

HWHP 699 - Thesis

(6 hrs.) Research and writing of an approved thesis. Maximum of six semester hours allowed.

IECE - Interdisciplinary Early Childhood Education

IECE 601 - Early Intervention

(3-0-3) Disabilities and delays experienced by at-risk infants and toddlers will be discussed, as well as early intervention approaches to be used with young children and their families.

IECE 615 - Families and Young Children

(3-1-3) Methods for early childhood educators working with diverse families of young children, both with and without disabilities.

IECE 631 - Guidance for Young Children

(3-1-3) This course provides an overview of social-emotional development and positive strategies for guiding the behavior of

young children ages 0-5. Candidates will learn both preventative and corrective discipline measures.

IECE 650 - Seminar: Early Childhood Education

(3-0-3) 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.

Prerequisite: EDEC 637, EDSP 605, & IECE 631

Corequisite: EDUC 650

IECE 651 - Seminar: Infant and Toddler

(3-0-3) This continuing seminar is taken in conjunction with a university supervised practicum. It requires the teacher-in-training to reflect on, refine and strengthen skills in assessment, instruction and classroom management.

Prerequisite: EDEC 627, IECE 601, and IECE 631

Corequisite: EDUC 651

IECE 654 - Administration in Early Childhood Programs

(3-1-3) This course prepares students for administration of and supervision in early childhood education programs. Consideration is given to program evaluation, personnel training and supervision, appropriate curriculum materials, family involvement and education, program management, and funding.

IECE 655 - Advanced Early Childhood Assessment

(3-1-3) In-depth study of child assessment with emphasis on screening, eligibility determination and instructional program planning. Informal and formal assessment techniques are included with focus on authentic and functional assessments.

Prerequisite: EDF 610

IECE 657 - Interdisciplinary Early Childhood Education Professional Assessment

(3-0-3) 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) 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

IET-Industrial and Engineering Technology

IET 620 - Industrial Education for the Elementary Teacher

(3-0-3) Designed to develop professional and technical competencies of pre-service and in-service elementary school teachers.

MATH - Mathematics

MATH 604 - Topology

(3-0-3) Elementary set theory; topological spaces; metric spaces; compactness and connectedness; mappings of topological spaces; related topics.

MATH 605 - Advanced Topics

(3-0-3) Advanced study in some area of mathematics.

MATH 610 - Real Analysis

(3-0-3) Abstract measure spaces; Lebesgue integration; differentiation theory; classical Banach spaces.

MATH 611 - Functional Analysis

(3-0-3) Linear spaces; normed and branched spaces; Hilbert spaces; applications to sequence spaces, and Fourier series.

MATH 612 - Real Variables

(3-0-3) Topological properties of Euclidean space; theory of differentiation and integration; sequences and series of functions.

MATH 618 - Probability

(3-0-3) A course in mathematical probability and its applications to statistical analysis.

MATH 619 - Advanced Integrated Math and Science for Teachers

(3-0-3) This course will develop interdisciplinary science knowledge, mathematics skills and technology skills needed to interpret and report real world data.

MATH 620 - Mathematical Modeling for Teachers

(3-0-3) 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.

Prerequisite: MATH 300

MATH 625 - Number Theory for Teachers

(3-0-3) This course is designed for the school mathematics teacher. The course is designed to introduce students to the elementary number theory. Topics include mathematical induction, divisibility properties of integers, prime numbers, congruence relations and cryptography.

Prerequisite: MATH 300

MATH 631 - Problem Solving for the Elementary Teacher

(3-0-3) An activity-oriented course designed for the elementary school teacher in curricular materials and problem solving.

MATH 640 - Biostatistical Methods

(3-1-4) 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.

MATH 642 - Mathematical Models in Biology for Teachers

(3-0-3) Discrete models across a variety of biological subdisciplines. Topics include linear and nonlinear models of population, Markov models of molecular evolution, phylogenetic tree construction, and infectious disease models.

MATH 650 - Higher Algebra I

(3-0-3) Groups, rings and related topics.

MATH 651 - Higher Algebra II

(3-0-3) Vector spaces and modules, fields, linear transformations.

Prerequisite: MATH 650

MATH 653 - Concepts in the Design of Experiments

(3-0-3) Single factor experiments; factorial experiments; qualitative and quantitative factors; fixed, random and mixed models; nested experiments.

MATH 656 - Nonparametric Statistics

(3-0-3) A course in basic nonparametric methods with applications.

MATH 663 - Probability and Statistics for Teachers

(3-0-3) The purpose of this course is to extend students' knowledge of probability and statistical concepts as introduced in the high school curriculum.

MATH 670 - Research Problems

(1 to 6 hrs.) Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 673 - Projective Geometry

(3-0-3) A synthetic treatment of projective geometry leading into natural homogeneous coordinates; analytic projective geometry; conics; axiomatic projective geometry, some descendants of real projective geometry.

MATH 675 - Selected Topics

(1 to 6 hrs.) 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)

MATH 685 - Vector Analysis

(3-0-3) Vector functions of a single variable; scalar and vector fields; line integrals, generalizations and applications.

MATH 686 - Complex Variables

(3-0-3) Algebra of complex variables; analytic functions, integrals; power series; residues and poles; conformal mappings.

MATH 695 - Topics in Mathematics Curriculum

(1 to 6 hrs.) New curricula developments in mathematics.

MKT - Marketing

MKT 600 - Survey of Marketing

(3-0-3) 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 30-hour MBA program.

MKT 622 - Financial Services Marketing

(3-0-3) 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. Equates with FIN 622.

MKT 635 - Consumer Behavior and Managerial Implications

(3-0-3) This course examines important concepts, principles, and theories from the various social sciences in order to describe and

explain consumer behavior, and its implications for marketing managers when making strategic management decisions.

MKT 640 - Product Design and Development

(3-0-3) 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 645 - IMC for Marketing Managers

(3-0-3) This course will explore Integrated Marketing Communications (IMC) from the manager's perspective. IMC is the management of all organizational communications to build positive relationships with customers and other stakeholders. IMC stresses marketing to the individual by understanding needs, motivations, attitudes and behaviors. Topics will address customer-centric communications, data analysis, promotional tools, traditional media channels, and emerging technology applications, along with buyer behavior, alternative marketing, and legal and ethical considerations.

MKT 650 - Marketing Administration

(3-0-3) 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) 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 665 - Consumer Psychology in Online Marketing

(3-0-3) 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 in E-commerce

(3-0-3) 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. Equates with MNGT 668.

MKT 670 - Directed Research

(1 to 3 hrs.) Provides an opportunity and challenge for directed study of marketing problems. Student must present a written statement of an approved research problem prior to registration.

MNGT - Management

MNGT 600 - Survey of Management and Organizational Behavior

(3-0-3) A comprehensive analysis of the fundamental concepts of organizational design and management with emphasis on the role of a manager as a decision maker in a rapidly changing global environment, taking into account the short- and long-range social, ethical, and legal ramifications of those decisions. Special emphasis is placed on managing a diverse workforce and the functions of planning, organizing, motivating, and leadership. This course does not satisfy the requirements of the 30-hour MBA program.

MNGT 602 - Survey of Quantitative and Financial Analysis

(3-0-3) 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. Equates with ECON 602.

MNGT 606 - Operations Analysis

(3-0-3) Managerial organization for production, plant design and layout, control of production, and investment in equipment.

MNGT 609 - International Management

(3-0-3) 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) 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) 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.

MNGT 620 - Quantitative Business Analysis

(3-0-3) 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) 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) 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) 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 660 - Entrepreneurship

(3-0-3) This course is integrative and experiential in nature, drawing from a broad range of business basics. Its main focus will be in-depth exposure to the process of starting and scaling an enterprise from an idea and business plan into a company. The course presents the main themes of managing innovation ventures in firms of varying size and establishment. First half develops an understanding of the issues involved in the different developmental patterns adopted by start-ups, many of which involve linkages between new and established firms. Second half focuses on the problems established firms face in smaller, nimbler organizations. Also covers ways to expand the innovation process beyond traditional firm boundaries, including collaborations between large and young emerging companies.

MNGT 661 - Human Resource Topics

(3-0-3) 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) 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) 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) 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) 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. Equates with COMM 665.

MNGT 667 - Women and Men in Management

(3-0-3) This course deals with gender issues in the formal and informal environment of the workplace. Gender differences, sexual harassment, discrimination and politics are discussed. The impact of one's personal life on one's work life is discussed to include: dual income families, marital roles, children, domestic violence, and the role of the organization.

MNGT 668 - Organizational Strategies for E-commerce

(3-0-3) This course examines the literature on strategies that organizations can use 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. Equates with MKT 668.

MNGT 670 - Directed Research

(1 to 3 hrs.) Provides an opportunity and challenge for directed study of management problems. Student must present a written statement of an approved research problem prior to registration.

MNGT 677 - Leadership and Ethics

(3-0-3) This course is designed to help students develop the knowledge and skills needed to lead high-performing, ethical groups and organizations. This course explores theories and research from various fields related to both ethics and leadership in organizations. Emphasis is placed on the practical application of these theories in the modern workplace.

MNGT 680 - Health Care Organization and Management

(3-0-3) 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 691 - Business Policies and Procedures

(3-0-3) 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.

Prerequisite: Completion of or concurrent enrollment in ACCT 611, BIS 630, CIS 615, ECON 661, FIN 660, MKT 650 and MNGT 677

MNGT 698 - Selected Workshop Topics

(1 to 4 hrs.) 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.

MUSC - Music Conducting

MUSC 671 - Advanced Conducting

(2-2-3) Advanced instruction and experience in the preparation, rehearsal and performance of ensemble music.

MUSE - Music Education

MUSE 615 - Voice Pedagogy

(3-0-3) 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) A survey of teaching techniques and materials with primary emphasis on the public school level.

MUSE 625 - Psychology of Music

(3-0-3) A study of the psychological processes upon which musical behavior depends.

MUSE 635 - Practicum in Music Teaching

(3 hrs.) Practical experience on an individual basis in some areas of music teaching under the supervision of a member of the music faculty. The credit will be offered only to the student whose need can be met with an appropriate situation for supervised teaching.

MUSE 639 - Cooperative Education

(1 to 8 hrs.)

MUSE 641 - Kodály Pedagogy and Research I

(2-2-3) An in-depth study of the psychological processes upon which musical behavior depends and the concepts relating to the teaching of Kodály Level I Pedagogy and Folk Song Research. The concepts fulfill the national standards of the national Kodály association - OAKE (Organization of American Kodály Educators) for Level I.

MUSE 642 - Kodály Musicianship and Solfa I

(2-1-2) An in-depth study of the concepts relating to Kodály Level I Musicianship and Solfa teaching strategies. The concepts fulfill the national standards of the national Kodály association - OAKE (Organization of American Kodály Educators) for Level I Musicianship and Solfa.

MUSE 643 - Kodály Pedagogy and Research II

(2-2-3) An in-depth study of the concepts relating to the teaching of Kodály Level II Pedagogy and Folk Song Research. The concepts fulfill the national standards of the national Kodály association - OAKE (Organization of American Kodály Educators) for Level II Pedagogy and Research.

Prerequisite: MUSE 641

MUSE 644 - Kodály Musicianship and Solfa II

(2-1-2) An in-depth study of the concepts relating to Kodály Level II Musicianship and Solfa teaching strategies. The concepts fulfill the national standards of the national Kodály association - OAKE (Organization of American Kodály Educators) for Level II Musicianship and Solfa.

Prerequisite: MUSE 642

MUSE 645 - Kodály Musicianship and Solfa III

(2-1-2) An in-depth study of the concepts relating to Kodály Level III Musicianship and Solfa teaching strategies. The concepts fulfill the national standards of the national Kodály association - OAKE (Organization of American Kodály Educators) for Level III Musicianship and Solfa.

Prerequisite: MUSE 644

MUSE 653 - Teaching of Woodwinds

(2-0-2) Comparative study of the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656 - Teaching of Brasses

(2-0-2) Comparative study of various techniques and recent trends in the teaching of brass instruments.

MUSE 658 - Teaching of Percussion

(2-0-2) A study of the development of percussion instruments, literature and performing techniques.

MUSE 661 - Teaching of General Music

(2-0-2) 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) Techniques of preparing marching bands for performance.

MUSE 681 - Foundations of Music Education

(3-0-3) 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) 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.

MUSG - Music Class Applied

MUSG 683 - Studio Improvisation

(0-2-1) May be repeated for credit.

MUSH-Music-History-Literature

MUSH 600 - Graduate Music History Survey

(3-0-3) 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) A survey of the history of American music from colonial times to the present.

MUSH 681 - Literature of the Piano

(3-0-3) Survey of the keyboard music from the 16th century to the present.

MUSH 690 - School Band Literature

(2-0-2) Examination and criticism of music for training and concert use by groups at various levels of attainment.

MUSH 691 - Symphonic Literature

(3-0-3) Orchestral literature from the Mannheim School to the present. Emphasis upon formal structure, harmonic idioms and orchestration.

MUSH 692 - Vocal Literature

(3-0-3) A survey of music for solo voice and vocal ensemble, 16th through 20th centuries; stylistic traits, types of compositions, sources and performance practices.

MUSH 693 - Contemporary Music

(3-0-3) 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) A study of the literature for small ensembles from the 18th century to the present.

MUSH 695 - Seminar in Music History

(3-0-3) 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.

Prerequisite: One of the following: 1. B or better in MUSH 600 2. Successful performance on Music History and Literature, Entrance Exam

MUSM - Music Ensembles

MUSM 661 - Trumpet Ensemble (1 hr.)

MUSM 662 - Trombone Choir (1 hr.)

MUSM 663 - Tuba and Euphonium Ensemble (1 hr.)

MUSM 667 - Brass Choir (1 hr.)

MUSM 668 - Brasswind Ensemble (1 hr.)

MUSM 669 - Percussion Ensemble (1 hr.)

MUSM 670 - Concert Band (1 hr.)

MUSM 671 - Symphony Band (1 hr.)

MUSM 672 - Marching Band (1 hr.)

MUSM 678 - String Ensemble (1 hr.)

MUSM 679 - Orchestra (1 hr.)

MUSM 681 - Jazz Ensemble (1 hr.)

MUSM 682 - Jazz Vocal Ensemble (1 hr.)

MUSM 683 - Traditional Music Ensemble (1 hr.)

MUSM 684 - Guitar Ensemble (1 hr.)

MUSM 690 - Vocal Ensemble (1 hr.)

MUSM 691 - University Chorus (1 hr.)

MUSM 692 - Concert Choir (1 hr.)

MUSM 693 - Chamber Singers (1 hr.)

MUSM 694 - Operaworks (1 hr.)

MUSP - Music Private Applied

MUSP 601 - Private Flute

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 602 - Private Oboe

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 603 - Private Bassoon

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 604 - Private Clarinet

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 605 - Private Saxophone

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 606 - Private Horn

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 607 - Private Trumpet

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 608 - Private Euphonium

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 609 - Private Trombone

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 610 - Private Tuba

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 616 - Private Harp

(1 to 4 hrs.)

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 619 - Private Percussion**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 627 - Private Violin**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 628 - Private Viola**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 629 - Private Cello**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 630 - Private Double Bass**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 635 - Private Classical Guitar**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 636 - Private Guitar**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 637 - Private Electric Bass**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 638 - Private Banjo**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 640 - Private Voice**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 641 - Private Harpsichord**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 642 - Private Organ**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 643 - Private Piano**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 660 - Graduate Recital

(2-0-2) 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.

Prerequisite: Graduate recital hearing and consent of the appropriate private applied instructor.

MUSP 662 - Private Composition**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 663 - Private Conducting**(1 to 4 hrs.)**

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUSP 670 - Private Applied Pedagogy and Performance Practice

(1-0-1) An examination of the literature related to teaching applied music and to historical performance practices associated with the repertory for the major performing area.

Prerequisite: Admission to Master of Music in Music Education or Master of Music in Performance degree program or permission of instructor.

MUST - Music Theory**MUST 630 - Arranging**

(2-0-2) Scoring, arranging, transcribing of selected or original materials for voices and/or instruments.

MUST 631 - Arranging for the Marching Band

(2-0-2) 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) Continuation of MUST 630.

MUST 661 - Advanced Composition I

(1-1-2) Study, writing and performance of students' original creative work. Private conferences and composition seminar in colloquium.

MUST 662 - Advanced Composition II

(1-1-2) Continuation of MUST 661.

MUST 663 - Creative Writing I

(2-0-2) Private coaching and critique in developing individual compositional style.

MUST 664 - Creative Writing II

(2-0-2) Continuation of MUST 663.

Prerequisite: MUST 663

MUST 665 - Form and Analysis

(3-0-3) A study of the elements of musical design through score analysis.

MUST 690 - Studies in Musical Style

(3-0-3) 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.

Prerequisite: One of the following: 1. "B" or better in MUST 665 2.

Pass entrance examination in music theory

MUSW - Music Research

MUSW 610 - Music Business

(2-0-2) This course will give the student an overview of the music industry including copyright law, publishing, performance rights, contracts, management, licensing and merchandising, A&R, publicity, advertising, marketing, private studio management, grants, and taxation. Students will gain an overall understanding of the people, technologies, and laws that affect all aspects of the music business. This course is essential for any student wishing to pursue a career in the music industry.

MUSW 676 - Independent Study

(1 to 3 hrs.) 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) 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) *To be taken during the 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) *To be taken during the 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) *To be taken during the 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.) May be divided among two or more semesters.

NURG - Advanced Practice Nursing

NURG 610 - Health Assessment for Advanced Practice

(2-3-3) This course focuses on assessment skills necessary for the Advanced Practice Nurse. Diagnostic reasoning and client centered care across the lifespan will be emphasized. Admission to the MSN Program or departmental approval is required.

NURG 612 - Pharmacology for Advanced Practice

(3-0-3) This course focuses on pharmacotherapeutic concepts necessary for the Advanced Practice Nurse. Clinical reasoning related to pharmacology will be emphasized. Admission to the MSN Program or departmental approval is required.

NURG 613 - Pathophysiology for Advanced Practice

(3-0-3) This course focuses on pathophysiology concepts necessary for the Advanced Practice Nurse. Clinical reasoning related to pathophysiology will be emphasized. Admission to the MSN Program or departmental approval is required.

NURG 618 - Advanced Evidence-Based Practice

(3-0-3) This course focuses on the critical evaluation of research findings with the application of research outcomes to the practice setting. Use of evidence-based findings to promote positive outcomes will be emphasized. Admission to the MSN Program or departmental approval is required.

NURG 620 - Roles and Issues for Advanced Practice

(2-0-2) This course provides an analysis of professional roles and issues related to the Advanced Practice Nurse. The history of advanced nursing practice along with current professional issues will be explored. Admission to the MSN Program or departmental approval is required.

NURG 621 - Roles and Issues for Advanced Practice (Post-MSN)

(1-0-1) This course provides an analysis of professional roles and issues related to the Advanced Practice Nurse. The history of advanced nursing practice along with current professional issues will be explored. Admission to the MSN Program or departmental approval is required.

NURG 630 - Health Promotion and Disease Prevention

(3-0-3) This course focuses on health promotion and disease prevention strategies for patients across the lifespan. Health promotion and disease prevention will be explored from the individual to the population level with incorporation of culturally appropriate strategies. Admission to the MSN Program or departmental approval is required.

NURG 631 - Pediatrics for Advanced Practice

(3-0-3) This course explores the role of the Family Nurse Practitioner in primary care of children. Assessment of health status, diagnosis, developing and implementing a treatment plan and follow-up evaluation of patient status will be emphasized using an evidence-based approach. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 610

NURG 632 - Childbearing and Women's Health for Advanced Practice

(2-0-2) This course explores the role of the Family Nurse Practitioner in primary care of women across the lifespan. Assessment of health status, diagnosis, developing and implementing a treatment plan and follow-up evaluation of patient status will be emphasized using an

evidence-based approach. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 610

Corequisite: NURG 612 (May also be taken as a prerequisite.)

NURG 633 - Care of the Aging Population

(3-0-3) This course explores the role of the Family Nurse Practitioner in primary care of the aging population. Assessment of health status, diagnosis, developing and implementing a treatment plan and follow-up evaluation of patient status will be emphasized using an evidence-based approach. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 610 and NURG 612

NURG 634 - Common Alterations in Primary Care

(3-0-3) This course explores common health alterations in primary care that are managed by the Family Nurse Practitioner. Assessment of health status, diagnosis, developing and implementing a treatment plan and follow-up evaluation of patient status will be emphasized using an evidence-based approach. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 636

NURG 635 - Practicum I

(0-9-3) This course provides a practicum experience providing clinical learning opportunities in primary care for the advanced practice nurse. The practicum is held in a variety of settings. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 636

Corequisite: NURG 634

NURG 636 - Advanced Procedures

(0.5-1.5-1) This course provides hands-on practice of advanced procedural skills necessary for the Family Nurse Practitioner. Campus attendance is required. Admission to the MSN Program or departmental approval is required.

Corequisite: NURG 636L

NURG 640 - Population Health and Epidemiology

(3-0-3) This course focuses on population health and epidemiology as related to nursing care. Population-centered concepts will be emphasized. Admission to the MSN Program or departmental approval is required.

NURG 641 - Complex Alterations in Primary Care

(3-0-3) This course explores health alterations in primary care that are managed by the Family Nurse Practitioner. Assessment of health status, diagnosis, developing and implementing a treatment plan and follow-up evaluation of patient status will be emphasized using an evidence-based approach. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 634

NURG 642 - Health Policy and Economics

(2-0-2) This course explores organizational, political, legislative and regulatory processes related to advanced practice nursing. Systems policy development and advocacy strategies will be incorporated. Admission to the MSN Program or departmental approval is required.

NURG 645 - Practicum II

(0-9-3) This course builds upon the clinical learning provided in NURG 635. Clinical learning opportunities in primary care will be provided for the advanced practice nurse. The practicum is held in a

variety of settings. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 635

Corequisite: NURG 641

NURG 650 - Professional Practice

(3-0-3) This course will explore professional practice concepts necessary for the advanced practice nurse. Quality improvement, organizational and systems leadership, conflict management, and the development of a business plan will be incorporated. Must be taken the last semester of the program to complete the required portfolio project. Admission to the MSN Program or departmental approval is required.

Corequisite: NURG 655

NURG 655 - Practicum III

(0-9-3) This course is the culminating clinical learning experience of the program. Clinical learning opportunities in primary care will be provided for the advanced practice nurse in a variety of settings. Clinical reasoning will be emphasized. Admission to the MSN Program or departmental approval is required.

Prerequisite: NURG 645

Corequisite: NURG 650

PA - Public Administration

PA 605 - Epistemology and Research Methodology

(3-0-3) 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) 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) 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) 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) 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) 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 635 - Organizational Theory

(3-0-3) This course is an intensive study of major theories of organizational structure and process, from Max Weber's work on bureaucracy until the present, focusing on public organizations and management. It will survey the classics of organization theory in public administration, familiarize students with the current state of scholarship in the field, and apply theory to practice through case studies.

PA 640 - Theoretical Foundations of Public Administration

(3-0-3) 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) This course surveys the major ethical theories of the Western world from ancient 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) 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.

Prerequisite: PA 640

PA 643 - Western Political Theory II

(3-0-3) 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.

Prerequisite: PA 640

PA 645 - Seminar in Founding Fathers and American Thought

(3-0-3) 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) 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) 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 656 - Non-profit Organizations

(3-0-3) This course provides both academic and practical knowledge concerning nonprofit organizations including theory, policy and management of such organizations.

Prerequisite: Completion of 9 credit hours of MPA core courses or permission of the instructor

PA 660 - Federalism and Intergovernmental Relations

(3-0-3) 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) 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) 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 686 - Intelligence Analysis

(3-0-3) This course examines processes used at local, state, and federal levels to conduct intelligence analysis and develop intelligence products. Includes advanced instruction in intelligence structured analytic techniques.

PA 690 - Public Administration Internship

(1-12-1) Practical experience in agency, organization, or field setting related to the student's career and research interests. Student will work in settings for 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) Focused research under the direction of a graduate faculty member.

PA 699 - Thesis

(6 hrs.) Students will develop, execute and defend an approved thesis project under the supervision of a faculty committee.

PHED - Physical Education**PHED 606 - Physiology: Metabolic and Neuromuscular**

(3-0-3) 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) 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) 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) 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) 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) 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) 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) 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) 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 653A - Corporate Practicum

(3 to 6 hrs.) This course will provide students with practical experience in a corporate fitness/wellness setting.

PHED 653B - Clinical Practicum

(3 to 9 hrs.) 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.) 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) 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.) Designed to meet special needs of individual students. Intensive study of approved specific problems from an area of physical education.

PHED 680 - Workshop

(3-0-3) The workshop format is an interactive learning experience designed to build and/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.) A maximum of six semester hours allowed.

PHIL - Philosophy

PHIL 670 - Directed Research

(1 to 3 hrs.) 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.) 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.

PS - Political Science

PS 600 - Political Science Seminar

(3-0-3) This graduate seminar in political sciences sub-field with topical course offerings that serve to develop specializations for administration, policy and theory.

PSY - Psychology

PSY 600 - Seminar

(3-0-3) May be repeated for maximum of nine hours.

PSY 601 - Legal, Ethical and Multicultural Issues

(3-0-3) The course will involve an examination of the major legal issues involved in mental health practice. Including are 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 with culturally diverse clients and scientific research. Prerequisite: Admission to graduate study in clinical/counseling psychology.

PSY 604 - Sport Psychology

(3-0-3) 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. Prerequisite: Admission to graduate study in psychology or graduate program in health and sport sciences.

PSY 609 - Educational Psychology

(3-0-3) Advanced and applied study of nature of learning, evaluation of learning, outcomes, and characteristics and development of students and teaching methods. Prerequisite: Admission to graduate study.

PSY 610 - Advanced Human Growth and Development

(3-0-3) Developmental processes across the lifespan. Application of principles of development, research findings, and theory of human development and behavior. Prerequisite: Admission to graduate program.

PSY 611 - Computer Packages for the Life Sciences

(3-0-3) Application of descriptive and inferential statistics by SPSS, BMD, and SAS computer packages for data analyses in life sciences. Prerequisite: Admission to graduate study.

PSY 612 - Advanced Experimental Design and Analysis I

(2-2-3) Advanced survey of psychological research methodology with emphasis on experimental design, computer-assisted statistical analysis, and writing APA style empirical reports. The course will focus on experimental designs with one independent and one dependent variable. Laboratory experiences are an integral part of this course.

Prerequisite: Admission to graduate study in psychology.

PSY 613 - Advanced Experimental Design and Analysis II

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

PSY 621 - Advanced Physiological Psychology

(3-0-3) Interaction of physiology and behavior, including study of the peripheral and central nervous system as they relate to motor coordination and reflex processes.

Prerequisite: PSY 421 and admission to graduate study in psychology.

PSY 633 - Personality Theory

(3-0-3) Examination of theories of personality. Relation of current theories to psychological research will be examined.

Prerequisite: Admission to graduate study.

PSY 634 - Learning Theory

(3-0-3) Examination of theories of learning and relationship of these theories to psychological research.

Prerequisite: Admission to graduate study in psychology.

PSY 636 - Seminar in Cognitive Psychology

(3-0-3) Involves the intensive examination of theories and methods in cognitive psychology. The focus is on theory, classic issues and techniques, connectionist models, and neurocognition.

Prerequisite: Admission to graduate study in psychology.

PSY 650 - Abnormal Psychology

(3-0-3) 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.

Prerequisite: Admission to graduate study.

PSY 654 - Seminar in Social Psychology

(3-0-3) An intensive examination of history, theory, methods and application of social psychological concepts and research.

Prerequisite: Admission to graduate study in psychology.

PSY 656 - Psychometrics

(3-0-3) 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.

Prerequisite: Admission to graduate study in psychology.

PSY 657 - Intellectual Assessment

(2-2-3) 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.

Prerequisite: Admission to graduate study in psychology.

PSY 658 - Assessment of Children

(2-2-3) Principles and practice of clinical assessment of children. Included are intellectual, emotional, behavioral and academic assessment processes. Current theory and research on best practices is the emphasis in the lecture portion of the course, while practical skills and diagnostic formulation are the focus of laboratory activities.

Prerequisite: PSY 657 and admission to graduate study in clinical/counseling psychology.

PSY 661 - Psychopathology

(2-2-3) 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.

Prerequisite: Admission to graduate study in clinical/counseling psychology.

PSY 662 - Assessment of Adults

(3-0-3) 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 studies will include the MMPI, the 16 PF, figure drawings, the TAT, and sentence completion measures.

Prerequisite: Admission to graduate study in psychology.

PSY 663 - Marriage and Family Therapy

(3-0-3) 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.

Prerequisite: Admission to graduate study.

PSY 664 - Clinical Hypnosis

(3-0-3) 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.

Prerequisite: Consent required and admission to graduate study in psychology.

PSY 665 - Child and Adolescent Psychotherapy

(3-0-3) 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.

Prerequisite: PSY 673 and admission to graduate study in clinical/counseling psychology.

PSY 669 - Behavior Modification

(2-2-3) 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 the course.

Prerequisite: Admission to graduate study.

PSY 670 - Directed Research

(1 to 3 hrs.) 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.

Prerequisite: Consent required and admission to graduate study in psychology.

PSY 672 - Practicum

(2 to 12 hrs.) Placement of clinical or counseling students in school and clinical settings for direct services to clients under qualified supervision.

Prerequisite: Consent required.

PSY 673 - Psychotherapy I

(2-2-3) Study of major theories and systems of psychotherapy and behavior change, including psychoanalytic, humanistic and behavior/cognitive-behavioral orientations. Contemporary issues and empirical research will also be addressed. Laboratory component involving training in basic therapeutic skills and interventions.

Prerequisite: Admission to graduate study in clinical/counseling psychology.

Corequisite: PSY 673L

PSY 674 - Psychotherapy II

(2-2-3) 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.

Prerequisite: PSY 673 and admission to graduate study in clinical/counseling psychology.

PSY 675 - Selected Topics

(2-2-3) Various methods courses in instrumentation and data reduction, innovation and research design, directed study of special problems in psychology, various application courses, and others.

Prerequisite: Consent required.

PSY 676 - Directed Study

(1 to 3 hrs.) 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.

Prerequisite: Consent required.

PSY 677 - Seminar in Developmental Research

(3-0-3) Intensive examination of research in contemporary developmental psychology. Emphasis on reading and evaluating current journal articles and designing research projects.

Prerequisite: Admission to graduate study in psychology.

PSY 678 - Internship

(2 to 12 hrs.) 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.

Prerequisite: Consent required.

PSY 680 - Workshop

(1 to 3 hrs.) 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 and Perception

(2-2-3) 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.

Prerequisite: Admission to graduate study in psychology.

PSY 685 - Systems and Theories

(3-0-3) Intensive study of more influential historical systems of psychology, including structuralism, functionalism, associations, behaviorism. Gestalt psychology and psychoanalysis, and a treatment of contemporary developments.

Prerequisite: PSY 612

PSY 686 - Motivation

(2-2-3) Consideration of basis of human and animal motivation in relation to other psychological processes.

Prerequisite: Admission to graduate study.

PSY 689 - Psychology of Learning

(3-0-3) 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.

Prerequisite: Admission to graduate study.

PSY 690 - Psychological Research

(1 to 9 hrs.) Seminar research design and problems course to explore in-depth specific areas of research related to student's principal professional objective.

Prerequisite: Admission to graduate study in psychology.

PSY 699 - Thesis

(1 to 6 hrs.) This course may be repeated up to three times, not to exceed six total credit hours.

Prerequisite: Consent required.

RAPP - Regional Analysis and Public Policy

RAPP 610 - Ideology and Policy Development in Appalachia

(3-0-3) 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) 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) 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) 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) 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) Focused research under the direction of a graduate faculty member.

RAPP 685 - Advanced Environmental Education

(2-2-3) 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.

SCI - Science

SCI 619 - Advanced Integrated Math and Science for Teachers

(3-0-3) This course will develop interdisciplinary science knowledge, mathematics skills and technology skills needed to interpret and report real world data.

SCI 622 - Chemistry and Your Environment

(3-0-3) 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.) Independent research in science education.

SCI 671 - Earth Science for Elementary Teachers

(3-0-3) 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) Selected topics from the geological sciences.

SCI 676 - Research Problems

(1 to 6 hrs.)

SCI 678 - History of Science

(3-0-3) 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) 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) A study of pedagogy, science content and techniques applicable to the teaching of science to middle school or junior high children.

SCI 692 - Science for the Secondary Teacher

(2-2-3) Concepts of teaching high school science with emphasis on laboratory techniques, test preparation, questioning, presentation methods and care of equipment.

SCI 699 - Special Class

(1 to 6 hrs.)

SOC - Sociology**SOC 601 - Criminology Theory**

(3-0-3) This course offers an intensive analysis of the major areas of criminological theory. Primary emphasis is placed on contemporary theoretical issues. Equates with CRIM 601.

SOC 603 - Appalachian Sociology

(3-0-3) 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 604 - Proseminar

(3-0-3) This course is an introduction to interdisciplinary social science thought, methodology and analysis. Students will be exposed to a variety of social science disciplines and apply disciplinary insights to real world problems.

SOC 605 - Mind, Self and Society

(3-0-3) This course examines the individual and society as the products of human interaction.

SOC 615 - Quantitative Research Methods

(3-0-3) This course is an advanced study in behavioral research methodology; empirical generalizations, proposition formation and analysis, data gathering and interpretation, instrumentation, scaling techniques and supervised application of methods.

SOC 616 - Family Dynamics

(3-0-3) This course offers an intensive analysis of the family in its social context. Emphasis is placed on social interaction within the family, socioeconomic and sociocultural factors which bear influence upon it, and the relationship of the family to the total social system.

SOC 617 - Globalization

(3-0-3) A study of the human activity that integrates our global community. This course will examine the ongoing process by which regional economics, societies and cultures have become integrated through a worldwide network of exchange and control.

SOC 620 - Sociology of Education

(3-0-3) 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) This course analyzes deviance as social behavior. Emphasis is placed on acquisition of an understanding of the major sociological theories of deviance. Equates with CRIM 625.

SOC 626 - Communities

(3-0-3) The course explores the structure, character and function of community in a rapidly changing world and provides students with a basic understanding of community social structures and how they function to create community in rural and urban settings. Students will learn how they function to create community in rural and urban settings. Students will learn how community theory is related to building solidarity and to creating effective community and economic development programs.

SOC 630 - Social Inequality

(3-0-3) A critical analysis of the theories and issues of social inequality.

SOC 632 - Gender, Religion, and Sexuality

(3-0-3) Explores theoretical, methodological, and contemporary topics in the intersection of gender, religion, and sexuality.

SOC 640 - Social Policy in Aging

(3-0-3) 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 - Issues in Aging

(3-0-3) This course introduces students to the field of gerontology and the broad spectrum of issues in the study of aging. Social, physical, psychological, and cognitive aspects of aging are examined, and implications for social services and policy are discussed.

SOC 645 - Death and Dying

(3-0-3) Situates an analysis of death and dying within social processes and social problems. This course includes a practical set of strategies for working with dying persons, their families and grief. Equates with SWK 645.

SOC 650 - Social Thought and Theory

(3-0-3) An intensive study of certain selected pioneer social theorists such as Weber, Durkheim, Marx, and contemporary theories. Equates with ISS/GEO/HIS 650.

Prerequisite: SOC 405

SOC 655 - Qualitative Research Methods

(3-0-3) This course introduces the perspectives and methods of the qualitative approach and ethical issues. The course examines basic methodologies of ethnography, case studies, participatory action research and archival research and specific techniques for doing in-depth interviewing, participant observation, and content analysis.

Prerequisite: SOC 450

SOC 656 - Organizations in Contemporary Society

(3-0-3) An analysis of organizations as social systems. An inquiry into bureaucratic developments in educational, industrial, military and welfare institutions.

SOC 659 - Social Change in Appalachia

(3-0-3) Reviews the industrial and post-industrial periods of economic, political and social change in the Appalachian region, institutional policies and programs and grassroots solutions to social problems.

SOC 661 - Sociology of the Law

(3-0-3) 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. Deconstruct specific laws by analyzing the formation of criminal law from its incipient stages of development in American society. Equates with CRIM 661.

SOC 665 - Environmental Sociology

(3-0-3) 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 CRIM 665.

SOC 669 - Animals and Society

(3-0-3) An examination of the interactions and emergent relationships between humans and animals from a sociological perspective.

SOC 670 - Directed Research

(1 to 3 hrs.) Qualified students may arrange with faculty to conduct a research project on some sociological situation.

SOC 671 - Introduction to Chemical Dependency Counseling

(3-0-3) 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 affect personal choices, problem drinking and addiction. Basic techniques for prevention strategies, treatment modalities, and intervention techniques are also studied.

SOC 672 - Alcohol, Alcoholism and Chemical Dependency

(3-0-3) 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 affect personal choices, problem drinking and addiction will be analyzed. Basic techniques for prevention strategies, treatment modalities and intervention techniques will be studied.

SOC 673 - Approaches to Chemical Dependency Treatment I

(3-0-3) 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.

Prerequisite: SOC 671 and SOC 672

SOC 674 - Approaches to Chemical Dependency Treatment II

(3-0-3) The purpose of this class is to provide understanding and approaches in chemical dependency counseling using international

guidelines. Specific topics addressed will include: counseling approaches, ethical issues and issues related to special populations. Prerequisite: SOC 671 and SOC 672

Corequisite: SOC 673

SOC 675 - Practicum in Chemical Dependency

(3-0-3) 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.

Prerequisite: SOC 671, SOC 672, SOC 673, and SOC 674

SOC 676 - Directed Study

(1 to 3 hrs.) Qualified students may arrange with faculty to conduct individual work on some particular sociological problem.

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.

SPA - Spanish

SPA 603 - Advanced Spanish Grammar

(3-0-3) Grammatical analyses of the structure of Spanish and practice with a wide range of grammatical exercises.

SPA 605 - Linguistics and Language Teaching

(3-0-3) 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 676 - Directed Study

(1 to 3 hrs.) 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

(3-0-3) 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.

SPMT - Sport Management

SPMT 600 - Research Methods in Sport Management

(3-0-3) This course is designed to provide the student with skills and knowledge in the 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 in the field of sport management.

SPMT 605 - Planning and Designing Sport and Physical Activity Facilities

(3-0-3) Facilities, equipment, site selection, building plans and equipment placement in sport and physical activity programs of physical education.

SPMT 612 - Sport Governance

(3-0-3) This course is an examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, nonprofit, professional and international sport venues will also be addressed.

SPMT 630 - Sport Marketing

(3-0-3) 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) The course is designed to assist students in understanding the aims, objectives, principles, policies, procedures and requirements for a successful career as a sports manager.

SPMT 635 - Legal Issues in Sports and Physical Activity

(3-0-3) 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) 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) 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) 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) 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) 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.

SPMT 672 - Research Project

(3-0-3) This course provides an opportunity to conduct original research on a sport management subject that is of interest to the student. The research represents a more detailed investigation into a sport management topic.

Prerequisite: "B" or better in SPMT 600

SPMT 676 - Special Problems in Sport Management

(1 to 3 hrs.) A self-directed independent study on a specific problem based on written proposal and justification submitted by the student prior to registration. Each request will be considered on its own merit in relation to the special needs, interest and abilities of the student.

SSE - Space Science and Engineering**SSE 610 - Space Mission Analysis and Design**

(3-0-3) This course covers the life cycle of a space mission from conception and mission goals to end-of-life. The goals of a space mission will determine the extent of the satellite payload and subsystems, the tracking station and ground station system requirements and the processing of the science data.

Prerequisite: PHYS 232 and MATH 276

Corequisite: SSE 630

SSE 626 - Thermal and Structural Analysis

(3-0-3) This course covers two fields: heat transfer and structural analysis. The course introduces the fundamental concepts and mechanisms of heat conduction, convection and radiation, their mathematical equations and their analysis methods. Also addressed are the basic structures, such as beams, trusses and frames, determinate and indeterminate structures and the classical methods of analyzing various mechanical structures. MatLab is used to solve actual engineering problems. Emphasis is placed on developing students' problem-solving and structural

Prerequisite: PHYS 232 and MATH 276

Corequisite: SSE 630

SSE 630 - Linear Systems

(3-0-3) This course first reviews engineering math concepts needed for understanding linear systems, which include waveform, matrix analysis, complex analysis, Laplace transform, z-transform and Fourier transform. It then introduces linear system topics, such as mathematical descriptions of systems, Fourier series, Fourier transforms, z-transforms, spectral analysis, sampling and space state methods. MatLab will be used through this course to solve math equations, visualize the results and enhance understanding. This course puts emphasis on helping students gain the fundamental knowledge closely related to circuit analysis, signal processing, communication and automatic control.

Prerequisite: PHYS 232 and MATH 276

SSE 640 - Advanced Processor Systems

(3-0-3) In this course, students will investigate spacecraft operating systems and learn to apply the system level trade-offs and analyses necessary to match computer system capabilities with applications in the space environment. Topics include subsystem interfacing, data management, system latency diagnostics, storage, temporal effects, and mission data design level requirements.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 642 - Modeling and Simulation

(3-0-3) This course provides the student with an understanding of the mathematical modeling and analysis of dynamic, electrical,

mechatronic systems as risk mitigation for space missions. Modeling and simulation techniques are applied to spacecraft systems, design trade-off analyses, and hardware in the loop simulations. Software tools used extensively include MatLab, SimuLink and Satellite Tool Kit.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 644 - Advanced Space Communication

(3-0-3) This course is an in-depth presentation of advanced communications systems theory and design of robust, reliable communications systems for data and control requirements in space-borne systems. Spacecraft and ground-based elements of a communication link system work together to provide a continuous stream of data and successful spacecraft operation. Beginning with the review of basic concepts, advanced tools for design tradeoff analysis are introduced and practical issues of system design and implementation are examined. The course concludes with a project demonstration of a selected topic in communications system implementation.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 645 - Satellite Ground Systems Operations

(3-0-3) This course provides a practical, hands-on introduction to all aspects of space mission operations with a focus on the ground segment. Spacecraft and ground-based elements of a space mission work together to provide a continuous stream of data and successful spacecraft operation. The functions of major ground-system elements are investigated. Students develop competencies in the processes of space mission operations by operating MSU's Earth stations and telecommanding orbiting satellites. The course concludes with a discussion of current trends in ground system design and operations.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 648 - Orbital Mechanics

(3-0-3) This course covers the classical and some of the general relativistic theoretical components of gravity and orbits. Starting with Newtonian mechanics, Kepler's laws (which are the basis of most orbital models) will be derived and applied to satellite position and velocity determination. Gravitational models with non-uniform mass-densities will also be introduced and applied. Adjustments to these models because of general relativity, which will be necessary for fine orbit determination, will be calculated. Satellite Tool Kit (STK) and MatLab will be used to model satellite orbits.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 650 - Spacecraft Design and Fabrication

(3-0-3) This course covers the principles of spacecraft design, including space environmental and astrodynamical considerations, and overviews principle sub-systems of a spacecraft including: power, communications, altitude sensors for health and safety, as well as payload (scientific packages). Also covered are design considerations such as materials, weight, heat dissipation, radiation protection, shock tolerance, testing, and ground operations.

Prerequisite: PHYS 232 and MATH 276

Corequisite: SSE 630

SSE 660 - Spacecraft Sensors and Remote Sensing

(3-0-3) Students will investigate the technologies involved in monitoring Earth systems from space platforms and in measuring spacecraft environment parameters critical to the health and safety of a spacecraft. In addition to the environment, gathering information from other sensors is the primary function of most satellite missions. Students will investigate the parameters and considerations involved

in designing and using an effective sensor for a particular mission. Remote sensing techniques associated with multispectral imaging, RADAR, and LiDAR will be investigated.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 678 - Micro/Nano Systems for Space Applications

(3-0-3) Spacecraft, especially for deep space exploration, are miniaturized significantly, calling for using smaller, more sensitive and multi-functional devices and systems. Micro/nano devices and systems play an essential role at delivering in a limited space functionality similar or equivalent to that of a larger spacecraft. This course introduces a number of representative micro/nano devices and systems used currently in spacecraft and their operating principles and characteristics.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 699A - Master Thesis Research

(3-0-3) A directed engineering project of a specified space system or subsystem will be undertaken by the student under the mentorship of a faculty member. The systems will be designed, fabricated and tested. Test data will be collected and analyzed, in consultation with a faculty advisor. A primary literature search and research proposal will be completed using library facilities and current technology. This research project will culminate with a scientific paper and oral presentation in SSE 699B.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SSE 699B - Master Thesis

(3-0-3) A directed engineering project of a specified space system or subsystem will be undertaken by the student under the mentorship of a faculty member. The systems will be designed, fabricated and tested. Test data will be collected and analyzed, in consultation with a faculty advisor. This engineering design project will have begun in SSE 699A, which carries the project through preliminary and critical design reviews, culminating with the final project and oral defense.

Prerequisite: PHYS 232, MATH 276, and SSE 630

SWK - Social Work

SWK 600 - Special Problems

(1 to 3 hrs.) Arranged with department to study a topic in the social work field.

SWK 620 - Social Work Administration and Management

(3-0-3) 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) 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) Situates an analysis of death and dying within social processes and social problems. This course includes a practical set of strategies for working with dying persons, their families and grief. Equates with SOC 645.

THEA - Theatre

THEA 612 - Playwriting

(3-0-3) An analysis of the structure of plays and the writing of original scripts.

THEA 613 - Advanced Play Directing

(3-0-3) To develop greater proficiency in techniques of directing as related to specific productions and staging problems.

THEA 630 - Summer Theatre III

(4-0-4) 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) A detailed study of the drama from the growth of realism to the present day.

THEA 655 - Dramatic Criticism

(3-0-3) Dramatic theory and criticism as developed through Aristotle, Horace, Middle Ages, the Renaissance and the 20th century.

THEA 662 - Advanced Acting

(3-0-3) Advanced study of acting, including analysis and development of characters in acting situations.

THEA 663 - Advanced Costuming

(2-2-3) Designing costumes for theatrical productions, making patterns and the fabrication of garments for the stage.

THEA 664 - Advanced Scene Design

(2-2-3) 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) 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) A concentrated study of the problems involved in the organization and production of plays for and with children.

Administrative Directory

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