

Marshall University

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2006

Graduate Catalog, 2006-2008

Marshall University

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MARSHALL UNIVERSITY GRADUATE CATALOG

2006-2008

This catalog will next be issued in printed form for the fall semester of 2008. However, revisions in catalog content will be made in intervening semesters and will be published each semester on the university's World Wide Web site (www.marshall.edu). Each semester's catalog, as found on the web site, will be the catalog of record for students admitted to degree programs for that semester.

Huntington and South Charleston, West Virginia



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Contact Directory

For specific information about academic or student services at Marshall University, the following telephone numbers are provided. All are in area code 304.

Academic

Academic Affairs	696-6690	Chemistry	696-2430
Admissions, Undergraduate		Classical Studies	696-6749
(Huntington)	696-3160	Clinical Laboratory Sciences	696-6596
1-800-642-3499 (in-state only)		Communication Disorders	696-3640
Admissions, Graduate		Communication Studies	696-6786
(South Charleston)	746-1900	Continuing Education	696-3113
Lewis College of Business	696-2314	Counseling	
College of Education & Human Services ..	696-3130	Undergraduate/Graduate in Huntington	696-2383
College of Fine Arts	696-6433	Graduate in South Charleston	746-1925
College of Information Technology		Criminal Justice	696-3196
and Engineering (Huntington)	696-5453	Developmental/General Studies	696-3027
College of Information Technology		Dietetics	696-4336
and Engineering (South Charleston)	746-2041	Early Childhood Education	
College of Liberal Arts	696-2350	Huntington	696-3101
College of Health Professions	696-6750	South Charleston	746-1996
College of Science	696-2372	Economics/Finance	696-2311
Community & Technical College	696-3646	Education, School of	696-2333
Enrollment Management	696-2206	Educational Foundations	696-3630
Graduate College (Huntington)	696-6606	Elementary Education	
Graduate College (S. Chas.)	746-2500	Huntington	696-3101
Graduate School of Education and		South Charleston)	746-1996
Professional Development	746-2030	Engineering (undergraduate)	696-2695
Graduate School of Management	746-1960	Engineering (graduate)	746-2087
School of Extended Education	696-4723	English	696-6600/6601
W. Page Pitt School of Journalism		Environmental Science (undergraduate)	696-2372
& Mass Communication	696-2360	Environmental Science (graduate)	746-2045
Joan C. Edwards School of Medicine	696-7000	Exercise Science, Sport and Recreation	696-6490
Department/Division		Finance/Economics	696-2311
Accounting	696-2310	Geography	696-4364
Adult and Technical Education	696-2380	Geology	696-6720
Advanced Educational Studies	696-6610	German	696-2744
Anatomy and Cell Biology	696-7382	Greek	696-6749
Anthropology	696-6700	History	696-6780
Applied Science Technology	696-3064	Family and Consumer Science	696-2386
Archaeology Lab	696-2802	Human Dev. & Allied Technology	696-2380
Art	696-6760	Humanities	746-2022
Biochemistry and Molecular Biology	696-7322	Information Systems (graduate)	746-2044
Biological Sciences	696-3148/5413	International Programs, Center for	696-6265
Biomedical Sciences	696-7326/7394	Journalism and Mass Communications	696-2360
Business Technology	696-5431	L.E.A.P. Intensive English Program	696-6265
Center for Academic Excellence	696-6763/5421	Latin	696-6749
Center for Environmental, Geotechnical		Leadership Studies	746-2514
and Applied Sciences	696-5453	Management/Marketing	696-5423
		Marketing/Management	696-5423
		Mathematics	696-6482

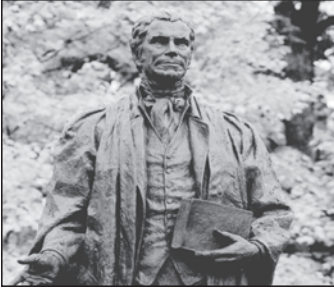
Medicine	696-7000	Athletic	696-5408
Medical Tech./Medical Lab. Tech	696-3188	Ticket Office	696-4373
Military Science	696-6450	Attorney for Students	696-2285
Modern Languages	696-6730	Bookstore (Huntington).....	696-3622
Music	696-3117	Bookstore (South Charleston)	746-2501
Nursing	696-6750	Cafeteria:	
Obstetrics/Gynecology	696-7136	Holderby Hall	696-4895
Pathology	696-7346	Twin Towers	696-4894
Pediatrics	696-7081	Campus Christian Center	696-2444
Pharmacology	696-7313	Career Services	696-2370
Philosophy	696-6749	Center for Instructional Technology	
Physics & Physical Science	696-6738	Huntington	696-7121
Physiology	696-7362	South Charleston	746-1948
Political Science	696-6636	Computing Services (Help Desk)	
Psychiatry	696-7077	Huntington	696-3200
Psychology	696-4646	South Charleston	746-1969
Public Service/Allied Health Tech.	696-3022	Disabled Students.....	696-2271
Radiation Safety	696-6755	Distributed Education	696-3150
Radiology	696-7246	Greek Affairs	696-2284
Reading Education		H.E.L.P. Program/Learning Disabilities ..	696-6252
Huntington	696-2333	ID Card Office	696-6843
South Charleston	746-2027	Information Technology	696-6671
Religious Studies	696-6749	Instructional Television (ITVS)	696-2977
Safety Technology	696-4664	International Admissions	696-7250
School Psychology	746-1932	International Students and Scholars	696-2379
Secondary Education		Learning Center	696-6213
Huntington	696-3101	Library (Huntington)	696-2320
South Charleston	746-1996	Library (South Chas.)	746-8910
Social Work	696-2792	MUGC Community	
Sociology & Anthropology	696-6700	Clinical Services Center	766-2674
Spanish	696-2743	Residence Services	696-6765
Special Education		Student Activities	696-6770
Huntington	696-2340	Student Center	696-6472
South Charleston	746-2034	Student Consumer Protection Agency/	
Surgery	696-7029	Off-Campus Housing	696-6435
Technology Management (graduate)	696-6007	Student Financial Assistance	696-3162
Theatre/Dance	696-6442	Student Government	696-6435
Tutoring Office	696-6622	Student Support Services	696-3164
		Study Abroad	696-2465
		Substance Abuse Education Program	696-3111
		Technology Outreach Center	696-3325
		Telecommunication	696-8965
		Theatre	696-6442
Student Services			
Academic Advising Center	696-3169		
Alumni Affairs	696-3134		
Artists Series	696-6656		

Toll-Free Numbers and World Wide Web Sites

The Graduate College has a toll-free telephone number for use by MUGC students anywhere in West Virginia. Information about the Graduate College, including a telephone number and e-mail address directory, is available at the college's World Wide Web site (below).

Toll-free telephone number: 1-800-642-9842
 (Graduate Admissions Office, South Charleston)

World Wide Web sites: <http://www.marshall.edu/graduate>
 (Graduate College Admissions)
<http://www.marshall.edu> (University)



Policy Statements About This Catalog

The Marshall University Graduate Catalog fulfills two primary functions:

1. The rules and regulations, policies and procedures of the University, its divisions and its governing body, all of which apply to all students, are contained in this document. These rules apply during the publication period of the document and are subject to change during that year upon recommendation of the various divisions and approval of the president or governing body of the University.
2. The Catalog contains the specific requirements for all degrees and certificates awarded by the University. These are normally in effect for a period of ten consecutive years for undergraduate degrees and certificates and seven consecutive years for graduate degrees and certificates. Students are cautioned that programs leading to licensure may be altered by the outside licensing agency and are not subject to this provision.

CATALOG OF RECORD AND DEGREE REQUIREMENTS

The World Wide Web version is the official Graduate Catalog of Marshall University. It is updated semi-annually. The online catalog that is current for the semester or term during which you are admitted to your graduate degree program is the catalog that applies to you as your “catalog of record.” To ensure that you are meeting the requirements that apply to you, please consult the online Graduate Catalog in effect for the semester or term you are admitted to your degree program.

When Graduate College or degree program requirements are changed after you begin a course of study, with the approval of your advisor, you shall have the option of fulfilling either the old or the new requirements. If you elect to fulfill the old requirement but find that necessary resources (e.g., courses, instruction in particular skills) are no longer available, you may make reasonable substitutes with the approval of your advisor and the appropriate graduate dean. In the event you have not completed the requirements for a graduate degree seven years after the effective date of a change in degree requirements, the new requirements shall apply unless determined otherwise by the advisor and the appropriate academic dean.

STUDENT RESPONSIBILITY

It is the responsibility of the graduate student to be informed about and to observe all current regulations, policies, and procedures required by the University and by the academic program being pursued. In no case will a regulation be waived or an exception granted because the student pleads ignorance of the regulation or asserts that he or she was not informed of the regulation by an advisor or other authority. It is essential for the student to remain informed of and to observe deadlines established and published by the University or by the major academic area.

Disclaimer

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant or student and Marshall University. The University reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations, or fees whenever University authorities deem it expedient to do so.



The Marshall University Story

Marshall University encourages individual growth by offering programs and instruction in attainment of scholarship, acquisition of skills, and development of personality.

The university provides students with opportunities to understand and to make contributions to the culture in which they live; to develop and maintain physical health; to participate in democratic processes; to learn worthwhile moral, social, and economic values; to develop intellectual curiosity and the desire to continue personal growth; and to share in a varied cultural program.

Professional, technical, and industrial career studies are available through the various departments of the university.

Marshall also recognizes an obligation to the state and community by offering evening courses, off-campus classes, lectures, musical programs, conferences, forums, and other campus and field activities.

MISSION OF THE UNIVERSITY

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Marshall University will

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic success;
- foster faculty, staff, and student outreach through service activities;
- provide a safe and secure employee work environment;
- make instruction available throughout Marshall's service area using all appropriate modes of delivery;
- enhance the quality of health care in the region;
- promote economic development through research, collaboration, and technological innovations;
- educate a citizenry capable of living and working effectively in a global environment;
- support and strengthen the faculty, staff, student, and administrative governance structures in order to promote shared governance of the institution;
- further the intellectual, artistic, and cultural life of the community and region; and
- adhere to the Marshall University Creed and to the Statement of Ethics.

Marshall University faculty will

- remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate;

(continued)

- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life-long learning;
- contribute to the body of knowledge through completion of scholarly and creative activities;
- actively engage and mentor students in scholarly, artistic, and creative endeavors;
- help students develop the ability to navigate through a rapidly changing society; and
- regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.

Marshall University staff will

- support the mission of the University in their transactions with students, staff, faculty, administrators, and the public;
- develop a positive, just, and equitable workplace; and
- be a quality workforce equipped with appropriate skills and knowledge.

Marshall University students will have the opportunity to

- use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
- appreciate and to cultivate diversity, and to value differences;
- participate in activities such as artistic and cultural programs, social and residential life activities, and intercollegiate/intramural athletic teams; and
- undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals.

Marshall University administration will

- actively seek resources to support the mission and goals of the institution as stated in this document;
- secure funding to support scholarship, artistic, and creative endeavors, faculty and staff development, and state-of-the-art classrooms;
- provide leadership to facilitate the institution's achievement of its mission and vision;
- administer the policies of the university in a fair, ethical, and equitable manner;
- communicate the vision, mission, goals, achievements, and difficulties of the institution in a clear, effective, and forthright manner to both internal and external constituencies; and
- actively support shared governance of the institution.

MARSHALL UNIVERSITY VISION STATEMENT

Marshall University, an exemplar of excellence in teaching and learning, will continue to place its highest priority on providing outstanding undergraduate and graduate education, resulting in national recognition in academics and in scholarly, artistic, and creative achievement. Marshall's students will graduate well prepared for the responsibilities of life within a culturally diverse and globally interdependent society. Marshall will address the changing needs of the state and region and will return to the community and state an outstanding value for the resources invested in the university.

HISTORY

July 1, 1997 was a landmark day in the history of two extremely diverse West Virginia higher education institutions.

On that day, the West Virginia Graduate College, headquartered in South Charleston, formally merged with Marshall University, creating the Marshall University Graduate College. The merged institution has an enrollment of nearly 14,000, including more than 3,000 graduate students, on two campuses and several learning centers throughout central and southern West Virginia.

The university traces its origin to 1837 when residents of Guyandotte and the nearby farming country created Marshall Academy under the leadership of lawyer John Laidley. They named their school, designed to provide for the basic educational needs of the area's youngsters, in honor of Laidley's friend, United States Supreme Court Chief Justice John Marshall, who had died two years earlier.

At a spot called Maple Grove, located in the area that later would become Huntington, they chose one and one-quarter acres of land, paying \$40 for the site. On March 30, 1838, the Virginia General Assembly formally incorporated Marshall Academy and its first full term was conducted in 1838-39.

The fledgling, often troubled, school was renamed Marshall College in 1858. It was forced to close during the Civil War, but in 1867 the West Virginia Legislature renewed its vitality by creating the State Normal School at Marshall College to train teachers. It was not until the tenure of President Lawrence J. Corby, 1896-1915, that the college began its real growth.

Since then, Marshall's expansion has been consistent and sometimes spectacular. The Teachers College was organized in 1920 and the first college degree was awarded in 1921. Other colleges and schools were added over the years and the West Virginia Legislature designated Marshall a university in 1961. The School of Medicine was established in 1974 and a Community College component was created in 1975. The University was authorized to grant its first doctoral degree—the Ph.D. in biomedical sciences—in 1992.

More than \$150 million in physical improvements and expansion have taken place in the 1990's, and the curriculum has been changed to better prepare students for life and work in a 21st Century global economy. What is now an "interactive" university has intensified its efforts to assist the region's economic development.

The Marshall University Graduate College, South Charleston Campus, was born in 1958 when West Virginia University was authorized by the Legislature to establish the Kanawha Valley Graduate Center, which began offering courses in chemistry and chemical, mechanical and civil engineering in 1958-59.

In July 1972, the Legislature established the college as a separate entity, the West Virginia College of Graduate Studies (COGS). Two years later, the Board of Regents further defined its mission by specifying geographical areas of responsibility, designating COGS to serve 16 counties of central and southern West Virginia with graduate programs—an area containing about 39 percent of the state's population.

On July 1, 1989, a restructured University System of West Virginia was implemented and COGS became the University of West Virginia College of Graduate Studies. With the advent of a new statewide mission approved by the Board of Trustees in 1991, the name was modified in March 1992 to West Virginia Graduate College.

Now it is part of the Marshall University Graduate College, headquartered in two new buildings in South Charleston, and serving as a key component of Marshall University.

ACCREDITATIONS

- **The Higher Learning Commission of the North Central Association** (30 North LaSalle Street, Suite 2400, Chicago, IL 60602; toll-free 1-800-621-7440); www.ncahigherlearningcommission.org accredits Marshall University as an institution of higher learning
- **Accreditation Board for Engineering Technology** (111 Market Place, Suite 1050, Baltimore, MD 21202; telephone 410-347-7700) accredits the Engineering Technology program and the Safety Technology undergraduate degree program

(continued)

- **Accreditation Council for Continuing Medical Education** accredits the Joan C. Edwards School of Medicine's Continuing Medical Education program
- **Accreditation Council for Graduate Medical Education** accredits the Joan C. Edwards School of Medicine's Residency Programs in Internal Medicine, Pathology, Transitional Year, Surgery, Pediatrics, Family Practice and Obstetrics/Gynecology
- **AACSB/The International Association for Management Education** accredits the Elizabeth McDowell Lewis College of Business
- **American Chemical Society** accredits the Department of Chemistry
- **Accrediting Council on Education in Journalism and Mass Communications** (University of Kansas School of Journalism, Stauffer-Flint Hall, Lawrence, KS 66045; telephone 913-864-3986) accredits the W. Page Pitt School of Journalism & Mass Communications
- **American Medical Association's Commission on Accreditation of Allied Health Education Programs** and the **Council on Education of the American Health Information Management Association** accredit the Health Information Technology program
- **Association of Collegiate Business Schools and Programs** accredits the Community & Technology College programs in Banking and Finance, Management Technology, and Office Technology
- **Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association** (Trans Potomac Plaza, 1111 North Fairfax Street, Alexandria, VA 22314; telephone 703-684-3245) accredits the physical therapist assistant program
- **Commission on Accreditation of Allied Health Education Programs** (35 East Wacker Drive, Suite 1970, Chicago, IL 60610; telephone 312-553-9355) accredits the Athletic Trainer program
- **Council on Academic Accreditation of the American Speech-Language-Hearing Association** (10801 Rockville Pike, Rockville, MD; telephone 301-897-5700) accredits the Communication Disorders graduate program
- **Council on Accreditation of Allied Health Education Programs** (35 East Wacker Drive, Suite 1970, Chicago, IL 60610; telephone 312-553-9355) and the **American Society of Cytology** accredit the Cytotechnology program
- **Council on Social Work Education** (1600 Duke Street, Alexandria VA 22314; telephone 703-683-8080) accredits the Social Work program
- **Forensic Education Programs for Accreditation**, affiliated with the American Academy of Forensic Science, accredits the Master of Science in Forensic Science
- **Liaison Committee on Medical Education of the American Medical Association** and the **Association of American Medical Colleges** (515 North State Street, Chicago, IL 60610; telephone 312-464-4657) accredit the Joan C. Edwards School of Medicine
- **National Accrediting Agency for Clinical Laboratory Sciences** (8410 West Bryn Mawr Avenue, Suite 670; Chicago, IL; 312-714-8880) accredits the Medical Technology program and the Medical Laboratory Technician program
- **National Association of Schools of Music** (11250 Roger Bacon Drive, Reston, VA 22090; 703-437-0700) accredits the Department of Music
- **National Council for Accreditation of Teacher Education** and the **West Virginia State Department of Education** accredit the teacher education program
- **National League for Nursing Accreditation Commission** (61 Broadway, 33rd Floor, New York, NY 10006; toll-free 1-800-669-1656) accredits programs for the Bachelor of Science in Nursing and the Master of Science in Nursing
- **National Recreation and Park Association** and the **American Alliance of Leisure and Recreation** accredit the Park Resources and Leisure Service program
- **World Safety Organization** accredits undergraduate and graduate programs in Safety Technology

APPROVALS

- **American Association of University Women** approves Marshall University
- **American Bar Association** approves the Legal Assisting program
- **Federal Immigration and Nationality Act** approves Marshall University for attendance of nonimmigrant international students

MEMBERSHIPS IN MAJOR ORGANIZATIONS

- **AACSB/The International Association for Management Education**
- **American Association for Affirmative Action**
- **American Association of Colleges for Teacher Education**
- **American Association of Colleges of Nursing**
- **American Association of Community and Junior Colleges**
- **American Association of Family & Consumer Sciences**
- **American Association of State Colleges and Universities**
- **American Council on Education**
- **American Dietetic Association**
- **American Library Association**
- **American Speech Language Hearing Association**
- **Association of American Medical Colleges**
- **Association of Departments of English, MLA**
- **Association of Schools of Journalism and Mass Communications**
- **Council of Colleges of Arts and Sciences**
- **Council of Graduate Schools in the United States**
- **International Council of Fine Arts Deans**
- **NACUBO-SACUBO**
- **National Collegiate Athletic Association**
- **National League for Nursing**
- **Southern Council on Collegiate Education for Nursing**
- **Southern Regional Education Board**
- **Teacher Education Council of State Colleges & Universities**

DIVISIONS

The university functions through eleven divisions: the Lewis College of Business, the College of Education and Human Services, the College of Fine Arts, the College of Liberal Arts, the College of Science, the W. Page Pitt School of Journalism and Mass Communications, the Community and Technical College, the Joan C. Edwards School of Medicine, the College of Health Professions, the College of Information Technology and Engineering, and the Graduate College.

MARSHALL UNIVERSITY LIBRARIES

The Marshall University Library System consists of the John Deaver Drinko Library, the James E. Morrow Library, the Health Science Library at the Cabell-Huntington Hospital location, the Music Library in Smith Music Hall, the Hoback Chemistry Library in the Science Building, and the Marshall University Graduate College Library in South Charleston. Together, the University Libraries' holdings support graduate level research needs, with more than 430,000 volumes and access to more than 20,000 periodical titles.

(continued)

Students may use monographs, periodicals, documents, CD-ROMS, videocassettes, sound recordings, electronic journals, online reference materials and microforms. Access to electronic resources is via the University Libraries' Web pages. Each library operates as part of the university system and provides unique service to the clientele and program(s) with which it is associated. The libraries play an essential role in the educational and research activities of the individual university programs. Using the library as a gateway, graduate students have access to the tools to search multiple resources and obtain materials from a variety of sources. A dynamic interlibrary loan and document delivery program provides materials from other libraries in electronic or print form, often in a matter of days. Courier services also enhance turnaround time and overcome geographical limitations.

The John Deaver Drinko Library houses more than 138,000 volumes, current subscriptions, a 24-hour computer lab, multimedia presentation facilities, an assistive technology center for the visually impaired, faculty and student instructional technology rooms, and a fully wired auditorium. Circulation, Reference, and Media are located in the Drinko Library, with extensive collections and a team of qualified personnel. The Drinko Library, opened in 1998, is a state-of-the-art facility which also houses University Computing Services and University Telecommunications.

The James E. Morrow Library, situated between Smith Hall and the Science Building, houses Special Collections, Government Documents, and shelving for approximately 275,000 volumes. Special Collections features the University archives, West Virginia Collection of state and regional materials, and the distinctive Hoffman and Blake collections. Government Documents, a federal depository collection, contains more than 1.1 million items and provides materials in electronic, microform, and paper formats.

The Health Science Library, specializing in medical resources for the schools of medicine and nursing, maintains a current collection of medical monographs, periodicals and electronic resources. Staff provide a variety of document delivery services and searches on medical-related databases. The library is located in the Robert C. Byrd Center for Rural Health next to the Cabell-Huntington Hospital, on Hal Greer Boulevard.

The Music Library, supporting the instruction and research needs of the Music Department, includes more than 15,800 sound recordings (tape, LP, and CD formats), 13,000 scores, music education materials, the electronic version of the *Grove Dictionary of Music and Musicians*, and a sizeable reference collection. The library is located in 115 Smith Music Hall.

The Hoback Chemistry Library, consisting of chemistry journals and monographs, is accessible to students and faculty in the Chemistry department in the Science Building. Maintained by a chemistry faculty member, access is by arrangement only and handled by department personnel (696-2430).

The Graduate College Library in South Charleston is located in the Robert C. Byrd Academic and Technology Center. The library contains 7,400 books and 220 current journal subscriptions, with online access to more than 20,000 periodical titles. There are 12 public computer terminals where users can access the integrated Marshall library catalog, bibliographic and full-text-journal databases, and the wide range of other resources available over the Internet.

Because of the Marshall University Graduate College's commitment to support students in distant locations, some non-traditional services are offered. These services include mailing books and journal articles to students, and sending articles electronically when available. These services are available to currently enrolled Marshall University Graduate College students. For details, contact the MUGC library or go to the MUGC library's home page. Items held in the libraries on the Huntington campus can be retrieved through a daily courier service and by the electronic transmission of journal articles between the sites.

INFORMATION TECHNOLOGY

The Marshall University Information Technology Office is located in the third floor administrative suite of the Drinko Library. Information Technology is committed to improve the efficiency and effectiveness of every aspect of technology throughout Marshall University by promoting and supporting Information Technology applications as a means of enhancing teaching/learning and

administrative operations. The IT Office integrates instructional technology, web delivery methods, distance education, library and computing resources for all Marshall University campuses and leads the development of an integrated information technology environment. By actively aiding and enhancing the academic and support activities of the University, IT delivers support and services that help faculty, staff, and students achieve Marshall University technology goals.

COMPUTING SERVICES

The Marshall University Computing Services (UCS) administrative offices and the Help Desk are located on the fourth floor of the Drinko Library on the Huntington Campus and the second floor of the Administration Building in South Charleston. The mission of Computing Services is to “provide and facilitate quality computing, networking, and information services for the students, faculty, and staff of Marshall University in support of instruction, research, administration, and economic development, and community service needs.”

Online Support

The UCS Web site is where students and staff can find the most up-to-date information and exists to provide information, facilitate communications with our customers, and provide a secure source for downloading software such as the free anti-virus software which the University licenses for all users, and other software. Go there and get yours now at www.marshall.edu/ucs.

Computing Facilities

UCS manages a number of computing facilities that provide access to MUnet-connected workstations for the campus community. UCS managed public computers, including those in the UCS 24-Hour Study Center, will always have the latest versions of software available. University Computing Facilities are currently available in Corbly Hall, Harris Hall, Smith Hall, Gullickson Hall, the Drinko Library and Information Center in Huntington; and in the administration and academic buildings in South Charleston. All University Computing Facilities provide printing and scanning facilities. Other specialized facilities are available at selected sites.

Computer Accounts

As a Marshall student you are automatically entitled to a computer account on MUnet at no extra cost. Students attending Orientation are provided their MUnet account usernames and passwords. Students may also receive their MUnet usernames and passwords by following these steps:

- Take your Marshall University ID to the UCS 24-Hour Study Center or the UCS Front Desk (both are located in the Drinko Library and Information Center), or the South Charleston Computing Services office
- Tell one of the assistants that you would like your Computer Account
- The assistant will print an account sheet that contains details about your MUnet Account, which will consist of your last name followed by a number [e.g., Smith12, Jones1, or Henderson1 (the first account assigned to a student with the last name of Henderson)]. The pre-assigned user-id and password contained on the account sheet will give you access to everything you need to make full use of the campus network and the Internet.

Computing Services Technical Assistance Line (“Help Desk”)

UCS provides a Help Desk for MUnet account holders, which is available by calling one of the numbers below:

(304) 696-3200 in the Huntington calling area

(304) 746-1969 in the Charleston calling area

(877) 689-8638 toll-free outside the Huntington/Charleston calling areas

MUnet account holders can also request assistance via e-mail by sending the request to helpdesk@marshall.edu. The Help Desk hours of operation are typically from 8am until 9pm Monday through Friday with a technician usually available on weekends on an “on-call” basis. The most current information on operating hours can always be found at www.marshall.edu/ucs/cs/helpdesk/default.asp.

Internet Access Off Campus

University Computing Services, in conjunction with WVNET (the West Virginia Network for Educational Telecommuting), also sponsors dial-up Internet service with toll-free (in-state) and/or local dial access in the entire state. There is a charge for this service. The service is managed jointly by Marshall University and WVNET and is available to all students. For information call the Help Desk at one of the numbers above.

MUnet

MUnet is a fiberoptic Gigabit Ethernet and ATM-based network providing ethernet connections to every campus building, to residence hall rooms, and to most campus computing labs, meeting rooms, office desktops, and classrooms. Currently, every faculty member has network access via a desktop computer. MUnet is linked to the Internet via high-speed digital ATM service. A number of classrooms also support networked labs and two-way video capabilities. MUnet can also be accessed from off campus through free virtual private networking (VPN) software available on the UCS web site at www.marshall.edu/ucs. The same VPN software allows users to connect to the MUWireless network when on campus in the vicinity of a wireless network access point.

Servers and Systems

Central timeshare and server facilities include more than 150 servers and systems, a mix of processors running Open VMS and Digital UNIX, Microsoft Window and Linux. These systems provide timeshare, file, print, database, CD-ROM, mail, Library, and web services personal computers and workstations. A wide variety of software products is available to MUnet users including administrative software based on SCT Corporation's BANNER products, office automation products (word processors, spreadsheets, electronic mail, document production, electronic filing, calendar/ time management, and other groupware functions), computer instruction, programming languages, query/data base packages, CD-ROM databases, presentation products, courseware delivery, and electronic publishing packages.

DISTRIBUTED EDUCATION

Marshall University offers educational opportunities for students through a variety of technological means, including online classes, interactive video, satellite, and public television. An excellent alternative for students that live far from the university or have busy schedules, distributed education enables Marshall University to offer graduate and undergraduate classes by fully interactive video connections at locations throughout southern West Virginia and self-paced Internet courses that can be taken at home. Distributed Education Technology, made up of the Center for Instructional Technology and Instructional Television and Video Services, supports Marshall's distributed education activities by providing professional development, media development, and technical support.

Center for Instructional Technology

The Marshall University Center for Instructional Technology (CIT) was created to bring information technology to bear on the educational mission of the university by providing support for faculty in designing courseware, in using technology-enhanced classrooms, and in applying computer-based communication to extend classroom discussion. It represents a comprehensive and collaborative model for instructional innovation on Marshall University campuses.

- Through training, support, and a commitment to excellence, CIT fosters and nurtures continual learning and innovative ideas to enhance the quality of education for a diverse population.
- CIT provides leadership, training, and resources for faculty and adjunct development and instructional design and instructional technology through one-on-one consultation, faculty development workshops, and by providing state-of-the-art technological resources in the faculty development suites, located on both the South Charleston and Huntington campuses. CIT also assists faculty and adjuncts in CD-ROM or web-based development, assists in the development of new or revised instructional materials, and provides assistance in the areas of multimedia and digital content production.

Instructional Television and Video Services

The ITVS staff of professionals can assist faculty in the design, development, production, and evaluation of a wide range of video materials for instruction. ITVS provides a wide variety of media services to both the university and to local business groups. The department continues to explore new possibilities in order to support the university with advanced technological functions well into the future.

ITVS Services:

- Delivery of interactive Distance Education courses
- Training videos
- Television commercials and Public Service Announcements
- Satellite uplinks and downlinks
- Video teleconferencing
- Digital video and Webcasting
- Digital editing
- DVD/CD-ROM creation
- Production of instructional modules
- Video and radio equipment maintenance
- Media engineering services
- Video taping and duplication
- Location shoots
- Post-production editing/packaging
- Technical support facilities for university broadcast media and special projects

MARSHALL TECHNOLOGY OUTREACH CENTER

The Marshall Technology Outreach Center is located in Drinko Library 324 on the Huntington campus. The mission of the Marshall Technology Outreach Center is to establish Marshall University as the leader in technology outreach in the Advantage Valley region so that information is actively exchanged with external audiences benefitting the individuals, communities, and organizations served, as well as Marshall University. Technology outreach allows Marshall University to enhance the lives of the community through integrating the university externally and dissolving barriers to traditional technology education. Students who may not have the opportunity to be part of the formal campus can be linked to the university through outreach activities.

STUDENT AFFAIRS

The student as a planner, participant, leader, and presenter is best exemplified in the area called Student Affairs. Staff strives to create environments for students where they can practice leadership skills and responsible citizenship, clarify their values, and generally become full participants in the learning process. The division is divided into two components: Student Development and Student Activities.

Staff provides advising, leadership development, support services in a variety of settings including but not limited to student social-cultural events, student governance, fraternities and sororities, legal aid, judicial affairs, and off-campus and commuting students.

Student Development

The Student Development Center is best described as the educational support service area of the Division of Student Affairs. Its major goal is to enhance and support a student's personal and academic

development. This assistance is accomplished through developmental, remedial, and preventive programs, activities, services which include, but are not limited to personal and social counseling; educational and career counseling; reading and study skills development; minority, women and international student programs; health education; returning students and disabled student services.

Education Records: Rights of Parents and Students

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty five days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University 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 University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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 responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marshall University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Liability

Marshall University, as a state agency, cannot assume responsibility for loss of or damage to the personal property of students. Furthermore, the University cannot assume responsibility for personal injury to students.

Affirmative Action Policy Statement

It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

This nondiscrimination policy also applies to all programs and activities covered under Title IX, which prohibits sex discrimination in higher education. Marshall University strives to provide educational opportunities for minorities and women in the graduate student body which reflect the interest, individual merit and availability of such individuals. The University ensures equality of opportunity and treatment in all areas related to student admissions, instructions, employment, placement accommodations, financial assistance programs and other services.

Marshall University also neither affiliates with nor grants recognition to any individual, group, or organization having policies that discriminate on the basis of race, sex, religion, age, sexual orientation, disability, or national origin. Information on the implementation of the policy and/or the Title IX Amendment should be addressed to: Director of Equity Programs, Old Main, Marshall University, Huntington, West Virginia 25755, (304) 696-2592.

Judicial Affairs

The faculty and administration recognize the rights and responsibilities of students. These include the privilege and obligation of maintaining high standards of social and personal conduct. While encouraging students to develop independence, the University embraces the concept that liberty and license are not synonymous, and it therefore accepts the obligation to maintain standards which will provide for the welfare of the individual and the campus community at large.

For Marshall University to function effectively as an educational institution, students must assume full responsibility for their actions and behavior. Students are expected to respect the rights of others, to respect public and private property, and to obey constituted authority. A student's registration constitutes acceptance of these responsibilities and standards; thus registration serves as an agreement between the student and the University. Failure to adhere to the policies and conduct regulations of the University places the student in violation of the Marshall University Code of Conduct (as published in the *Student Handbook*) and may, therefore, subject the student to disciplinary action such as disciplinary warning, a period and degree of probation, suspension, or expulsion. All registered students are subject to the Code at all times while on or about university-owned property, or at university sponsored events.

Students are expected to be thoroughly familiar with the rights, regulations, and policies outlined by the Board of Trustees and all University rules and regulations as expressed in this catalog and in *The Student Handbook*. Copies of *The Student Handbook* are available in the office of the Dean of Student Affairs.

Student Health Service

Student Health Service (SHS) is provided by University Physicians and Surgeons Inc., an affiliate of the University's Joan C. Edwards School of Medicine. The clinic is located at the Joan C. Edwards School of Medicine's facility and is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. The clinic is closed on Saturday, Sunday, and holidays. Students seeking after hours medical care will be financially responsible for the cost.

Student Health Service will be provided from the first day to the last day of each fall, spring, and summer class session to students who pay full student activity fees and attend classes scheduled between semesters (intersession). Marshall University students who present current validated activity and identification cards are eligible to use this service.

Students with Disabilities

A student with a disability may be eligible to receive academic accommodations. It is incumbent upon the student to follow the policy detailed on the university Web site: www.marshall.edu/disabled and to request any academic accommodations through Disabled Student Services Office at the beginning of each semester. Students must follow this procedure to ensure they will receive appropriate and reasonable academic accommodations.

Counseling and Psychological Services

The Department of Psychology staffs a clinic which provides consultation and services on a wide range of psychological problems for Marshall students and staff, as well as the general public. The clinic is located in 449 Harris Hall. Inquiries and appointment requests should be directed to (304) 696-2772. This clinic is staffed by graduate students in psychology, but some faculty services are also available.

An additional clinic, operated by the Marshall University Graduate College, is located at the West Virginia Rehabilitation Center in Institute, West Virginia. In this setting, graduate students and faculty provide psychological services and/or counseling services on a referral basis to clients of the Rehabilitation Center and the general public, including students and staff of the Marshall University Graduate College. Inquiries and requests for appointments for this facility should be directed to (304) 766-2674. Services provided by graduate students are supervised by the faculty in Counseling and Psychology.

A nominal fee is charged at both clinics.

Speech and Hearing Center

The Department of Communication Disorders operates the center which provides assistance to any Marshall students or members of their immediate family who want help with speech and hearing problems.

The Department of Communication Disorders also provides special training for students requesting assistance with dialect change or foreign dialect. People who have foreign dialect or who have non-standard speech patterns not considered to be clinically significant but which they wish to change may be scheduled in the clinic.

The center is located in Smith Hall 143 in Huntington; telephone 696-3640 for fees and other information.

Higher Education for Learning Problems (H.E.L.P.)

H.E.L.P. is an individualized tutorial program for undergraduate students who have learning disabilities and/or Attention Deficit Disorder. Assistance is also available for all graduate students and medical students who have been diagnosed by a qualified professional person as having one or both of the above handicapping conditions. Assistance with coursework, study skills, note-taking skills, and appropriate accommodations in testing are available. Graduate assistants and master's-level tutors conduct tutorial sessions. Remediation in reading, spelling, written language, and math is available from LD specialists. Application to H.E.L.P. must be made separately from application to the university and should be completed 6 months in advance. For information, including fees, call the H.E.L.P. program at (304) 696-6252.

Graduate Student Council

The Graduate Student Council is an organization open to all graduate students. Meetings are designed to discuss problems common to graduate students and propose their administrative solutions. Probably the most attractive aspect of the GSC is its ability to initiate administrative changes favorable to graduate students. GSC appoints representatives to a number of Faculty Senate standing committees and to the Graduate Council. A second and related goal of the GSC is to provide an environment in which contact with graduate students in other disciplines is expanded. Above all, the GSC is concerned with enriching the academic and personal lives of its members. The council can be reached at www.marshall.edu/gsc.

Career Services Center

The Career Services Center (phone 696-2370) assists students in all phases of career development and job placement. Whether you are an entering freshman trying to choose a major or a graduating senior seeking an entry-level job, the center's staff of trained career professionals can help prepare you to succeed in today's dynamic workplace.

The services include:

Career Counseling and Testing - The center offers career planning assistance, both individual

and/or computer-based. This service is especially helpful for students who are undecided or who are in doubt about their major.

Part-Time and Summer Jobs – The center operates a comprehensive student jobs program to help students who need to work while in school in order to help pay college expenses, or desire “hands-on” experience.

Credential File Service – Seniors and alumni may establish a credential file (reference letters, resumes, transcripts, etc.) with the center. The credential file is used to provide information to employers seeking job candidates.

Internships - The center works in conjunction with colleges to assist their students in procuring internships. All students can avail themselves of this service and are strongly encouraged to do so.

Resume Development - Experienced staff will assist in preparing effective and professional resumes. The center provides computers and laser printers for resume preparation.

Interview Skills Seminars – Mock interviews, videos, and individual interview assistance help students gain confidence and success in employment interviews.

Career and Job Fairs – The center sponsors seven major job fairs each year: business, education, health and social services, part-time jobs, summer jobs, and community college. Contact the Career Office for more information.

On-Campus Recruiting – The center hosts visiting employers interested in hiring Marshall University graduates. Local, regional, national, and global companies visit campus each year to conduct employment interviews.

Computerized Job Matching – When employers contact the center seeking job applicants, our computer program matches qualified candidates with the job opening.

Job Board – The center posts available jobs on a job bulletin board located in the Center.

Web site (www.marshall.edu/career-services) – Provides information concerning all career-related services available to students, including job listings, job bank links, online registration, recruiting calendar, job fairs, and much more.

MULTICULTURAL AFFAIRS

Since its inception in 1989, Marshall University Multicultural Affairs continues to promote a campus environment that engenders the value of a pluralistic, multicultural society dedicated to diversity and social justice. Marshall University Multicultural Affairs works to broaden the intellectual horizons of students, faculty, and staff with innovative programs that encourage cross-cultural communication and explore a vast array of multicultural and issues.

The cultivation of a diverse campus community is one of the primary goals of Marshall University Multicultural Affairs, which is committed to the promotion of educational opportunities for minority students through various scholarships, and seeks to diversify the faculty, administration, and staff with members from traditionally underrepresented racial and ethnic groups. Through its support of minorities and multicultural initiatives, Marshall University Multicultural Affairs plants a garden of diversity that nourishes the intellectual well-being of the entire Marshall community.

Goals of Marshall University Multicultural Affairs

To fulfill its mission to promote multiculturalism and diversity at Marshall University and throughout the surrounding region, Marshall University Multicultural Affairs dedicates itself to the following goals:

1. Create and maintain a campus environment that engenders the value of a pluralistic, multicultural society that transcends the social barriers of old in order to promote cross-cultural understanding and interracial harmony
2. Broaden the intellectual horizons of students by introducing innovative programs and curricula that delve into multicultural issues

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3. Increase the number of undergraduate and graduate students from traditionally underrepresented groups by enhancing scholarship opportunities for minorities
4. Recruit and retain an increasing number of faculty, staff, and administrative members from traditionally underrepresented racial and ethnic groups
5. Promote minority involvement in institutional governance, including college and departmental committees
6. Ensure that the fundamental principles of social justice are realized by working with colleges and academic departments throughout the institution to carry out comprehensive social justice plans that enhance diversity and promote equality.

Marshall University Multicultural Affairs

Marshall University Multicultural Affairs is divided into two main departments: the Office of the Vice President for Multicultural Affairs and the Center for African American Students' Programs. Each department is further broken down into individual units responsible for a host of programs and initiatives that contribute toward Marshall University Multicultural Affairs' primary objectives.

Marshall University Multicultural Affairs is responsible for the development of a viable, interactive multicultural community on campus through policies, programs, workshops, seminars, and grants. As Marshall University's primary instrument for effecting diversity awareness and social justice on campus, Marshall University Multicultural Affairs provides many indispensable services, and advises campus divisions and organizations on multicultural issues. Marshall University Multicultural Affairs also administers scholarships for diverse undergraduate students and assistantship programs at the graduate level.

Programs and Initiatives

The Commission on Multiculturalism

The Commission on Multiculturalism (COM) was established in 1990 to explore issues of diversity and develop comprehensive strategies for fostering a multicultural university community founded upon inter-racial communication and mutual understanding. Chaired by Dr. Betty Jane Cleckley, the COM is composed of leaders and representatives from various university constituencies, including faculty, students, staff, alumni, and community representatives. The COM is divided into four subcommittees dedicated to the concerns of women, the disabled, racial and ethnic affairs, lesbian, gay, bisexual and transgender issues, respectively.

The Annual Dr. Martin Luther King, Jr. Symposium

The Annual Dr. Martin Luther King, Jr. Symposium was first established in 1994 as an opportunity for Marshall University and the Tri-State community to reaffirm Dr. King's dream of an America where principles of social justice and racial equality reign supreme over the archaic attitudes of intolerance and hate. The symposium recognizes the life and legacy of the late civil rights leader and social justice advocate through roundtable discussions and forums, a traditional march, a series of youth leadership events, and a memorial service. The Symposium also features an Awards Competition where students at the graduate, undergraduate, high school, middle school, and elementary school levels submit the best original artistic, literary, or musical project on "The Life and Vision" of Dr. King. Students may submit an original work of art (a painting, drawing, montage, computer graphic, or videotape); a video or audio tape of an original musical composition; or an original essay, poem, short story, or one-act play. Each winner is recognized at the Symposium Memorial Service and receives a monetary award.

Social Justice

Social Justice permeates all aspects of the university and is a key component to its function. Toward that end, Multicultural/Social Justice Projects, for example, provide opportunities for faculty, staff, and student organizations to develop Marshall University as a multicultural campus in the quest for social justice. Since 1990, Marshall University Multicultural Affairs has funded projects in research, curriculum development, seminars, workshops, conferences and visiting professorships. The common theme of these projects is the promotion of intercultural understanding, pluralism and diversity awareness throughout the Marshall community.

Scholarships

Marshall University Multicultural Affairs is responsible for scholarships designed to provide students from traditionally underrepresented racial and ethnic groups with an opportunity to gain an education at Marshall. The scholarships cover students in a range of academic disciplines across campus, and many provide tuition and/or stipends for awardees.

The Harmony Institute

As the world continues to evolve toward globalism, Marshall University Multicultural Affairs continues to change in step. Marshall University Multicultural Affairs is filled with exhilarating opportunities to expand its reach out into the community. Among these opportunities is the Harmony Institute at Marshall University. The Harmony Institute was designed to actively promote an understanding of, as well as an appreciation for, diversity, cultural differences and multiculturalism on the Marshall University campus and throughout the surrounding communities. Since 1997, the Institute has been at the forefront of the debate over multiculturalism and diversity related issues in the daily lives of Marshall University students, their West Virginia neighbors, and their fellow Americans. Contributing to the diversity awareness of all peoples within the state, the Harmony Institute has the potential to lead the charge toward an enlightened West Virginia for the 21st century, a West Virginia willing to march forth and weave itself into the ever changing tapestry of America's multicultural heritage.

Black Heritage Stamp Unveiling

Marshall University Multicultural Affairs and the Huntington United States Postal Service have held the Unveiling of the Black Heritage Commemorative Stamp each year since 2001 to commemorate the accomplishments of great African Americans. The annual event is an opportunity to celebrate African American history and bring awareness about great American historical figures to Marshall, the Huntington and Tri-State communities. The Unveiling features a keynote speaker who provides a scholarly presentation about the Honoree and discusses the impact that individual had on American history.

The Health Sciences and Technology Academy (HSTA)

The Health Sciences and Technology Academy (HSTA) was launched in Cabell and Lincoln counties in 2003 with the collaboration of Marshall University Multicultural Affairs and College of Science. HSTA is intended to increase student's competitiveness in science and mathematics while promoting multicultural sensitivity, study skills, communication skills, technological literacy and community leadership. In addition to financial support, HSTA stimulates interest in postsecondary health science degrees. Operating solely in West Virginia, HSTA provides minority and lower-socio economic group student grades 8-12 enrichment programs with the focused attention of the HSTA local community governing board staff, volunteers, teachers and field experts.

Center for African American Students' Programs

The Center for African American Students' Programs (CAASP), a component of Marshall University Multicultural Affairs, is designed to provide support, interventions, and enrichment programming for the purpose of enhancing academic and personal growth for African American students. The CAASP believes that it is essential to offer individualized, as well as collective relationships with African American students to assure a comprehensive means of addressing critical issues relevant to success as a university student. The CAASP also believes that commitment to excellence, proper nurturance and individualized attention concerning each unique student's most critical academic and personal issues are essential to a well rounded and successful education.

The CAASP is centrally located on campus and offers an environment conducive for social milieu as well as confidential exchanges and personal coaching services. Here each student can receive assistance for problem solving, crisis management, information and referral, university and community linking services, advocacy, academic planning, employment guidance, and general student support. The CAASP also provides direction for student leadership and organizational membership, as well as oversight for Black United Students (BUS) organization. BUS provides students with an opportunity to establish leadership skills as well as planning and involvement in

offering many programs and social experiences for students throughout the year. All interested African American students are encouraged to participate in BUS membership and/or attend sponsored activities.

To meet the intellectual and social needs of students, the CAASP offers a variety of events and programming each year. The past year's events have included the following, and similar offerings will be provided each successive year:

- Welcome back Block Party sponsored by BUS
- Homecoming Game with BUS
- Annual weekend at the Greenbrier Hotel and Resort
- Annual Soul Food Feast
- Brain Storm!!! African American History Trivia Game Show
- Annual Marshall University Diversity Breakfast
- Annual Women of Color Day Celebration
- Art, history and urban culture trip to New York City
- Donning of Kente Celebration of Achievement
- BUS Basketball Shootout
- BUS End of the Year Barbeque and Celebration
- Musical Lecture Series
- Student Lecture Series

BOOKSTORES

Textbooks for Marshall University graduate courses are available from the Marshall University Bookstore in Huntington and the Marshall University Graduate College Bookstore in South Charleston. Students should contact the store at the campus location where they are enrolled, or in the case of off-campus locations, they may order books by mail, phone, or online at <http://marshall.bkstr.com>.

The Marshall University Bookstore in Huntington (telephone 304-696-3622 or toll free at 1-800-547-1262) is located at Fifth Avenue and John Marshall Drive on the Huntington campus. The store is open from 8:00 a.m. to 6:30 p.m. Monday-Thursday, 8:00 a.m. to 5:00 p.m. on Friday, and 10:00 a.m.-5:00 p.m. on Saturday. Summer hours are 8:00 a.m.-5:00 p.m. Monday-Friday.

The Marshall University Graduate College Bookstore in South Charleston is located on the first floor of the Administration Building. Hours are 10:00 a.m.-6:00 p.m. Monday-Thursday and 9:00 a.m.-5:00 p.m. Friday.

Textbooks also may be ordered by mail or phone, with the addition of a shipping and handling charge. To order by mail, fill out the requested information on the book order form and return with the cost of the book and the required shipping and handling charge. To order by phone, call and use a credit card.

Both bookstores accept checks, MasterCard, VISA, Discover, and American Express. Point Card is accepted at the Huntington store. Third-party direct billing is accepted with a purchase order or written authorization from the funding agency.

Textbooks may be returned for refund or credit within 2-7 days of the date of purchase. Students should ask for a copy of the returns policy at the time of purchase. Used books are purchased at any time.

The Graduate College has established a textbook policy with the objective of minimizing textbook costs to students. This will be accomplished by repurchasing and reselling used textbooks, and using certain basic textbooks for a reasonable number of years, ordinarily not less than two years.

UNIVERSITY RESIDENCE HALLS

The Department of Residence Services provides living space for approximately 2,000 students on the Huntington campus. Individual halls will accommodate from 100 to 500 residents in single and

double rooms. All halls are located within easy walking distance of academic buildings. Each hall is managed by Director of Residence Services' staff in order to provide the students with the best possible living and learning conditions.

Housing for families, single graduate and married students is also provided in 78 furnished apartment-style dwellings owned and operated by the University. Family student housing is located approximately four miles from the Huntington campus.

For additional information concerning on-campus housing, please contact the Department of Residence Services at (304) 696-6765 or by e-mail at *residence-services@marshall.edu*.

WEATHER-RELATED AND/OR EMERGENCY CLOSINGS AND DELAYS (from Executive Policy Bulletin No. 7, updated January 5, 2004)

Generally, it is Marshall University's policy to maintain its normal schedule, even when conditions are inclement. However, this is not always possible.

In those instances when it is necessary to alter the schedule in response to weather conditions, every effort will be made to notify all those affected—students, faculty, staff and the general public—as expeditiously and as comprehensively as possible in the following ways:

1. Television stations in Huntington and Charleston will be notified.
2. Radio stations in Huntington and Charleston will be asked to announce the delay or closing.
3. Time permitting, newspapers in Huntington and Charleston will be notified. Often, however, decisions must be made after the deadlines of newspapers.
4. The Office of University Communications will communicate the specific details of the closing as follows:
 - a. To the Office of Public Safety at (304) 696-HELP.
5. The Office of University Communications will place the closing message on the Huntington campus AUDIX system and the university response number (304) 696-3170.

NOTE: The above procedure applies only to the Huntington campus and all releases should make it clear that it relates only to the Huntington campus. The South Charleston campus weather-related policy will be managed by the Vice President for Regional Operations using the procedure below.

Definitions:

1. University Closed: All classes suspended and offices closed.
2. Classes Canceled: All classes suspended; offices open.
3. Delay: A delay in the beginning of activities, usually in the range of one to two hours. For example, since normal operations of the University begin at 8:00 a.m., a two-hour delay would mean functions would begin at 10:00 a.m. As a result, Monday, Wednesday or Friday classes beginning at 8:00 a.m. or 9:00 a.m. would be canceled; 10:00 a.m. classes would meet. Tuesday or Thursday classes beginning at 8:00 a.m. would be canceled; those scheduled for 9:30 a.m. would begin instead at 10:00 a.m. in an abbreviated session. In most instances, delays on Tuesday or Thursday will be 90 minutes, enabling 9:30 classes to begin on schedule.

Clarification:

Since announcements in the mass media are subject to inadvertent distortion, incompleteness or misunderstanding, clarification may be obtained by telephoning the Marshall University Huntington campus at (304) 696-3170.

Decision-making:

Decisions on closings and/or delays will be made jointly by the Senior Vice President for Academic Affairs and the Assistant Vice President for Operations following consultation with other appropriate officials, including the President.

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Every effort will be made to reach a decision to allow time for adequate notification to the news media and, in turn, those affected.

South Charleston Campus, Off-Campus Classes and Centers:

General Policy: Because weather conditions can vary substantially, it is possible that Graduate College classes will be delayed or canceled at some locations and not others.

If the Marshall University Graduate College is delayed or canceled at any MUGC location, local media will be notified as soon as a decision is made. Since MUGC classes do not generally meet until late afternoon, an effort will be made to decide about classes by noon.

The Vice President for Regional Operations will decide on class cancellations in conjunction with the Director of Graduate Admissions and staff located at remote sites. Any delay or cancellation decision will be placed on the MUGC Audix system (Phone No. 746-2500). Students will be able to find out about such a delay/cancellation through the MUGC switchboard operators, local MUGC offices or local media.

Definitions

- *MUGC Closed* - All classes canceled and offices closed (excluding Huntington campus).
- *Classes Canceled* - All classes canceled. Details provided by site.
- *Delay* - A delay in the beginning of non-class activities, e.g., a two-hour delay would mean the normal work day would begin at 10:00 a.m. rather than 8:00 a.m.

Faculty:

Once operations are resumed, deans and departmental chairs must take steps to ensure that faculty meet their scheduled classes or substitutes are secured so that class schedules are met.

SCHOOL OF EXTENDED EDUCATION

The School of Extended Education (SEE) serves primarily adult students and those students who are located at distances from the main campus. The school has evening office hours, and sponsors courses via telecommunications, non-credit computer and professional continuing education programs, weekend and accelerated classes and programs, dual credit high school programs, programs for military personnel, and off-campus instructional centers throughout the region.

SEE works with University academic departments to ensure the delivery of courses in time periods and at locations that increase student access to higher education.

Telecourses via public television (HEITV), satellite (Satellite Network of West Virginia), two-way interactive television, and the World Wide Web provide a variety of offerings with some full degree programs now available through distance education. For more information, contact the Satellite Network of West Virginia at (304) 696-3150 or SEE's office at (304) 696-6419.

In addition to its main office in Huntington, SEE operates several off-campus centers established to provide university services throughout southern West Virginia. For information on programs and services, contact the SEE office nearest you. The SEE World Wide Web site is located at www.marshall.edu/see.

Main Office, Huntington:

School of Extended Education
Marshall University
216 Pritchard Hall
One John Marshall Drive
Huntington, WV 25755
Tel.: (304) 696-4723
Toll-free 800-906-GRAD (4723)
FAX: (304) 696-6419
E-mail: see@marshall.edu

Regents B.A. Degree Program

Marshall University
One John Marshall Drive
Prichard Hall 218
Huntington, WV 25755-2050
Tel: (304) 696-6400
FAX: (304) 696-6419
E-mail: holbrook@marshall.edu

Mid-Ohio Valley Center
Marshall University
1 John Marshall Way
Point Pleasant, WV 25550
Phone: (304) 674-7200
Fax: (304) 674-7222
E-mail: movc@marshall.edu

Teays Valley Regional Center
Marshall University
Carriage Pointe, Suite 101
Hurricane, WV 25526
Tel: (304) 757-7223
FAX: (304) 757-7292
E-mail: prisk@marshall.edu

Southern Mountain Center
Marshall University
P.O. Box 2900
Mount Gay, WV 25637
Tel: (304) 792-7098, x-303
FAX: (304) 792-7028

BECKLEY CENTER

Marshall University also operates a center in Beckley, serving primarily graduate students in Beckley, Bluefield, and other nearby areas.

Beckley Regional Center
Marshall University
390 Stanaford Road
Beckley, WV
(304) 252-0719
Fax: (304) 252-9740

CENTER FOR ENVIRONMENTAL, GEOTECHNICAL, AND APPLIED SCIENCES

The Center for Environmental, Geotechnical, and Applied Sciences was established in May 1993 through the cooperative effort of the presidents of Marshall University and West Virginia Graduate College (effective July 1, 1997, the West Virginia Graduate College became Marshall University Graduate College - MUGC). The Center, as of July 1, 1998, became an affiliated organization of the College of Information Technology and Engineering. The goal of the center is to forge close working relationships among the business community, higher education institutions, and government agencies, in technology related endeavors. The center has been involved since its inception with educational offerings, research, service, and long-term planning for regional development.

The center has obtained more than 4 million dollars in external contracts with participation of other MU departments and local businesses. The contracts and grants include efforts in software engineering, geographic information systems, environmental engineering, and development of the Environmental Management Incubator for area businesses.

Feel free to contact the Environmental Center at (304) 696-5453 for further information.



The Graduate College

In October, 1938, the West Virginia Board of Education authorized Marshall University to conduct graduate instruction leading to the Master of Arts and the Master of Science degrees. Graduate work was first offered during the summer session of 1939, and the first master's degrees were conferred at the commencement of 1940. The Graduate School was organized in 1948. The first Ph.D. degree was conferred in 1992.

On July 1, 1997 Marshall University and the West Virginia Graduate College merged, producing the Marshall University Graduate College.

Mission of the Graduate College

The graduate mission of Marshall University is to provide quality educational opportunities at times and places convenient to students, employing alternative delivery systems and rich learning resources. The institution promotes excellence in instruction, research and public service in the interest of enhancing the intellectual, professional, and personal growth of students, faculty, and staff. Throughout the state Marshall University offers masters' degrees, post-masters' programs, doctoral degrees and professional development options according to needs and with a minimum of duplication.

In support of its graduate mission, Marshall University values

- excellence in teaching and advising;
- support services for students;
- the expansion of knowledge through research and inquiry;
- an interactive and collaborative relationship with the community;
- open access to quality educational opportunities;
- lifelong learning;
- cultural diversity;
- the continuous review of our programs and administrative processes;
- innovation and efficiency in the use of resources; and
- personal and institutional accountability.

To fulfill its graduate mission, Marshall University supports the commitment of institutional resources to ensure

- quality in existing graduate programs;
- adequate library resources for meeting accreditation requirements, electronic library needs and program initiatives;
- access to graduate programs within the state, region and nation;
- promotion of technological delivery of courses and programs;
- development of new graduate programs at the master's, post-master's, and doctoral levels according to need;

- recruitment and retention of a strong and diverse graduate faculty;
- recruitment and retention of a strong and diverse graduate student population; and
- development of student life initiatives appropriate for graduate students.

ADVANCED DEGREES

The Graduate College awards the Master of Arts, the Master of Science, the Master of Arts in Teaching, the Master of Arts in Journalism, the Master of Business Administration, the Master of Science in Engineering, the Master of Science in Nursing, the Education Specialist, the Doctor of Education, the Doctor of Psychology, and the Doctor of Philosophy degrees. A graduate degree may be earned in the following graduate majors. Please see the department listings for areas of emphasis within these majors. In addition, a listing of graduate certificate programs may be found on page 28.

Adult and Technical Education	M.S.	Information Systems	M.S.
Art	M.A.	Journalism	MAJ.
Biological Sciences	M.A., M.S.	Latin	M.A.
Biomedical Sciences	M.S., Ph.D.	Leadership Studies	M.A.
Business Administration	M.B.A.	Mathematics	M.A.
Chemistry	M.S.	Music	M.A.
Communication Disorders	M.S.	Nursing	M.S.N.
Communication Studies	M.A.	Physical Science	M.S.
Counseling	M.A.	Political Science	M.A.*
Criminal Justice	M.S.	Psychology	M.A., Psy.D.
Dietetics	M.S.	Reading Education	M.A.
Education	Ed.S.*	Safety	M.S.
Education, Early Childhood	M.A.	School Psychology	Ed.S.
Education, Elementary	M.A.	Sociology	M.A.
Education, Secondary	M.A.	Special Education	M.A.
Educational Leadership	Ed.D.	Sport Administration	M.S.
Engineering	M. S. E.	Teaching	M.A.T.
English	M.A.	Technology Management	M.S.
Environmental Science	M.S.		
Exercise Science	M.S.		
Family and Consumer Sciences	M.A.		
Forensic Science	M.S.		
Geography	M.A., M.S.		
Health Care Administration	M.S.		
History	M.A.		
Human Resource Management	M.S.		
Humanities	M.A.		

*The Master of Public Administration is available in cooperation with West Virginia University. The Master of Forestry (M.F.) and the Master of Environmental Management (M.E.M.) are offered in cooperation with Duke University. The Doctor of Medicine Degree (M.D.) is offered by the Marshall University School of Medicine.

Master's Degrees

Marshall University, as can be seen on the list above, offers a wide array of master's degrees. The master's may serve one or more of the following purposes: to provide greater specialization within one's area of interest; to facilitate licensure in certain fields; to provide access to Education Specialist or doctoral degrees; to support professional advancement, and to promote intellectual growth and personal fulfillment.

Doctoral Degrees

Since 1992 Marshall University has offered the Ph.D. in Biomedical Sciences (see pages 82-85). The doctorate in clinical psychology (the Psy.D.) admitted its first class in the Fall of 2002 (see pages 147-152). The Ed.D. features majors in Curriculum and Instruction and Educational Leadership.

Education Specialist

In addition to the master's and doctoral degrees, Marshall University also offers the Education Specialist (Ed.S.) degree in Education and in School Psychology. Under the Ed.S. in Education, students may select areas of emphasis in Adult and Technical Education, Counseling, Curriculum and Instruction, Leadership Studies, Community and Technical College Studies, and Reading Education. For more information, check the appropriate program description in this catalog, or contact the department offering the degree.

Minors

Minors approved by the Graduate Council to which code numbers have been assigned may appear on a graduate student's transcript if the following conditions are met: 1) the student's advisor approves the minor courses as part of the student's Plan of Study; and 2) the program offering the minor allows it to be designated as the student's minor. Such permission must be obtained in writing. The department or division chair in the minor program signs the student's Plan of Study to signify approval.

As of the date of this catalog, the following graduate minors are available:

- Adult and Technical Education
- Classics
- Criminal Justice
- Exercise Science
- Environmental Science
- Geobiophysical Modeling
- History
- Mathematics
- Philosophy
- Sport Studies
- Sociology

CERTIFICATE PROGRAMS

Marshall University also offers graduate certificate programs in:

- Appalachian Studies
- Behavioral Statistics
- Business Management Foundations
- Creative Writing
- Domestic Violence Counseling
- Early Childhood Education
- Educational Computing
- Elementary Science Education
- Family Literacy
- Latin
- Marriage, Couple, and Family Therapy
- Mathematics through Algebra I
- Medieval and Renaissance Studies
- Post Bachelor's Dietetic Internship
- Post Master's Family Nurse Practitioner
- Post Master's Nursing Administration
- Post Master's Nursing Education
- School Library Media
- School Principalship (requires previous master's degree in education)
- Social Services and Attendance

Refer to the Graduate Degree Programs (pages 73-154) for information about specific graduate certificate programs.

RESEARCH

The Graduate College has a particular interest in research by students and faculty. It is the responsibility of the Graduate Dean to promote research by all available means. A Research Committee composed of faculty members advises the Dean on such matters. Students and faculty interested in research opportunities or who need assistance in their research activities may contact the Graduate Dean's office in Huntington.

Training in the Marshall University Graduate College is based upon the students' active participation in the teaching and research programs in their major areas of interest. It may not always be possible to provide all students with financial aid. However, the Graduate College encourages all students, regardless of receipt of financial assistance or its ultimate source, to participate in the departmental programs (teaching, research, etc.) as an integral part of their advanced training.

Animal and Human Subject Research

Graduate students conducting research involving experiments that utilize animals must work under the supervision of faculty advisors who have written permission from the Institutional Animal Care and Use Committee (IACUC) before the students can start the research. Information about procedures and protocol forms may be obtained from the Office of Research Integrity through its Web site at www.marshall.edu/research/ori.

Graduate students who conduct research involving the use of human subjects must have the approval of the applicable Institutional Review Board (IRB), either Medical or Behavioral and Social Sciences, before starting the research and must work under the supervision of faculty advisors. Information about procedures and approval forms may be obtained at the Office of Research Integrity Web site at www.marshall.edu/research/ori.

Hazardous Substances

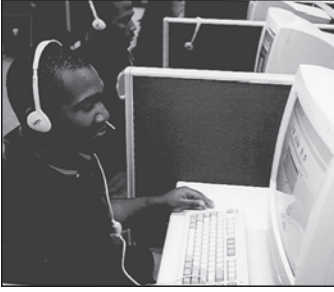
Graduate students who will be using, or who will be generating, hazardous substances in their research must work under the supervision of faculty advisors who obtain permission for such research through the appropriate college safety committee. The college will arrange for proper disposal of these materials. Proposals must be submitted to the appropriate safety committee for approval.

Policy Statement on Integrity in Scientific Research

Research and scholarship are essential parts of Marshall University. The virtues of scholarship are forged from a combination of patience with eagerness, inspiration with meticulous care, and a reverence for integrity with a willingness to challenge cherished assumptions. It is within the research process that these virtues must be held in the highest esteem and measured against a strict set of standards. In this light, it is incumbent upon the institution to insure accurate, objective, valid and reliable research in the finest tradition of scholarship.

It shall be the policy of Marshall University that no faculty member shall knowingly plagiarize, fabricate, or present incorrect data in research or creative activities conducted under the auspices of the institution. Further, in the case of alleged scientific misconduct, all pertinent rules and regulations of the Public Health Service (PHS), such as 42 CFR Part 50 and allied documents, will prevail in providing definitions, procedures, and deadlines.

The complete policy statement may be found on the Web at www.marshall.edu/murc/law/misconduct.htm



Admission Information

ADMISSION TO THE GRADUATE COLLEGE

Prospective graduate students should apply for admission as early as possible. The first step for a student interested in a degree program is to obtain admission information from the department offering the program desired or from the Graduate Admissions office. Admission information will include instructions for applying to and the admission requirements of the particular program.

Admission to the Graduate College is based on receipt of a baccalaureate degree from a regionally accredited college or university, the Grade Point Average, the scores on required Admissions examinations and the information provided on the "Application for Graduate Admissions" form.* The only exception to the baccalaureate degree requirement pertains to students in the 3+2 joint Bachelor's/MBA degree program in the Lewis College of Business. Students who have previously taken graduate coursework at another institution must submit all transcripts and also meet undergraduate and examination requirements. Poor academic performance in prior graduate work may serve as the basis for the denial of admission to Marshall University Graduate College, at the discretion of the faculty.

The application for admission form accompanied by payment of a non-refundable application fee must be filed in the Graduate Admissions Office at least two weeks prior to the opening of the term of enrollment. One official copy of the applicant's undergraduate transcript showing the degree earned and the date on which it was conferred must be mailed directly from the registrar's office of student's undergraduate college or university to the Graduate Admissions Office when the application is filed. An official transcript from each college or university previously attended must be received in the Graduate Admissions Office before the applicant can be considered for admission to a degree program. **All materials submitted in support of an application for admission become the property of Marshall University. Materials will not be returned or released to third parties. Any student admitted on the basis of false and/or incomplete information is subject to immediate dismissal or other disciplinary action.**

In some academic programs, applicants may enroll for one semester with conditional status based upon submission of the application form, an official undergraduate transcript that certifies the receipt of a bachelor's degree, and the application fee. However, students with conditional status will not be eligible for subsequent registration unless they have completed all requirements for admission and have been admitted to their requested program. Credit for coursework taken will not be applied toward a degree unless the admission process is completed. Certain programs, including, but not limited to, those in the Graduate School of Management, Nursing, Biomedical Sciences, Communication Disorders, Technology Management, and others require that all admissions requirements be completed and that the applicant be admitted to the program before being permitted to enroll for courses in those fields.

The university reserves the right, even after the arrival and enrollment of students, to make individual curricular adjustments whenever particular deficiencies or needs are identified. These deficiencies will be determined by the student's advisor or the program director/department chair. Students may be required to take such courses without credit toward the master's degree and at

*For international students, a baccalaureate degree from the equivalent of an appropriately accredited institution is required. See International Students, point number 5.

their own expense. This could also apply to additional coursework in Speech and/or English whenever necessary.

Further requirements or exceptions applicable to special fields are noted in the program statements in this catalog.

Any appeals of admissions decisions should be directed to the Vice President for Graduate Studies, whose decision is final.

ADMISSIONS EXAMINATIONS

The Graduate Record Examinations (GRE) General Test is required of applicants to some programs. M.B.A. students are required to take the Graduate Management Admission Test (GMAT) prior to admission to that program. Other programs may accept the Miller Analogies Test (MAT) in lieu of the GRE. Specific test requirements are indicated in the program or departmental description in later sections of this catalog. Test scores must be sent by the appropriate testing agency directly to the Graduate Admissions Office, Marshall University Graduate College, 100 Angus E. Peyton Drive, South Charleston, WV 25303-1600.

The GRE and GMAT are available through computer-based testing (CBT) programs at the Prometric Testing in South Charleston and on the Marshall University campus in Huntington. Call Prometric at (304) 345-1986 or the Marshall testing center in Huntington at (304) 696-2604 for information and to register for the test. Additional information is available in the GRE Information and Registration Bulletin and the GMAT Information Bulletin, which may be obtained from the Graduate Dean's office and the Graduate Admissions Office.

The MAT is administered weekly during the school year and during summer sessions at the Graduate College in South Charleston and by appointment at the Psychology Department in Huntington. There is no preregistration required for the MAT, but the registration fee must be paid at the time the test is taken. For a recorded message about MAT administration information in South Charleston, call (304) 746-1944 or 1-800-642-9842, extension 1944. For information on taking the test in Huntington, call either 696-2777 or 696-6446 in Harris Hall.

Waiver of Admissions Examination

If a student has a master's or higher degree from a regionally accredited institution of higher education, the admissions examination requirement may be waived for any future master's program at Marshall University. Ultimate responsibility for this decision rests with the faculty of the program in which the student proposes to enroll.

ADMISSION CLASSIFICATION OF GRADUATE STUDENTS

DEGREE-SEEKING—A student who desires admission as a degree-seeking graduate student must have an overall undergraduate Grade Point Average (GPA) of 2.5 on a 4.0 scale. Individual schools and programs may require higher Grade Point Averages. A degree-seeking student must also meet all criteria for full admission to the program of his/her choice.

PROFESSIONAL DEVELOPMENT—Students who do not want to be enrolled in degree programs but who wish to enroll in certificate/licensure programs or other programs that require the completion of specified sequences of courses must apply as professional development students.

In most cases, requirements for admission to professional development programs are the same as for admission to degree programs. However, requirements for admission to these programs can vary and are explained in the degree programs section of this catalog.

PROVISIONAL—A student may be admitted as provisional in a degree program after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the criteria for regular admission. An academically provisional student must be reclassified as a regular student no later than the completion of the 12th graduate

credit hour. This is accomplished by meeting the conditions established by the academic program and by maintaining at least a 3.0 GPA in courses identified by the program faculty and approved by the appropriate dean.

NON-DEGREE ADMISSION—Persons who desire university instruction without becoming graduate degree candidates may attend as non-degree students, provided they present transcripts or diplomas denoting graduation with a bachelor's degree from a regionally accredited undergraduate college or university. Before enrolling in a class, non-degree graduate students must obtain permission from the instructor. Students wishing to take courses offered by the Lewis College of Business must secure approval of the academic advisor. The fees for attendance as a non-degree student are the same as those set for other graduate students. Non-degree enrollment for graduate courses is not available to persons under suspension by the university.

A non-degree student who does not hold a master's or higher degree may take a maximum of 15 semester hours. Permission for non-degree students to register for additional hours beyond 15 can be granted by the Dean of the Graduate College or the appropriate school dean. Applicants for non-degree status will complete a Graduate Application for Admission, pay the application fee, and submit proof of having received a bachelor's or higher degree not later than the scheduled time of registration. A person holding a graduate degree may take an unrestricted number of additional courses for which he/she has the prerequisites and departmental permission.

Non-degree graduate students may apply later for admission to degree programs by filing the necessary documents, provided they meet the admission requirements described in the current Marshall University Graduate Catalog. However, work taken as a non-degree student cannot in itself qualify a person for admission as a degree candidate. Only credit approved by the assigned program advisor and the appropriate dean will be counted toward a degree awarded by the University.

TRANSIENT—A graduate student who is duly enrolled at another regionally accredited graduate institution may, upon submission of an admission application and a letter of good standing from the home university, enroll for Marshall University graduate coursework. This admission is valid for one semester only. The student must submit a new application and letter of good standing each semester he/she wishes to attend.

Normally, up to twelve credit hours of coursework may be transferred back to the home institution. Permission to transfer credits is arranged with the home university. Transient students who wish to register for coursework beyond twelve credit hours at Marshall are required to obtain the approval of Marshall University's Graduate Dean.

STAFF DEVELOPMENT—School personnel approved by their county school systems may use a special form to be admitted in the Staff Development category. Students admitted in this category are restricted to registering for Staff Development classes (560 series) in the College of Education for which they will receive credit/non-credit or satisfactory/unsatisfactory grades. Such classes cannot be used in degree, professional development or licensure programs. Students who wish to mix regular and Staff Development classes must seek regular admission to the Graduate College.

SENIORS—Seniors at regionally accredited baccalaureate institutions with a cumulative GPA of 2.75 may register for graduate classes (500 and 600 series) after they have received approval from their undergraduate dean, the chair of the department offering the course, and the appropriate graduate college/school dean. Complete applications must be on file in the appropriate graduate dean's office and permission secured prior to the opening of the term of enrollment. Credit for graduate courses completed as a senior can be applied to either an undergraduate or a graduate degree at Marshall University but not to both.

RESIDENCY CLASSIFICATION FOR ADMISSION AND FEE PURPOSES

Title 133

Procedural Rule

West Virginia Higher Education Policy Commission, Series 25

SECTION 1. General

- 1.1. Scope – Rule regarding residency classification of students for admission and fee purposes.
- 1.2. Authority – W. Va. Code §§18B-1-6, 18B-1-7, and 18B-10.
- 1.3. Filing Date – July 2, 2002
- 1.4. Effective Date – August 1, 2002
- 1.5. Repeal of Former Rule - Repeals and replaces Title 128, Series 34 and Title 131, Series 34

SECTION 2. Classification for Admission and Fee Purposes

2.1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

2.2. If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two (2) weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2.3. The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

SECTION 3. Residence Determined by Domicile

3.1. Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve (12) months of continued presence within the state prior to the date of registration: **Provided**, That such twelve (12) months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve (12) months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such consider-

ations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

SECTION 4. Dependency Status

4.1. A dependent student is one (1) who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

4.2. A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

SECTION 5. Change of Residence

5.1. A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in Section 3 of these rules. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

SECTION 6. Military

6.1. An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees: **Provided**, That the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.2. Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

SECTION 7. Aliens

7.1. An alien who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in Section 3 of these rules, may be eligible for in-state residency classification: **Provided**, That person is in the state for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in Section 3 of these rules. Any person holding a student or other temporary visa cannot be classified as an in-state student.

SECTION 8. Former Domicile

8.1. A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state

may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one (1) year period of time and satisfies the conditions of Section 3 of these rules, regarding proof of domicile and intent to remain permanently in West Virginia.

SECTION 9. Appeal Process

9.1. Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decisions of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, such procedures shall provide that:

9.1.1. An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.

9.1.1.1. The institutional committee on residency shall be comprised of members of the institutional community, including faculty and at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.

9.1.1.2. The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

9.1.2. The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.

9.1.3. Residency appeals shall end at the institutional level.

ADMISSION OF INTERNATIONAL STUDENTS

Marshall University is authorized by the U.S. Department of Homeland Security, Bureau of Citizenship and Immigration Services to enroll non-immigrant visa students with F-1 or J-1 status.

International applicants must submit ALL of the following documents to be considered for admission:

1. A Marshall University application form, which is obtained online at www.studymarshall.com/cip/apply/graduate/index.asp or by writing to the Director of International Students and Scholars Program, Marshall University, Huntington, West Virginia 25755-1054, U.S.A.
2. \$100.00 Application Fee (non-refundable). Make check or money order payable to Marshall University. Please note that this is a non-refundable fee and cannot be refunded in the event the student is not accepted or does not get a student visa. To be accepted, all checks must have a 9-digit routing number. DO NOT SEND CASH.

You can also pay the \$100 fee with a Visa/Mastercard using our online secure payment form at www.studymarshall.com/cip/apply/graduate/index.asp.

3. Graduate Information Sheet, downloadable at www.studymarshall.com/cip/apply/graduate/index.asp.
4. Official Transcripts. Transcripts must be in English and contain ALL college or university academic credits and grades. The transcripts must be sent directly to the Center for International Programs by the institution that you attended. Photocopies will be accepted as a basis for preliminary evaluation of eligibility for admission; however, the official transcripts must be received prior to admission. In some cases, a credential evaluation may be required from a certified academic and credential evaluation service.
5. Evidence of English Language Proficiency. It is possible for students to be admitted conditionally without English proficiency if the student applies for admission to the L.E.A.P. Intensive

English Program at the same time he or she applies for graduate study. Visit the L.E.A.P. Web site at for more information and on-line application for this program. Proof of your proficiency in English may be certified by submitting one of the following*:

- a. The Test of English as a Foreign Language (TOEFL) reflecting at least the minimum required score reported directly to Marshall University Admissions Office by the Educational Testing Service, Princeton, New Jersey 08540. Results from the test taken more than two years prior to the date submitted will not be considered. Students taking the paper version of the test must have a minimum score of 525. Students taking the computer-based test need a score of at least 195, or a Next Generation score of at least 52 without the Speaking section or a 70 with the Speaking section. If a program mandates a score higher than 525 (paper), 195 (computer) or 52/70 (Next Generation), that requirement will be found in the degree requirements section of this catalog
- b. Michigan English Language Assessment Battery (MELAB) - The minimum acceptable score is 82% for graduate study.
- c. A minimum score of 6.5 on the International English Language Testing System (IELTS) for graduate study. (More information about the IELTS is available on their website at www.ielts.org. IELTS is jointly managed by the British Council, IDP:IELTS Australia, and the University of Cambridge ESOL Examinations.)
- d. Advanced ESL - Completion of the advanced level of Marshall University's L.E.A.P. Intensive English Program or the completion of an intensive English program comparable to Level 9 of the English Language School (ELS).
- e. Diploma or degree from an English-speaking school - A degree or a diploma from an accredited secondary school, college or university in which the primary language of instruction is English.

* Tests taken more than two (2) years prior to the date submitted cannot be accepted.

6. Affidavit of Support Form (if you need to obtain an F-1 visa) showing that you or your sponsor have finances to support your study and living costs for one academic year (9 months). Download the Affidavit of Support Form at www.studymarshall.com/cip/apply/graduate/index.asp. We currently estimate this amount to be \$17,000 USD. (In some cases, a 50% deposit will be required in order to issue the I-20 form.) Proof of financial support may be demonstrated in several ways:
 - a. An affidavit of financial support from a personal sponsor (parent, relative, friend) that has been certified by a U.S. bank or financial institution.
 - b. A scholarship agency (government, corporation, etc.) stating the availability of funds and the intention to support your educational and living expenses for the entire duration of study at Marshall University.
 - c. Personal funds, provided you submit documentary evidence of a bank statement from a U.S. bank or financial institution or it affiliate in U.S. dollars (USD). A statement from your employer certifying that you have been granted study leave and salary support arrangements may also be acceptable.

The Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT) may be required for some degree programs. Please check the graduate catalog for information about admission to specific programs.

If you are planning to enroll in the L.E.A.P. Intensive English Program before pursuing a graduate program of study, please also send us the completed application materials for the L.E.A.P. Program. Students can be conditionally admitted to a graduate program of study at Marshall University without English proficiency if they enroll in Marshall University's L.E.A.P. Intensive English Program and they satisfy all other criteria for admission.

All nonimmigrant student applicants currently in the United States are required to submit an "International Student Status Verification Report" which should be completed by an official at the U.S. educational institution last attended or currently being attended. This form will be sent to you automatically upon receipt of your application materials.

Send all of your application materials and fees to the address below:

Marshall University
Center for International Programs
Old Main 320
One John Marshall Drive
Huntington, West Virginia, USA 25755-1054

After we receive all of your application materials, your credentials will be evaluated and, if admissible, you will be sent a letter of admission and an I-20 form. The I-20 form is used to apply for a student visa (F-1) at an American embassy or consulate. We will also send a housing application and a form you can complete to notify us of your arrival.

If you are not able to attend the semester for which you applied, contact the Center for International Programs and we will fill out a new application for the semester that you will be able to attend. All of your other application materials will be acceptable for a period of one year. After that time period, new documentation will have to be submitted.



Financial Information

FEES

The university and its governing board reserve the right to change fees and rates without prior notice. Fee assessments are calculated on student level, not course level.

Please Note: All fee listings in the fee section of this catalog show the rates authorized and in effect for the 2006-2007 academic year. (Note that separate schedules apply to Huntington and South Charleston classes.) Fee schedules are available in the Office of the Bursar and the Office of the Registrar in Huntington, and in the Office of Graduate Admissions in South Charleston.

ENROLLMENT FEES

Regular Semester-Huntington Campus

	Resident Rate	Metro Fee ¹ Rate	Nonresident Rates
System Capital Fees	\$ 205.00	\$ 800.00	\$ 800.00
Education and General Fees	1,699.00	2,947.00	5,075.00
Standard Auxiliary Fee	139.00	139.00	139.00
Title IX Equity Fee	150.00	150.00	150.00
Total Regular Student Fees	\$2,193.00	\$4,036.00	\$6,164.00
College of Business Fee ²	220.00	396.00	396.00
Health Professions Fee ²	225.00	600.00	600.00
Health Sciences ²	100.00	200.00	200.00
CITE ²	200.00	360.00	360.00
Psychology Doctorate Fee ²	1,068.00	1,054.00	1,446.00
Fine Arts Program ²	75.00	150.00	150.00
Ed.S./Ed.D. Programs Fee ²	90.00	90.00	90.00
Executive M.B.A. Fee ²	4,050.00	4,350.00	4,650.00

(continued)

¹Fee is applicable to students with residency classifications in the counties of Gallia, Jackson, Lawrence, Meigs, Pike, and Scioto, State of Ohio, and the counties of Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin, and Pike, Commonwealth of Kentucky.

²Program Specific Fees. College of Business Fee is assessed to all Business majors. Health Professions Fee is assessed to College of Health Professions majors. Health Science Fee is assessed to all in Clinical Lab Science, Communication Disorders and Dietetics majors. CITE Fee is assessed to all College of Information Technology and Engineering majors. Psychology Doctorate Fee is assessed to all students pursuing a doctorate in psychology. Fine Arts Program Fee is assessed to all Fine Arts majors including Music Education and Art Education. Executive M.B.A. Fee is assessed to those enrolled in the Executive M.B.A. program.

Regular Semester-South Charleston Campus

	Resident Rate	Metro Fee ¹ Rate	Nonresident Rates
System Capital Fees	\$ 205.00	\$ 800.00	\$800.00
Education and General Fees	1,691.00	3,020.00	5,306.00
Total Regular Student Fees	\$1,896.00	\$3,820.00	\$ 6,106.00
Auxiliary Fee (for Hunt. courses)	139.00	139.00	139.00
College of Business Fee ²	220.00	396.00	396.00
College of Information Tech./Eng. (CITE) ²	200.00	360.00	360.00
Ed.S./Ed.D. Programs Fee ²	90.00	90.00	90.00

Regular Semester-Biomedical Sciences Program

	Resident Rates	Metro Fee ¹ Rates	Non-Resident Rates
System Capital Fees	205.00	800.00	800.00
Educational and General Fees	795.00	1,095.00	1,885.00
Standard Auxiliary Fee	139.00	139.00	139.00
Health Professions Fee	2,255.00	3,205.00	4,965.00
Title IX Equity Fee	150.00	150.00	150.00
Total Regular Fees	\$3,544.00	\$ 5,389.00	\$ 7,939.00

RESIDENCE HALLS FEES (Rates are subject to change)

Residence Halls	Unlimited Plan	19-Meal Plan	15-Meal Plan	10-Meal Plan
<i>Double Occupancy</i>				
Buskirk, Twin Towers	\$3,609.00	\$3,246.00	\$3,198.00	\$3,097.00
Hodges, Laidley	\$3,433.00	\$2,966.00	\$2,920.00	\$2,822.00
<i>Designated Single Occupancy:</i>				
Hodges, Laidley	\$3,710.00	\$3,347.00	\$3,299.00	\$3,198.00
<i>Deluxe Single Occupancy</i>				
Hodges, Holderby, Laidley	\$4,148.00	\$3,785.00	\$3,737.00	\$3,636.00

¹Fee is applicable to students with residency classifications in the counties of Gallia, Jackson, Lawrence, Meigs, Pike, and Scioto, State of Ohio, and the counties of Boyd, Carter, Elliott, Floyd, Greenup, Johnson, Lawrence, Martin, and Pike, Commonwealth of Kentucky.

²Program Specific Fees. College of Business Fee is assessed to all Business majors. Health Professions Fee is assessed to College of Health Professions majors. Health Science Fee is assessed to all in Clinical Lab Science, Communication Disorders and Dietetics majors. CITE Fee is assessed to all College of Information Technology and Engineering majors. Psychology Doctorate Fee is assessed to all students pursuing a doctorate in psychology. Fine Arts Program Fee is assessed to all Fine Arts majors including Music Education and Art Education.

Single Room Suite

Gibson, Haymaker, Wellman, Willis	\$4,618.00	\$4,255.00	\$4,207.00	\$4,106.00
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Double Room Suite

Gibson, Haymaker, Wellman, Willis	\$3,971.00	\$3,608.00	\$3,560.00	\$3,459.00
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SUMMER TERM FEES (5 weeks): Residence Halls (19-meal plan)

Double Occupancy	\$980.00
Single Occupancy	\$1158.00

COMMUTER MEAL PLANS

100 Meals	\$650.00
Sixty Meals	393.00
Thirty Meals	201.00
Twenty Meals	140.00

UNIVERSITY HEIGHTS APARTMENTS*

(monthly costs include utilities with the exception of cable and telephone service)

Building One - One Bedroom	\$401.00
Building One - Two Bedroom/Two Bathroom	440.00
Building A, B, & C - One Bedroom	537.00
Building A, B, & C - Two Bedroom	579.00
House (utilities not included)	589.00
Storage Rooms in A, B, & C (per month)	40.00

*Rates are subject to change

SPECIAL STUDENT FEES

*Application Fees

Graduate	30.00
Graduate Transfer	50.00
Resident - School of Medicine	50.00
Non-Resident - School of Medicine	100.00
International Application/Express Mail Fee	100.00
College of Nursing & Health Professions	30.00
Dietetic Internship Program	25.00

Damage Deposit:

Married Student Housing	300.00
Dormitories	100.00

*Diploma Replacement 30.00

Electronic Course Fee-Graduate(per credit hour) 220.00

*Graduation Fee:

Master's Degree	30.00
First Professional	50.00
Certificate Fee	15.00

*Improper Check-out Fee - Residence Halls 50.00

*Non-refundable

Laboratory Fees:

COLA Computer Lab Fee	30.00
COEHS - Clinical Lab Fee	25.00
COEHS - Student Teaching Fee	150.00
COEHS - Activity Course Fee	40.00
COEHS - Scuba Fee	200.00
COFA - Applied Music Fee	35.00
COFA - Art Fee	60.00
COFA - Theatre Fee	25.00
Graduate Psychology	30.00
Health Science (Clinical Lab Sci., Comm. Disorders, Dietetics)	25.00
Journalism	50.00
Science	50.00
*Late Fee - Rent - After 15th of Month	10.00
*Late Registration/Payment Fee	25.00
Matriculation Fee - College of Health Professions	100.00
Mail Box Re-Key (per lock)	15.00
Meal Card/ID Card Replacement	20.00
MUGC Alternative Assessment (per credit hour)	25.00
Off-Campus Course Fee (per credit hour)	35.00
*Reinstatement Fee - Course Schedule	25.00
Reservation Deposit - Dormitories	100.00
Returned Check Fee	25.00
Revalidation of Credit Fee (Per Hour)	25.00
Room Re-Key (per lock)	20.00
Senior Citizens Course Fee-Series 67	50.00
SEVIS Fee	
(Student & Exchange Visitor Info Sys) per semester	25.00
Student Success Fee	50.00
Study Abroad Fee	100.00
Thesis and Dissertation Processing	60.00
Transfer Evaluation Fee	50.00
Transcript (after first)	6.00
*Non-refundable	

PAYMENT OF FEES

Tuition fees for a regular semester, a Summer Term, an Intersession, and any special class are due and payable to the Office of the Bursar in accordance with dates established and listed in the Marshall University Schedule of Courses, the University's official Bulletin of Course Listings and Registration Instructions as published by the Office of the Registrar for each term of enrollment. Enrollments (registrations) not paid on or before the official due dates will be cancelled and the student will be subject to withdrawal from the University (see Withdrawal/Reinstatement Policy). Failure to receive an invoice will not be accepted as a reason for missing the payment deadline. Reregistration for enrollments not paid by the official due dates will be required when allowed and approved by the appropriate academic dean and the Office of the Registrar.

Students may pay fees by Visa/MasterCard/Discover or with a personal checking account on-line at www.marshall.edu/bursar. Students may also make personal checking account payments by phone at 1-800-438-5389 or 304-696-6736.

(continued)

Student deferred payment plans for tuition will be offered for the fall and spring semester. All available financial aid from the term must be credited to the student's account prior to determining the amount available for deferral. Contact the Office of the Bursar for current deferred payment plan information. A student's residence services fees (room and board) are due at a semester rate payable in accordance with dates established by the Office of Residence Services.

Huntington campus students who are recipients of financial aid through the university's loan or scholarship program, the university's Department of Intercollegiate Athletics, or any governmental agency, or by private loan or scholarship, must complete arrangements for payment through the Director of Student Financial Aid (Room 116, Old Main Building) and the University Bursar (Room 101, Old Main Building).

A student's registration is not complete until all fees are paid.

A student's registration will be cancelled when payment is made by a check which is dishonored by the bank. A charge of \$15.00 will be made for each check returned unpaid by the bank.

A student who owes a financial obligation to the University will not be permitted to enroll in subsequent semesters until the obligation is paid.

Students who withdraw properly and regularly from the institution will receive refunds of fees paid in accordance with the student refund policy published each semester in the University schedule of courses.

A student who is required to withdraw from the institution for disciplinary reasons may not receive refunds of fees paid.

REFUND PROCEDURE

During the period designated by the Office of the Registrar for Registration, Late Registration, and Schedule Adjustments for a regular semester or a summer term and published in the Marshall University Schedule of Courses Bulletin, enrollment fees (tuition fees) will be refunded to students for:

1. Classes officially dropped from the student's course schedule which results in a reduction of the student's total scheduled semester hours from full-time status to part-time status. Example: Graduate enrollment dropping of classes to adjust course schedule from 9 or more hours to fewer than 9 hours.
2. Classes officially dropped from the student's course schedule (when the enrollment is in a current part-time status) which results in a reduction of the student's total scheduled semester hours. Example: Graduate enrollment dropping classes to adjust course schedule from 9 hours to 8 hours to 7 hours, *etc.*
3. Official complete withdrawals from all classes in the student's course schedule. Example: Graduate withdrawal from enrollment from 9 or more hours to 0 hours, 8 hours to 0 hours, 7 hours to 0 hours, *etc.*
4. Students receiving financial assistance covered by Title IV of the 1992 Higher Education Act, who officially withdraw shall receive a refund in accordance with the Higher Education Amendments of 1998. Marshall University will determine how much Title IV aid a student has received and not earned at the time of total withdrawal. The amount of aid earned is calculated on a prorata basis through 60% of the payment period.

At the conclusion of the Late Registration and Schedule Adjustment period, refunds will be processed only to students who completely withdraw from the semester or summer term.

Return of Title IV Funds Policy

Federal regulations require Marshall University to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if a student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes

before completing 60% or more of the enrollment period. Students planning to terminate enrollment at Marshall University should contact the Office of the Registrar, Old Main Room 106 to complete the appropriate paperwork.

Adjustments to tuition and/or applicable institutional room/board charges resulting from official terminations are based on the effective date of termination and in accordance with the federally mandated calculation as specified in Section 484B of the Higher Education Act. This law also specifies the order of return of Title IV funds to the programs from which they were awarded.

The calculation is based on the period of enrollment completed. That percentage is computed by dividing the total number of calendar days in the term into the number of calendar days completed as of the date of student notification. The percentage of Title IV assistance to which the student is entitled (has "earned") is equal to this percentage of the term completed up to 60%. If the termination occurs after 60% of the term is completed, the percentage is equal to 100%.

The amount of Title IV aid which must be returned is based on the percentage of "un-earned" aid. That percentage is computed by subtracting earned aid from 100%. The University is required to return the lesser of 1) the unearned aid percentage applied to institutional charges or 2) the unearned aid percentage applied to the total Title IV aid received.

The student is required to return the difference between the amount of unearned aid and the amount returned by the university. The student will be billed for the amount the student owes the Title IV programs and any amount due the university resulting from the return of Title IV funds used to cover university charges, including collection costs. If the student (or parent(s) in the case of PLUS loan) is required to return a portion or all of their loan proceeds, the calculated amount is to be repaid according to the loan's terms. Students must return only half the amount of grant funds calculated as a repayment due.

Funds are returned to the following Title IV sources in order of priority: :

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Perkins Loans
4. Federal Direct PLUS Loans
5. Federal Pell Grants
6. Federal SEOG

Cancellation of Class:

When it becomes necessary to cancel a class by administrative and/or faculty action, a student is granted a full refund of the fee for the class cancelled unless he/she registers in another course of like value in terms of semester hours. This action does not apply to withdrawals due to disciplinary action or withdrawals due to nonpayment of financial obligations.

Residence Services

Request for withdrawal from Marshall University on-campus housing must be addressed in writing to the Department of Residence Services. Refunds, if applicable will be based on the date cancellations are received. Fall cancellations must be received before May 15 and Spring or Summer cancellations must be received ten (10) business days or more prior to the official opening date of Housing, in order to receive deposits back. Voluntary withdrawal following these dates and prior to the opening of residence halls will result in a full refund less the one-hundred dollars (\$100.00) reservation deposit. Withdrawal between the opening day for Housing and the first Friday will result in a refund of fifteen weeks room and board. Withdrawals after the first Friday will result in a forfeiture of monies paid for room. A prorated refund will be processed for any unused portion of the Board plan. Students whose residence is terminated automatically forfeit all monies paid for that semester. Students who are denied admission, declared academically ineligible to return, or are unable to return for medical reasons, will be refunded on a prorated basis.

Refunds to students called to armed services - enrollment fee only will be processed in accordance with policy established by the Office of the Registrar.

Late fees are nonrefundable.

WITHDRAWAL/REINSTATEMENT FOR NONPAYMENT OF FEES AND OTHER FINANCIAL OBLIGATIONS

A. ENROLLMENT AND RESIDENCE HALL FEES

1. Through late registration each semester, a schedule of withdrawal for nonpayment will be included in the Marshall University Schedule of Courses. Following late registration, the Bursar will send written notification to the student advising of administrative withdrawal for nonpayment of Enrollment or Residence Hall Fees.
2. Upon notice from the Bursar, the Registrar will initiate a complete withdrawal for students not paying fees. The withdrawal will be “Administrative-Nonpayment of Enrollment Residence Hall Fees”.
3. The Registrar will notify the instructors that the student should not be permitted to continue attendance in the class.
4. If the student fulfills the financial obligation, the Bursar’s Office will notify the student and his/her academic dean. The academic dean will have discretion to approve registration. In case of approval by the dean, the student, the instructors, and the Registrar will be notified in writing immediately.
5. Upon receipt of notice from the academic dean, the Registrar will initiate the procedure to register the student in the courses for which the student was enrolled at the time of withdrawal.
6. Students who do not meet their financial obligation for enrollment and residence hall fees will have all entries of that registration on the Registrar’s permanent record erased.
7. A student who owes a financial obligation to the University will not be permitted to enroll in subsequent semesters until the obligation is paid.
8. If a student disputes an administrative withdrawal, he/she may file an appeal with the Student Grievance Board through the Office of Student Affairs. (The Student Grievance Board is a subcommittee of the Student Conduct and Welfare Committee). This appeal must be filed before the effective date of withdrawal established by the Bursar. The administrative withdrawal will be suspended until the President of the University acts upon the recommendation of the Student Grievance Board.

B. OTHER OBLIGATIONS

1. Failure to properly fulfill other types of financial obligations may result in administrative withdrawal from the University.
2. Upon notice from the Bursar, the Registrar will initiate a complete withdrawal for a student not paying financial obligations. The withdrawal will be “Administrative-Nonpayment of Financial Obligations” and will be dated with the effective date of processing of the withdrawal. Under these conditions, the procedures outlined under A-3, A-4 and A-5 above will be followed.
3. Students who do not meet these “Other Financial Obligations” and who are administratively withdrawn from the University will receive the grade determined by the withdrawal policy in effect at the time the administrative withdrawal was initiated.
4. A student who owes other types of financial obligations to the University will not be permitted to enroll in subsequent semesters until the obligation is paid.
5. If a student disputes an administrative withdrawal, he/she may file an appeal with the Student Grievance Board through the Dean for Student Affairs. (The Student Grievance Board is a subcommittee of the Student Conduct and Welfare Committee). This appeal must be filed before the effective date of withdrawal established by the Bursar. The administrative withdrawal

will be suspended until the President of the University acts upon the recommendation of the Student Grievance Board.

GRADUATE ASSISTANTSHIPS AND FINANCIAL ASSISTANCE

Most departments offering graduate degrees have funds for graduate assistantships. The amount of the award may vary but includes the waiver of tuition and some fees. Graduate assistants will normally carry a nine hour load. Special permission to carry a reduced load must be obtained from the appropriate department chair and the Graduate Dean. Information about graduate assistantships may be secured by contacting the department chair or the Graduate College Office.

Note: By an act of Congress, all graduate assistants must submit an approved I-9 form. Payment of the GA stipend will not be authorized until this form is accepted by the Human Resources Office.

Inquiries about graduate fellowships, work-study opportunities, loans, and other forms of financial assistance for graduate students should be directed to the Graduate College Office or to the Office of Student Financial Assistance, Marshall University, Huntington, WV 25755.

A limited number of **graduate and professional tuition waivers** are available through the Graduate College in line with state and institutional policy. Announcements are made at the appropriate time concerning procedures and deadline dates for each term.

SPECIAL FINANCIAL ASSISTANCE CONCERNS

Satisfactory Academic Progress Standards for Financial Assistance Eligibility - Graduate Students: In order to be able to receive financial assistance, Federal Regulations require that a student be making satisfactory progress toward the completion of his/her degree or program. Marshall University has adopted standards by which to monitor financial aid recipients' progress. (These standards insure the proper distribution of financial assistance to eligible students.)

Satisfactory academic progress will be questioned of graduate students only when their Grade Point Average drops below 3.00 or the completion ratio drops below 80%. Eligibility for graduate students seeking a master's degree will cease with the completion of the first master's degree. Students seeking a second degree at the doctoral or professional degree level will be given consideration on a case by case basis.

Withdrawing from classes after the drop/add period can have a negative effect on continued eligibility as it can serve to increase the time required to complete one's program. Repetitions will be dealt with according to the University's policy governing Grade Point Averages and will be included in classes registered for and completed.

Students not meeting the above standards will receive notification from the Office of Student Financial Assistance as soon as such status is discovered. This notification will indicate ineligibility for financial aid, suggest that academic assistance can be found through the Student Development Center, and inform the student about his or her right to appeal.

Financial assistance recipients who are eligible for refunds of fees paid to the University for tuition, fees, room and/or board will receive a refund only after the assistance disbursed to the student for the payment period has been recovered. For additional information, refer to the section titled "Refund Procedure."

Answers to questions regarding these and other concerns with financial assistance, including more specific information are available from the Office of Student Financial Assistance, phone 1-800-438-5390 or (304) 696-3162 or e-mail sfa@marshall.edu.



Academic Information

CATALOG TERMS AND DEFINITIONS

Following are definitions of terms used in the academic sections of this catalog.

AREA OF EMPHASIS: A specific subject area of study which has defined course offerings within an approved degree program and major.

CERTIFICATE PROGRAM: A professional continuing education program of normally 12 to 21 credit hours as designated by the program faculty and available to students admitted under the Professional Development and Degree-seeking categories.

CREDIT HOUR: One lecture credit hour is given normally for each 15 classroom contact hours plus 30 hours of outside preparation or equivalent. One laboratory credit hour requires at least 30 hours of laboratory work per one lecture credit plus necessary outside preparation or equivalent. Laboratory experiences are complements to classroom courses that focus on the theory and principles of the discipline. They are organized activities involving the observation and verification of experiments and experimental techniques.

DEGREE PROGRAM: A degree program is a unified, complementary series of courses or learning experiences that lead to a degree.

FULL-TIME GRADUATE STUDENT: The West Virginia Higher Education Policy Commission defines a full-time graduate student at Marshall University as carrying nine or more semester hours in a regular semester. During a single summer term a full-time graduate student carries four or more semester hours. This may differ from the definition for fee purposes. (See Fees and Expenses.)

INDEPENDENT STUDY: Independent Studies are tutorials, directed and independent readings, directed and independent research, problem reports, and other individualized activities designed to fit the needs of students within the major. Written objectives of each independent study course, approved by the chair and dean, must be maintained in departmental files.

INTERNSHIP: Internships are supervised, contractual work-study arrangements with professional agencies or institutions.

MAJOR: A major is a field of study within an approved degree program, having its own prescribed curriculum. A degree program may have more than one major.

MINOR: A minor is a program of study outside the major department requiring at least 6 semester credit hours for completion.

PRACTICUM: A practicum is a learning activity that involves the application of previously learned processes, theories, systems, etc. Generally, credit is assigned on the same basis as that of a laboratory.

PROGRAM: See **DEGREE PROGRAM**, above.

SEMESTER HOURS: The semester hour is the basis of college credit within the institution. A semester hour is the credit received for passing a subject taken one hour per week for one semester. Laboratory courses require two or three hours per week for each semester hour of credit.

SEMINAR: A seminar is a small group of students engaged in advanced study of the original research or some important recent advancements in the field. Seminars are organized under the

direction of a faculty member, and credit is allowed according to university regulations for granting semester-hour credit.

SPECIAL TOPICS: Special Topics are experimental courses that may be offered twice by a given department with no prior committee approval. Such courses may satisfy university, college or department requirements toward a given degree and may carry specific requisites.

TRANSCRIPT: A transcript is a copy of the student's permanent academic record. An official transcript can only be issued by the Office of the Registrar. For additional information on the procedure for obtaining a transcript, see Transcripts of Academic Record.

WORKSHOP: Workshops are highly practical, participatory courses usually designed for advanced students or professionals. They provide experience or instruction in a new technique, theory or development in a given discipline. If credit is granted, appropriate university guidelines will be followed.

STUDENT SCHEDULES AND COURSE INFORMATION

Student Course Load

A normal course load for graduate students is nine to twelve semester hours in the Fall and Spring semesters, and four to six semester hours in each of the summer terms. Any student seeking registration beyond this limit must obtain permission in the Graduate College office.

Part-Time Graduate Students

Graduate students who are employed should limit their schedules in proportion to the time available for graduate study. As a general practice, the maximum graduate load recommended for a student who is employed full-time is six hours in a regular semester or three hours in a summer term.

Schedule Adjustment

Schedule adjustment is the adding of courses or dropping of courses, or the changing of class hours or days after a person has registered in any semester or term. The specific Schedule Adjustment Period for any semester or term is specified in the Schedule of Courses for that semester or term. After the conclusion of the Schedule Adjustment Period, students are not permitted to add classes or make changes in class hours or days, nor are late registrations permitted except with the permission of the Graduate Dean. Dropping of classes after the Schedule Adjustment Period is discussed in the section entitled "Regulations on Dropping Courses. . ."

Course Numbering

Graduate courses numbered 500-599 are similar to certain undergraduate 400-499 series courses and may meet jointly. A Marshall University course taken at the 500 level will not meet degree requirements if it was already taken at the 400 level. Courses numbered 600-699 and 700-899 are open only to graduate students. Exceptions to this policy sometimes are granted to seniors with excellent academic records.

Course Prerequisites

The purpose of prerequisites for certain courses is to assure adequate preparation of the student for the information to be presented in any particular course as well as to insure a coherent, balanced, sequential, and unified set of learning experiences. Course prerequisites may be either previous undergraduate or graduate preparation.

In general, course prerequisites will not be waived except by written approval of the instructor and program director or dean.

Staff Development Courses

Courses in the 560-564 S/U or CR/NC series in the College of Education may not be used to satisfy graduate degree requirements.

In-Service Teacher Restriction

In addition to offering teacher preparation programs, Marshall University is actively involved in the continuing education of all professional teachers. The West Virginia Board of Education has approved a program of continuing education for teachers and school service personnel. Information relative to a teacher's renewing a professional certificate is available from the certification specialist, College of Education and Human Services, (304) 696-2857 in Huntington and (304) 746-1909 in South Charleston. The teacher must have approval of his/her renewal advisor prior to enrolling in any course which is to be utilized for certificate renewal, salary classification, or additional endorsements.

Residence Requirements

Except for transfer credit, all work counted toward a master's degree must be taken in courses offered or approved by the Graduate College of Marshall University. Such courses shall be considered as resident credit whether they are taken on or off the Huntington or South Charleston campuses.

REGULATIONS ON DROPPING COURSES OR COMPLETELY WITHDRAWING FROM THE UNIVERSITY

1. Dropping of Courses

Dropping a course after the schedule adjustment period requires that a drop form bearing the instructor's signature be submitted to the Registrar's Office. Students on academic probation must have the Dean's approval to drop a course.

Off-campus or night courses may be dropped by mailing a request to drop to the Registrar's Office. The postmark on such a request will be the official date of withdrawal.

2. Withdrawal from the University

Withdrawal from the University is defined as dropping all classes for which a student is registered.

Withdrawal requires that a withdrawal form be submitted to the Registrar's Office or that a request for withdrawal be mailed to the Registrar's Office. It is not possible to withdraw by telephone.

The effective date of withdrawal is the date that the withdrawal form is submitted to the Registrar's Office. The postmark on mail requests will be the official date of withdrawal.

3. Grades Assigned in Case of Dropping Courses or Withdrawal from the University

In all cases of dropping courses or withdrawal from the University the instructors will report grades as follows:

- a. A student dropping courses or withdrawing from the University on or before the tenth Friday after the first class day of the regular semester will receive a grade of "W". For eight-week courses, summer sessions and other courses of varying lengths, the "W" period ends the Friday immediately following the two-thirds point in the course. Exact "W" dates are identified in the annual University Academic Calendar.
- b. A "W" grade (withdrew) will have no bearing on the student's Grade Point Average.
- c. Students who drop courses without approval, or who do not follow regulations provided in the preceding paragraphs, receive a grade of "F" at the end of the Semester or summer term.

(continued)

4. Final Date for Dropping or Withdrawing

The final date for dropping an individual class is the tenth Friday in a regular term. The last date for complete withdrawal from the University is the last day of classes. In both cases, “W” grades are assigned.

5. Military Service

Men and women called to active duty in the armed services of the United States shall be granted full refund of fees, but no credit, if the call comes before the end of the first three-fourths of the semester or term, and full credit, but no refund of fees, shall be granted if the call comes thereafter; provided, however, that credit as described above will be granted only in those courses in which the student is maintaining a passing mark at the time of departure to military service. The term “called to active duty” is herein defined as being called to active duty as the result of the federal activation of a total reserve component, National Guard unit, or any portion thereof which involves a particular student or an individual who is a bona fide member of the reserve component or a National Guard unit. The final grades, both passing and failing, for three-fourths of a semester or more are to be shown on the student’s permanent record.

Mandatory Withdrawal for Medical Reasons (initiated by the University)

1. A student will be subject to a mandatory medical withdrawal if it is determined by the Dean of Student Affairs and/or designee that the student is endangering him/herself or other members of the University community by his/her continued membership in the University community.
2. Through an approved designee, the Dean of Student Affairs reserves the right to request a complete mental or physical evaluation if it is reasonably believed that said student’s behavior or health habits warrant it.
3. The student shall be referred to the appropriate health physician and a written document of evaluation and recommendations will be requested and forwarded to the University designee. The University will then act upon the evaluation and recommendations with regard to the student’s continuation at Marshall University.
4. If evaluation supports or indicates a recommendation for a medical withdrawal from the University, the appropriate Student Affairs office will facilitate the withdrawal.
5. Students will be accorded an informal hearing before the Dean of Student Affairs or a designee to obtain an understanding of the evaluation and rationale for the mandatory withdrawal.
6. In the event that the student declines the opportunity for such an evaluation, a withdrawal for medical reasons may be unilaterally effected by the University.
7. Withdrawal for medical reasons will be done without academic penalty to the student. Fees will be refunded in accordance with university policy.
8. A decision to withdraw may be appealed to the Student Conduct and Welfare Committee or a special subcommittee thereof appointed by the chairperson.

*Adopted by Student Conduct and Welfare Committee, December 7, 1984;
approved by the President, January 22, 1985.*

Request for Medical Withdrawal (initiated by the student)

In cases when students withdraw from the university for medical reasons, their request for withdrawal must be supported by certification from the attending physician. (The Office of Student Affairs provides a form for the physician to use for this purpose.) In order to be readmitted after this withdrawal, the student must provide a letter and supporting documentation from the attending physician that indicates that the student is able to return. Confidentiality will be maintained at all times except on a need-to-know basis.

Requests for medical withdrawals from the University or from an individual class will be handled on a case-by-case basis through the Associate Dean/Director of Counseling located in Prichard Hall in Huntington. Students in South Charleston may submit documentation to their school deans.

Students who receive a medical withdrawal shall receive a grade of "W."

ELECTRONIC COURSES

E-courses are online versions of classes offered on the Marshall campus. They are courses you take totally through the Internet. These are identified in the Official Schedule of Courses by the letter *E* after the course number. E-courses may differ from regular semester courses in the start and end dates. Be sure to check the syllabus for each individual class for a beginning and ending date. You can register for E-courses using MILO Web and telephone registration systems during the designated registration periods each term. You can also register in person at the Registrar's Office or by mail. After the close of the registration period, you can register for E-courses by MILO telephone, in person at the Registrar's Office, or by mail. Hours of enrollment are reflected in the actual term in which you are registered. For all verification purposes, hours of enrollment are counted only in the term in which you are registered. You can visit <http://muonline.marshall.edu> for a list of available E-courses.

Note that the *W* period for E-courses parallels that of regular courses. You can withdraw from an individual E-course through 2/3 of the official course length. After that time only a complete withdrawal from the university is allowed. The refund policy for E-courses also parallels that of regular courses.

If you want to take an E-course or a T-course, you must have basic computer skills plus a computer running at least WIN 98, a modem, an e-mail account, and an Internet service provider. For specific information on requirements please see: www.marshall.edu/muonline. Instructors may include additional requirements in the syllabus. E-courses are assessed an established fee per credit hour (currently \$193.00 graduate, but subject to change) regardless of residency or number of credit hours you may be carrying in addition to the E-course. Tuition waivers are not applicable at this time to E-courses.

COURSE SYLLABI POLICY

During the first two weeks of semester classes (or the first 3 days of summer term), the instructor must provide each student a copy of the course requirements which includes the following items: 1) attendance policy, 2) grading policy, 3) approximate dates for major projects and exams, and 4) a description of the general course content.

This policy may not apply to the following types of courses: thesis, seminar, problem report, independent study, field work, internship, and medical clerkship.

*Adopted by University Council, March 12, 1980;
amended by Academic Planning and Standards Committee,
April 10, 1980; approved by the President, May 5, 1980.*

In many cases, syllabi will be available on the World Wide Web. In the case of an **Independent Study**, the student must complete the necessary form, obtain the required signatures, and submit it or a permission to enroll form to the Registrar before enrolling.

CLASS ATTENDANCE POLICY

It is the responsibility of each individual instructor to evaluate the importance of student class attendance. Accordingly, each instructor prepares at the beginning of each semester a written statement setting forth his or her policy for consideration of unexcused absences, make-up examinations, and related matters, which will be in force for the semester. This statement is filed

with the chair of the department and a statement of policy on attendance appropriate to each class is made available to students.

Absences such as those resulting from illness, death in the family, or institutional activities (those approved by the academic deans, such as debate, artistic performances and athletics) are to be excused when a student reports and verifies them to the instructor. For such excused absences, the student should not be penalized. Instructors should make reasonable accommodation for professional, work-related absences.

ABSENCES FROM EXAMINATIONS

Students are required to take all regular examinations. If a student attends a course throughout the semester and is absent from the final examination without permission, the instructor counts the examination as zero and reports the final grade of F. If the absence is the result of illness or some other valid reason beyond the control of the student, the grade of I is reported, and the student may, upon application, take the examination at a later date. (See "Incomplete" under Grade Information and Regulations.)

AUDITING COURSES

Audit students are those who enroll only for purposes of refreshing or acquainting themselves with the material offered in the course. Audit students receive no academic credit. Auditing is allowed only when there is space available in the class and the instructor authorizes audit status. Enrollment for audit is limited to the regular registration period for the semester or term. Students who want to audit classes must enroll and pay fees in the same manner and at the same tuition rate as students enrolling for credit. Faculty members wanting to audit courses must secure approval of the instructor of the course and must enroll in the regular manner.

Attendance and other requirements for auditors shall be determined by the instructor of the course being audited. It is the prerogative of the instructor to notify the respective Dean and the Registrar's Office to withdraw the auditor from the class if attendance or other requirements are not met. It is the responsibility of the instructor to discuss the requirements of the course with the auditor.

Staff Development courses are offered exclusively as Credit/No Credit and S/U. They may not be taken under the audit option and may not be applied toward the credit hour requirement for a graduate degree.

It is not possible to change a registration from credit to audit or audit to credit after the close of the schedule adjustment period at the beginning of a semester or summer term

CONTINUING EDUCATION

Marshall University offers non-college credit Continuing Education Unit (CEU) programs designed to give recognition to persons continuing their education through certain types of short courses, seminars, and conferences. These programs are designed for industrial, business, educational, civic, professional, and other groups.

Continuing Education Units from Marshall University are offered in Huntington through the Community and Technical College (CTC). CTC may also facilitate Continuing Education programs for other University departments or organizations.

One CEU is defined as: Ten contact hours of participation in an organized educational experience under responsible sponsorship, capable direction and qualified instruction. CEU's may be awarded as whole units or as tenths of units. For example, a fifteen contact-hour course would produce 1.5 CEU's, while a ten contact-hour course would produce 1.0 CEU.

A permanent record of CEU's earned will be maintained by the University. Records are maintained in Huntington by the Community and Technical College.

For further information, please contact the Director of Continuing Education, Marshall University Community and Technical College in Huntington (304-696-3646).

ACADEMIC COMMON MARKET

Out-of-State Programs at Reduced Tuition

West Virginia provides for its residents who wish to pursue academic programs not available within the State through the Academic Common Market and through contract programs. Both options provide for West Virginians to enter out-of-state institutions at reduced tuition rates. Contract programs have been established for study in veterinary medicine, optometry, architecture, and podiatry. The Academic Common Market, which provides access to numerous graduate programs, is restricted to West Virginia residents who have been admitted to one of the specific programs at designated out-of-state institutions. Further information may be obtained through the Office of Academic Affairs, the Graduate College Office, or the West Virginia Board of Trustees.

GRADE INFORMATION AND REGULATIONS

Grades and Quality Points

The following system of grades and quality points is used for graduate courses:

- A* For achievement of distinction. Four quality points are earned for each semester hour with a grade of *A*.
- B* For competent and acceptable work. Three quality points are earned for each semester hour with a grade of *B*.
- C* For below average performance. Two quality points are earned for each semester hour with a grade of *C*. (No more than six hours of *C* may be applied toward a master's or an Ed.S. degree.)
- D* For patently substandard work. One quality point is earned for each semester hour with a grade of *D*. (No grade of *D* may be applied toward a graduate degree.)
- F* Failure, given for unsatisfactory work. No quality points.
- W* Withdrawn on or before the tenth Friday after the first class day of the regular semester or the Friday after the two-thirds point in the summer session. "W" grades are assigned for complete withdrawals.
- I* An *I* grade (Incomplete) is given to students who do not complete course requirements because of illness or for some other valid reason. The *I* grade is not considered in determining the Grade Point Average. The student has the responsibility of completing the work within the period defined by the instructor, not to exceed twelve calendar months from date of receipt of the incomplete. If the work is completed satisfactorily, one of the four passing marks will be awarded. If the work is unsatisfactory or the student fails to complete the work within the twelve-month period, an *F* or failing grade will be recorded. All grades remain on the student's permanent record as originally submitted by the course instructor. Any grade change is added to the permanent record.
- CR/NC* Recorded as *CR* (for satisfactory performance) or *NC* (for unsatisfactory performance) for courses designated by the department or division for credit/no credit grading. *CR* and *NC* are not considered in determining the Grade Point Average.
- S/U* For certain courses, which are so designated in the catalog, every student is given a grade of *S*, which denotes satisfactory completion of the course, or *U*, which denotes unsatisfactory work. *S* and *U* are not considered in determining the Grade Point Average.
- PR* Indicates progress on a thesis, dissertation or in select research courses. It is replaced by the final grade upon completion up to established credit limits.

Reporting of Final Grades

Grades of the current semester or summer term and the cumulative Grade Point Average are mailed to the student as soon as possible following each semester or term of enrollment by the Office of the Registrar. Grades usually are available on the University's voice response system (MILO) within 48 hours of the deadline for submission of the final grades each term.

Transcripts of Academic Record

Every student is entitled to one free official transcript of his or her record. Each additional copy costs \$6 in cash, check or money order. Two weeks may be required to process an application for a transcript at the close of a semester or summer term. At other times the service is approximately 24 hours from receipt of the request.

Students who default in the payment of any university financial obligation forfeit their right to claim a transcript.

An application for a transcript of credit earned must furnish the date of last attendance at Marshall University and student identification number. A married woman should supply previous last names if different from her married name.

All requests for transcripts must be sent directly to the Registrar or to Graduate Admissions.

Transcript requests must be in writing; no phone requests are accepted.

All requests must be signed by the student.

ACADEMIC REGULATIONS

Plan of Study

Each degree-seeking student at the master's or Ed.S. level is required to develop a "Plan of Study" with his or her graduate advisor. A Plan of Study approved by the department/program must be filed with the appropriate dean no later than the semester in which the student completes his/her 18th credit hour. Students who fail to do so will be barred from subsequent enrollment. Consult the degree programs section of the catalog for specific information about each program's Plan of Study.

Advisement System

An advisement system allows the student to effectively interact with faculty to ensure that course work follows a coherent, balanced, sequential, and unified plan of academic study.

The advisement system provides not only academic guidance but also professional identification and educational enrichment to the student

At the time of admission, the student is assigned an academic program advisor whose duties are to assist the student in the preparation of a Plan of Study and to advise the student during the period of graduate work. The student and advisor prepare a Plan of Study during the semester the student is admitted. The program outlined in the Plan of Study should be chosen on the basis of the student's interests and needs and should meet program requirements.

Any unapproved deviations from the Plan of Study may result in delayed program completion and/or graduation. To amend the Plan of Study the student must consult with his or her academic program advisor. When a student applies for graduation or for certification there must be agreement between the Plan of Study and the record of courses taken by the student.

If the student writes a thesis or dissertation, the advisor or other designated person directs the student in that work. The advisor usually serves as chair of the committee to conduct the student's comprehensive assessment, assembles questions for any written and oral examination, and reports the result of the examination to the Graduate College office.

General Requirements for Master's Degree

Only grades of *A*, *B*, *C*, *CR*, or *S* are acceptable in fulfilling graduate degree requirements on any Plan of Study. Particular programs may require higher performance than *C* in certain courses.

All courses for which grades (quality points) are given shall be used in computing the Grade Point Average (GPA). A graduate student is expected to maintain a minimum cumulative GPA of 3.0. If, upon the completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program.

Master's degree students must complete a minimum of 30 hours of graduate coursework. For programs requiring a thesis, a maximum credit of 6 hours may be granted for the thesis toward the total degree credits, except in chemistry and biological sciences, where 12 hours are required. Individual programs may require more than the 30-hour minimum requirement, so students must consult individual program degree requirements.

A minimum of 18 hours must be earned in the major subject. The major department may optionally require a minor with a minimum of 6 hours in another subject. Courses may be taken in a third closely related field if approved by the advisor. In special teacher-education curricula, courses may be distributed among several fields with the approval of the advisor.

Graduate courses are numbered 500 to 899. Selected courses with 400 series numbers for undergraduate credit have 500 series numbers for graduate credit. A Marshall University course taken at the 400 level cannot be retaken at the 500 level; it will not be applicable to the master's degree. In courses open to both graduate and undergraduate students, graduate students are required to do more work than undergraduates. This may include more extensive reading, an extra research paper, and other individual work. At least one-half of the minimum required hours for the student's master's degree must be earned in classes numbered 600 or above.

Transfer of Graduate Credit

A student with an approved Plan of Study may be granted the privilege of transferring to Marshall University credit earned in graduate course work completed at another regionally accredited graduate institution provided that the courses are appropriate to the student's program and the grades earned are *B* or better or equivalent and acceptable to the advisor and Graduate Dean. On the master's and education specialist level, transfer credits may not exceed 12 hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation. All transfer credits must have been earned within a seven year time limit counted from the date of enrollment in the first graduate course to be applied toward meeting degree requirements of the student's program.

Time Limitation

To ensure that a student's knowledge base is current at the time the degree is awarded, all credit that exceeds the time limit must be revalidated. The time limit for the master's degree is seven years from the date of completion of the earliest course applied toward the degree, including transferred courses.

When a student requests an extension of time, the advisor and program director or department chair should review the program of study, identify coursework which exceeds the time limit, and make a recommendation for revalidation of expired coursework through one or more of the following options:

- Option 1: Examination: A validation exam shall be the equivalent to a comprehensive final exam for the course. In most cases, validation must be done by a written exam.
- Option 2: Independent Study: The department or program may elect to design an independent study if no course currently exists by which the student may update course content.
- Option 3: The student may repeat expired coursework.
- Option 4: Additional Hours: The department or program may assign additional hours of course work to ensure currency of knowledge in rapidly changing content areas.
- Option 5: Portfolio that revalidates objectives of course(s) and degree objectives (may include work experiences, thesis or final project)

Decisions about revalidation of credit are forwarded to the graduate dean of the academic unit for approval. When the student has satisfied the conditions imposed for revalidation, the signed plan of study with a memorandum from the chair/program director confirming that the conditions were completed satisfactorily will be forwarded to the graduate dean of the academic with the completed application for graduation. The memorandum will include a statement of evidence of completion (e.g., examination, grade report, portfolio).

Outdated courses will not be used in computing Grade Point Averages for graduation, but they will remain on the record.

Students completing programs in the College of Education which lead to certification should contact the Dean of the College of Education for additional information on time limitations.

CREDIT BY EXAMINATION

The Graduate College has procedures for credit by examination. Each program will identify the course(s), if any, to be available for credit by examination.

Examinations will be comprehensive in nature and assess all of the basic objectives or competencies listed on the master syllabus. Standards for examinations shall be of the quality as those required for courses offered traditionally.

A maximum of twelve (12) credit hours earned by examination may be credited toward a particular degree program. A program area, however, may restrict credit by examination to fewer than twelve hours.

GRADE POINT AVERAGE AND OTHER REQUIREMENTS FOR GRADUATION

The Grade Point Average (GPA) is computed on all graduate coursework taken at Marshall University with the exception of outdated course work and courses with grades of *W*, *PR*, *NC*, *CR*, *S*, or *U*. The grade of *I* is computed as an *F* in determining qualifications for graduation.

To receive a master's or Ed.S. degree, students must have a GPA of not less than 3.0 (*B*) in all current work completed at Marshall University. (See Time Limitations for outdated coursework.) In addition, the student must have at least a 3.0 in the major or in CORE courses of an interdisciplinary program. All grades of *C* or less are counted in computing averages, but no more than six hours of *C* and no grades below *C* may be applied toward a master's or Ed.S. degree. Up to six hours of *CR* or *S* grades may be included within a degree program but they will not affect the GPA.

The requirements for graduation include completion of the program requirements, successful completion of required comprehensive assessments, a graduate Grade Point Average of at least 3.0 both overall and in the approved program of study, and satisfactory fulfillment of other academic requirements as may be established by the various program faculties.

Meeting minimum requirements in hours of credit does not necessarily constitute eligibility for the degree. The work taken must constitute a unified and approved program in the field. Students may be required to take appropriate national exams in order to graduate.

During the seven-year time limit, Marshall University reserves the right to advise students of their status on academic performance related to the probability of receiving a degree within the prescribed time limit.

Students planning to graduate in a particular semester or term must provide all data to be applied toward the graduation to the Graduate Dean's office in Huntington or the Graduate Admissions office in South Charleston by the advertised last day for the submission of the final grades for the semester or term. This documentation is to include official transcripts from institutions external to Marshall. Said transcripts must be received in the Graduate College Office by the (below) stated deadline. All incomplete grades must be officially removed by the accepted University procedure by this same deadline. Failure on the part of students to comply with this policy will result in their being removed from the graduation list for the term in question.

(continued)

1. All transfer credit (and official transcripts) must be sent directly to the Graduate College Office and received no later than the date for submitting final grades established by the Registrar. Should the transcript not be received by this deadline, the student's name will be removed from the final graduation list.
2. All grades of *I* must be removed by the end of the term and the Grade Change Form for said grade must be received by the Graduate College Office no later than the date for submitting final grades established by the Registrar. This also applies to the recording of grades for thesis. Failure to meet this deadline will cause the student's name to be removed from the final graduation list.

Multiple Degrees

A student who wishes to earn additional master's degrees at Marshall University must make formal application to the department in which the subsequent master's degree is sought. A maximum of 12 semester hours from a prior degree may be applied toward a subsequent master's degree, with the approval of the department from which the subsequent degree is sought. Such approval must be obtained in writing and put on file in the Graduate College Office at the time the student begins the subsequent master's degree program. All applicable coursework must meet time limitations.

Application for Graduation

Applications for Graduation must be filed in the Office of the Graduate Dean (113 Old Main, Huntington) or the Graduate Admissions office (South Charleston) not later than the date printed in the calendar of the final term or semester in which the degree requirements will be completed. Forms for applying for graduation may be obtained from the above offices. For master's and Ed.S. students, a receipt for a diploma fee of \$30.00, payable at the Bursar's Office, must be attached to the application before it will be accepted. Doctoral students are required to pay a \$50.00 diploma fee when they apply for graduation.

COMPREHENSIVE ASSESSMENT

In addition to the above listed general requirements for graduate degrees, a comprehensive assessment must be completed. The comprehensive assessment is not solely based upon the specific courses completed, but affords the student an opportunity to demonstrate broad comprehension and synthesis of the major subject. Depending upon the specific requirements of a particular program, the assessment might include such activities as the report and defense of a final project, comprehensive project, portfolio, or capstone project; thesis or dissertation and its defense; or a written comprehensive exam or oral comprehensive exam. In this policy, the term "Comprehensive Assessment Committee" will be understood to mean any committee executing the student's final assessment for the degree. For example, a doctoral research project committee would be understood to serve as the final Comprehensive Assessment Committee, if that doctoral research project is considered to be the final comprehensive assessment. For additional information, see specific requirements in the appropriate program section.

Responsibility for development, scheduling and administration of the comprehensive assessment rests with the faculty of the student's program and the appropriate dean.

A student's performance on the comprehensive assessment is reported to the Office of the Graduate Dean or school dean as follows:

- | | |
|-----------|---|
| <i>E</i> | Pass with distinction, indicating superior performance. |
| <i>P</i> | Pass, indicating satisfactory performance. |
| <i>PC</i> | Pass with contingency, which may mean additional requirements for the student as determined by the faculty. |

U Unsatisfactory, indicating that performance has not met the minimum standards of Marshall University Graduate College.

The decision on the grade is made by a majority vote of the members of the committee, and forwarded by the chair to the Graduate Dean or school dean on a form provided by the Graduate College Office. *All graduate students must pass a final comprehensive assessment to be eligible for graduation.* Unless more restrictive guidelines are specified in the program description in this catalog, no more than two reassessments are permitted. In the event students fail to pass an assessment, they will be placed on probation and, prior to reassessment, must meet with their examining committee to discuss deficiencies and steps to correct them. Students may be assessed only one time a term or semester. When students fail the second reassessment, the department will recommend their dismissal by the Graduate College.

Master's Degrees and Education Specialist Degrees

A Comprehensive Assessment Committee must evaluate each student's performance on the comprehensive assessment. The student's graduate advisor or graduate program director selects the chair and other member(s) of the Comprehensive Assessment Committee. The committee chair must have at least "Graduate" level membership in the Marshall University graduate faculty. There must be a minimum of two voting members on every Comprehensive Assessment Committee, including the committee chair, except in the case where a national standardized exam is used as the only assessment, in which case only the person serving as chair is needed. Other than the chair, all other assessment committee voting members must have at least "Associate" level membership in the Marshall University graduate faculty. A majority of the student's Comprehensive Assessment Committee voting members must have appointments within the college of the student's major.

With the approval of the department or division chair or head and the student's Comprehensive Assessment Committee chair, other professionally or educationally qualified people may be invited to act as non-voting members of the committee.

In the event of a tie-vote when determining the outcome of the student's comprehensive assessment, the college or school dean is to select one additional faculty member to break the tie. This additional member must be from the college of the student's major and must have at least "Graduate" level membership in the Marshall University graduate faculty. This also might require the assessment to be executed a second time with the new committee member's personal direct involvement.

In the case of written or oral examinations, the chair of the student's Comprehensive Assessment Committee prepares the questions for the written examination in consultation with other faculty members on the committee, and conducts the oral assessment with the other committee members present. The student may check with the program or department for availability of past assessments or study guides for review.

For any specific student, any exceptions to the above policies must be approved by the dean of the Graduate College on an individual basis. The dean of the Graduate College will notify the chair of Marshall University's Graduate Council of any exceptions which were approved and give the reasons for each exception.

Doctoral Degrees (other than Doctor of Medicine degrees)

A final Comprehensive Assessment Committee must evaluate each student's performance on the doctoral degree final comprehensive assessment. Other preliminary or intermediate assessments vary by program and department policy. The student selects the chair and other members of the final Comprehensive Assessment Committee, subject to the approval of the student's graduate advisor or program director, and dean. The committee chair must have "Doctoral" level membership in the Marshall University graduate faculty. There must be a minimum of three voting members on every doctoral Comprehensive Assessment Committee, including the committee chair. Other than the chair, all other assessment committee voting members must have at least "Graduate" level membership in the Marshall University graduate faculty. Professional programs may alternatively choose to include a maximum of one external, professionally qualified voting member who would not need graduate faculty membership, and who would serve as one of the three or more voting

members. A majority of the student's Comprehensive Assessment Committee members must have faculty appointments within the college of the student's major.

In the event that more than one member of the final Comprehensive Assessment Committee votes not to approve the student's performance as a result of the assessment, the doctoral degree cannot be recommended. At the discretion of a majority of the committee, the student may be given one additional chance to satisfy the committee to the point that no more than one committee member refuses to approve the student's performance on the comprehensive assessment.

For any student, exceptions to the above policies must be approved by the dean of the Graduate College on an individual basis. The dean of the Graduate College will notify the chair of Marshall University's Graduate Council of any exceptions which were approved and give the reasons for each exception.

THESIS

Regulations Governing Thesis Requirement

Degree program graduate students may elect the thesis option for the number of credits allowed by each program. The thesis advisor and student are guided by departmental requirements and the student's needs and interests in determining whether he/she is to write a thesis. Students who will profit more by doing additional coursework in lieu of a thesis must earn at least 36 course hours of credit.

When a student decides to prepare a thesis, written notice and approval must be obtained. Notification of approval will come from the appropriate program director, program coordinator, or dean after review and acceptance of a prospectus by the advisor and a thesis committee. The committee should have the same composition as the examining committee for the comprehensive assessment.

The maximum amount of credit that may be earned for the thesis is 6 hours for all departments except biology and chemistry. Research and thesis in those two fields are permitted to a maximum of 12 hours. Students in departments other than chemistry register for thesis 681. Chemistry majors register for research 682. The student continues to register for thesis 681 or research 682, as appropriate, and pay tuition for the number of hours per semester as agreed to between the student and the thesis advisor. The thesis advisor reports a mark of PR (progress) for satisfactory work at the end of each term or semester for which the student is registered with the total amount of credit to be allowed.

The thesis must be prepared according to the form furnished by the Graduate College Office, or according to guidelines (available in the department) which have been approved by the Graduate Dean. When the thesis is completed, it is submitted to the advisor and thesis committee for tentative approval. The candidate must then give a presentation open to the academic community based upon the results of the thesis and give a satisfactory defense of the thesis before his/her thesis committee. Upon successful defense of the thesis, the advisor with the concurrence of the committee assigns a grade which applies to all hours earned for the thesis. The advisor may report a final grade of *F* at the end of any semester or term when in his/her opinion, because of irregular reports or unsatisfactory progress, the student should not be permitted to continue to register for research.

The mark of PR (progress) may be used to indicate progress on a thesis, dissertation, or in select research courses.

All theses and dissertations are to be submitted electronically. Full instructions for electronic theses and dissertations (ETD's) are to be found at www.marshall.edu/etd.

Submission of the thesis must occur by the dates printed in the calendar of the term in which the student intends to graduate. If the student fails to meet these dates, the Graduate Dean may postpone the student's graduation until the end of the following term.

Value and Nature of Thesis

The experience of collecting, assembling and interpreting a body of information for a thesis is essential in developing the capacity to do independent work. This is a primary difference between

graduate and undergraduate work. For capable graduate students, preparation of the thesis may be of great value. To be urged to write a thesis is a compliment to one's ability. The presentation and oral defense of the thesis is designed to emphasize the importance of graduate student research in the academic environment and give public credit to the student's achievements.

The objectives of a graduate thesis at the master's level include development of the ability to plan and execute a scholarly and/or analytical study and the development of expertise in a specific subject area. The thesis should illustrate that a graduate student has:

- Comprehended the essentials of a selected subject area;
- Demonstrated understanding of the problem selected;
- Obtained working knowledge of research techniques appropriate to the Master's or Ed.S. degree level;
- Demonstrated the ability to write in a professional and scholarly style;
- Produced a study which is of value to the subject field or professional education.

PLAGIARISM

Plagiarism (submitting as one's own work or creation any oral, graphic, or written material wholly or in part created by another) is a form of academic dishonesty. Sanctions for academic dishonesty may range from an instructor-imposed sanction such as a failing grade in the course in which plagiarism has been documented to dismissal from the university. Refer to the following section for the complete university policy on academic dishonesty.

ACADEMIC DISHONESTY

Introduction:

As described in the Marshall University Creed, Marshall University is an "Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities."

Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to "assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance" as described in Marshall University's Statement of Philosophy.

A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions and the appeal process.

For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica and creative work of any kind.

Definitions of Academic Dishonesty

Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

Cheating: Any action which if known to the instructor in the course of study would be prohibited. This includes:

- The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise.

(continued)

- The unauthorized assistance of a person other than the course instructor during an academic exercise.
- The unauthorized viewing of another person's work during an academic exercise.
- The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.

Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence or a university record.

Plagiarism: Submitting as one's own work or creation any material or an idea wholly or in part created by another.

This includes:

- Oral, written and graphical material.
- Both published and unpublished work

It is the student's responsibility to clearly distinguish their own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.

Bribes/Favors/Threats: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.

Complicity: Helping or attempting to help someone commit an act of academic dishonesty.

Sanctions

Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, or the Academic Dean. Sanctions for academic dishonesty may be imposed even if a student withdraws from an individual course or from the university entirely.

The instructor may impose the following sanctions:

- A lower or failing project/paper/test grade,
- A lower final grade,
- Failure of the course
- Exclusion from further participation in the class (including laboratories or clinical experiences)

The following sanctions may be recommended by the instructor but will need to be imposed by the department chair, academic dean or the Office of Academic Affairs:

- Exclusion from an academic program
- Academic probation for up to 1 year
- Academic suspension for up to 1 year
- Dismissal from the university.

In those cases in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic, sanctions may be pursued through the Office of Judicial Affairs.

A student will be informed in writing by the instructor or responsible office, of any charges and subsequent sanctions imposed for academic dishonesty (See "Reporting" below). Written notification of academic dishonesty charges (and the inclusion of confirmed charges/sanctions in a student's records) is designed to inform a student of the potential repercussions of repeat offenses and his/her rights of appeal.

If a student believes that charges of academic dishonesty have been erroneously levied, he/she should appeal such charges in accordance with the process outlined below (See "Appeals Process").

Sanctions for repeated academic dishonesty offenses will be imposed by the Office of Academic Affairs after consultation with the appropriate department chairs and deans.

- A student's record of academic dishonesty offenses will be maintained throughout their enrollment at Marshall University, and the period of time between offenses may have no impact on sanctions for repeated offenses.
- A student with a second academic dishonesty offense during his/her enrollment at Marshall University will be academically suspended for a period of time not to exceed one academic year (to include summer terms).
- A student with a third academic dishonesty offense during his/her enrollment at Marshall University will be dismissed from the university.

Reporting:

Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation.

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an "Academic Dishonesty Report Form."

The "Academic Dishonesty Report Form" will include:

- Instructor's Name
- Course Information (Term, Number, Section)
- Student's Name
- Student's University Identification Number
- Brief Description of the Charge
- Date of Accusation
- Brief Description of the Sanction

Instructors are encouraged to give a copy of the "Academic Dishonesty Report Form" to a student accused of an offense. However, within ten (10) days of receipt of the "Academic Dishonesty Report Form" the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal.

A copy of the report will go into the student's college file.

Any subsequent actions taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the results of appeals, etc.) should be reported to the Office of Academic Affairs within ten (10) days of the action.

Recording:

The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

Appeals Process:

In cases where the instructor imposes sanctions and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described for grade appeal (see listing under "Academic Appeals," A). This includes lowered grades, exclusion from class activities and failure of the course.

If allegations of academic dishonesty are referred to the department chairperson for additional sanctions, it must be within thirty (30) days from the date of the alleged offense. This process starts with the dean if there is no department chairperson.

- a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral.
- b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the

student's Academic Dean within ten (10) days from the date of the meeting. The Academic Dean shall bring together the student, faculty member or other complainant, and the department chairperson to review the charges within ten (10) days from the date of referral. The Academic Dean may impose any sanction permitted by this policy.

- c. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Dean, the case may be appealed in writing within ten (10) days of the Dean's written decision to the Budget and Academic Policy Committee, who shall refer the case to the University Academic Appeals Board for resolution.
- d. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Academic Appeals Board, then he/she may file an appeal with the Provost and Senior Vice President for Academic Affairs within thirty (30) days from the receipt of the written decision of the Board. The decision of the Provost and Senior Vice President for Academic Affairs shall be final.

Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described under the section on "Sanctions."

Approved by Faculty Senate, February 27, 2003

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GRADE APPEAL POLICY, ACADEMIC PROBATION, INELIGIBILITY FOR SCHOLASTIC DEFICIENCIES, AND ACADEMIC DISHONESTY

Marshall University's policies in regard to the academic rights and responsibilities of students are in keeping with the Board of Governors Policies 14 and 15. The Academic Rights and Responsibilities of Students policy statement provides details with respect to student rights and procedures on these and similar matters relating to academic appeals.

Marshall University Academic Rights and Responsibilities of Students

I. *Statement of Philosophy*

Marshall University is an academic community and as such must promulgate and uphold various academic standards. Failure of a student to abide by such standards may result in the imposition of sanctions pursuant to University Policy Number 60. A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University, accepts the academic requirements and criteria of the institution. It is the student's responsibility to fulfill coursework and degree, or certification requirements, and to know and meet criteria for satisfactory academic progress and completion of the program.

II. *Definitions*

- A. **Academic Dean:** the chief academic officer of a college or school. The dean also serves in an advisory capacity to the student. The student is encouraged to contact his/her academic dean for guidance on appeal procedures.

- B. **Academic Deficiency:** failure to maintain the academic requirements and standards as established by Marshall University and its constituent colleges and schools other than those relating to academic dishonesty. This shall include but is not limited to the criteria for maintenance of satisfactory academic progress, i.e. Grade Point Average, special program requirements, professional standards, etc.
- C. **Academic Dishonesty:** Academic dishonesty is conduct on an academic exercise that falls into one or more of the following categories: cheating, fabrication/falsification, plagiarism, bribes/favors/threats, and complicity. These categories and “academic exercise” are defined in detail in the section on Academic Dishonesty in this catalog. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.
- D. **Day:** shall refer to a calendar day.
- E. **Limited Enrollment Program:** any academic program which imposes admissions requirements in addition to general admissions to the University.
- F. **Student:** any undergraduate student who has been admitted to, and is currently enrolled in, a course or in a certificate or degree program at Marshall University, or for whom the institutional appeal period has not expired. Students enrolled in the undergraduate Nursing Program will follow these procedures.
- G. **University Community:** faculty, staff, or students at Marshall University.
- H. **President’s Designee:** Chief Academic Officer.
- I. **Provost and Senior Vice President for Academic Affairs:** refers to the Chief Academic Officer.
- J. **Appeal Deadlines:** the time allowed for each level of appeal. There will be no time extensions unless granted by the Academic Appeals Board for good cause. If the appeals do not meet the established deadlines, the issue is no longer appealable.

III. Student Academic Rights:

Concomitant with other academic standards and responsibilities established by Marshall University and its constituent colleges and schools, each student shall have the following academic rights:

- A. The student shall be graded or have his/her performance evaluated solely upon performance in the coursework as measured against academic standards.
- B. The student shall not be evaluated prejudicially, capriciously, or arbitrarily.
- C. The student shall not be graded nor shall his/her performance be evaluated on the basis of his/her race, color, creed, sex, sexual orientation, or national origin.
- D. Each student shall have the right to have any academic penalty, as set forth herein, reviewed pursuant to the procedures in Section V. Except in those cases where a specific time is provided, this review shall occur within a reasonable time after the request for such review is made.
- E. Each student shall have access to a copy of a University catalog or program brochure in which current academic program requirements are described (e.g., required courses, total credit requirements, time in residence standards, minimum Grade Point Average, probation standards, professional standards, etc.).
- F. Each student shall receive from the instructor written descriptions of content and requirements for any course in which he/she is enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, field trips and cost, grading criteria, standards and procedures, professional standards, etc.).
- G. The instructor of each course is responsible for assigning grades to the students enrolled in the course consistent with the academic rights set out in the preceding sections.

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- H. Marshall University and its constituent colleges and schools are responsible for defining and promulgating:
 - 1. The academic requirements for admission to the institution, for admission to limited enrollment programs, and for admission to professional and graduate degree programs;
 - 2. The criteria for maintenance of satisfactory academic progress, for the successful completion of the program, for the award of a degree or certification, for graduation;
 - 3. The requirements or criteria for any other academic endeavor, and the requirements for student academic honesty, consistent with the Policies, Rules, and Regulations of the Higher Education Policy Commission and with the fundamentals of due process; and
 - 4. Probation, suspension, and dismissal standards and requirements.
- I. Normally, a student has the right to finish a program of study according to the requirements under which he/she was admitted to the program. Requirements, however, are subject to change at any time, provided that reasonable notice is given to any student affected by the change.

IV. Academic Sanctions

A student who fails to meet the academic requirements or standards, or who fails to abide by the University policy on academic dishonesty, as defined by Marshall University and its constituent colleges and schools, may be subject to one or more of the following academic sanctions:

- A. A lower final grade in or a failure of the course or exclusion from further participation in the class (including laboratories or clinical experiences), any or all of which may be imposed by the instructor of the course involved.
- B. Academic Probation
 - 1. For Academic Deficiency:
 - a. Graduate Students

Any student who has less than a 3.0 GPA will be placed on academic probation by the Graduate Dean.

Following notification of probation and prior to subsequent registration, a student will be counseled by his/her advisor or the chairperson of the department of his/her program. During this session, the student will be advised of his/her deficiencies and the requirements for removing the deficiency within the next nine (9) semester hours of enrollment. A second advising period will follow the first grading of subsequent enrollment and will be designed to check the progress. If probationary status is not removed, the student may be subject to further academic action pursuant to these policies, including academic dismissal.
 - b. Medical Students

Medical School students should consult the appropriate Medical School publications for the description of this sanction.
 - 2. For Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be placed on academic probation for a period of time not to exceed one academic year. During this period the student is given an opportunity to prove that he/she can become a responsible and positive member of the University community. Conditions and restrictions for probation may be imposed, as deemed appropriate, including but not limited to:

 - a. Exclusion from representation of the University in any extracurricular activities such as intercollegiate athletics, debate teams, university theater, band, etc.; however, the student may participate in informal activities of a recreational nature sponsored by the University.

- b. Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned in a counseling/guidance capacity.
- c. Surrender of Student Activity Card: Upon request the Student Activity Card is to be yielded to the Vice President of Academic Affairs and all rights and privileges pertaining thereto forfeited for a specified period of time not to exceed one academic year.

A student violating any term of academic probation while on such probation will be subject to further academic sanction up to and including academic dismissal from the University.

C. Academic Suspension for Academic Dishonesty

In those cases in which a student has been found guilty of academic dishonesty he/she may be academically suspended for a period of time not to exceed one academic year. During such period the student may not enroll in any course or program offered by Marshall University or any of its constituent colleges or schools. A student violating any term of academic suspension while on suspension will be subject to further academic suspension up to, and including, academic dismissal from the University.

D. Academic Dismissal

This is defined as termination of student status, including any right or privilege to receive some benefit, or recognition, or certification. A student may be academically dismissed from a limited enrollment program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and not remain eligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each program and/or the Graduate College. Typically, a student unable to get off of probation is subject to dismissal. Academic dismissal from a program or from the University may also be imposed for violation of the University policy on academic dishonesty.

V. Academic Appeals

Please Note: Notwithstanding any other provision in Marshall University catalogs or policy documents, only students who are or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University may, at his or her own discretion and expense, retain legal counsel for representation during all relevant administrative appeal proceedings.

In cases where a student is appealing a grade, the grade appealed shall remain in effect until the appeal procedure is completed, or the problem resolved.

A. Student Appeals for Instructor-Imposed Sanctions: The intent of the appeals process is to treat all parties fairly, and to make all parties aware of the appeals procedure. In those cases in which a student has received an instructor-imposed sanction, the student shall follow the procedures outlined below:

1. Graduate Students:

- a. The student should first attempt a resolution with the course instructor. This initial step must be taken within ten (10) days from the imposition of the sanction or, in the case of an appeal of a final grade in the course, within thirty (30) days of the beginning of the next regular term. The student who makes an appeal is responsible for submitting all applicable documentation. If the instructor is unavailable for any reason, the process starts with the department chairperson.
- b. If the procedure in Step 1 does not have a mutually satisfactory result, the student may appeal in writing to the department chairperson within ten (10) days after the action taken in Step 1, who will attempt to resolve the issue at the departmental level. When a student appeals a final grade, the faculty member must provide all criteria used for determining grades.

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- c. Should the issue not be resolved at the departmental level, either the student or instructor may appeal in writing to the Dean of the Graduate College within ten (10) days of the action taken in Step 2. The Dean will attempt to achieve a mutually satisfactory resolution.
- d. Should the issue not be resolved by the Dean, either the student or instructor may appeal in writing within ten (10) days of the action taken in Step 3 to the Chair of the Budget and Academic Policy Committee, **who shall refer the matter to the University Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above conditions, but every effort will be made to hear appeals in a timely and reasonable manner.**

2. Medical Students

Medical School students who desire to appeal an instructor-imposed sanction should consult the appropriate Medical School publication for the proper procedures to follow.

B. Appeals for Academic Dishonesty:

Primary responsibility for the sanctioning for academic dishonesty shall lie with the individual instructor in whose class or course the offense occurred; however, charges of academic dishonesty may be filed by any member of the University community. Sanctions for academic dishonesty may range from an instructor-imposed sanction, pursuant to Sec. IV. A, herein, to dismissal from the institution.

(Only individual allegations of academic dishonesty may be appealed. If a previous offense was not appealed within the time limit, or was appealed unsuccessfully, then subsequent offenses will be counted as repeat offenses and additional sanctions will be levied by the Office of Academic Affairs as described in the section on "Sanctions" in this policy.)

1. In those cases where the instructor imposes a sanction pursuant to Section IV, A, only and does not refer the matter to the department chairperson for additional sanctions, the student may appeal the sanction in accordance with the procedures described in Section V, A.
2. Where the offense is particularly flagrant or other aggravating circumstances are present, such as a repeat violation, the instructor may refer the matter to the department chairperson for additional sanctions as permitted by this policy. In addition, any member of the University community may refer a case of academic dishonesty to the chairperson of the department in which the course involved is being offered. Allegations of academic dishonesty must be referred to the department chairperson within thirty (30) days from the date of the alleged offense.

In those cases where the matter is referred to the department chairperson the following procedures are applicable:

- a. The department chairperson shall bring together the student involved, and the faculty member, and/or other complainant within ten (10) days from the date of referral. A written admission of guilt at this level may be resolved with a maximum penalty of "F" in the course.
- b. If the student denies guilt or disagrees with the sanction imposed, or if the faculty member, other complainant, or chairperson feels that the penalties in Step (a) are insufficient for the act complained of, the case shall be forwarded in writing by the chairperson to the Graduate Dean within ten (10) days from the date of the meeting. The Graduate Dean shall bring together the student, faculty member or

other complainant, and the department chairperson to review the charges within ten (10) days from the date of referral. The Graduate Dean may impose any sanction permitted by Section IV of this policy.

- c. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Graduate Dean, the case may be appealed in writing within ten (10) days of the Dean's written decision to the Chair of the Budget and Academic Policy Committee, **who shall refer the matter to the University Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above conditions, but every effort will be made to hear appeals in a timely and reasonable manner.**
- d. Should the student, faculty member, or other complainant be dissatisfied with the determination of the Hearing Panel, then he/she may file an appeal with the Vice President of Academic Affairs within thirty (30) days from the receipt of the written decision of the Hearing Panel. The decision of the Provost and Senior Vice President for Academic Affairs shall be final.

C. Appeals for Academic Deficiencies:

1. When a graduate student has been or may be placed on academic probation for academic deficiencies, or when a student having completed six or more credit hours of relevant coursework in a major is denied admission to a degree program, the student may appeal as follows:
 - a. The student is entitled to written notice:
 - (1) of the nature of the deficiency or reason for denial of admission to a program;
 - (2) of the methods, if any, by which the student may correct the deficiency; and;
 - (3) of the penalty which may be imposed as a consequence of the deficiency.
 - b. The student shall be given the opportunity to meet with the person or persons who has judged his/her performance to be deficient, to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance; to present information or evidence on his/her behalf; and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable. The student must request such a meeting in writing within ten (10) days from receipt of the notice.
 - c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may appeal the judgment to the Provost and Senior Vice President for Academic Affairs within (30) days after receipt of written notice of the judgment.
 - d. The decision of the Provost and Senior Vice President for Academic Affairs is final.
2. In those cases in which a student has been or may be dismissed from a graduate academic program, or has been or may be dismissed from the institution for academic deficiencies, the following procedures are applicable:
 - a. The student is entitled to written notice:
 - (1) of the nature of the deficiency;

(continued)

- (2) of the methods, if any, by which the student may correct the deficiency, and;
 - (3) of the penalty which may be imposed as a consequence of the deficiency.
- b. The student shall be given the opportunity to meet with the person or persons who have judged his/her performance to be deficient. The student must request such meeting in writing within ten (10) days from receipt of the notice. The student shall be given the opportunity to discuss with this person or persons the information forming the basis of the judgment or opinion of his/her performance, to present information or evidence on his/her behalf, and to be accompanied at any such meeting by an advisor of his/her choice from the University (faculty, staff, or student). Such advisor may consult with but may not speak on behalf of their advisee or otherwise participate directly in the proceedings, unless given specific permission to do so by the person conducting the meeting. The student is not entitled to an attorney in such meetings and the formal rules of evidence are not applicable.
 - c. If the student is dissatisfied with the outcome of the meeting outlined in (b) above, the student may file an appeal with the Chair of the Budget and Academic Policy Committee, **who will refer the matter to the Academic Appeals Board which decides if an appeal hearing is justified. If the University Academic Appeals Board decides a hearing is justified, the Board will schedule the hearing. The University Academic Appeals Board has the right to seek additional documentation if necessary. The University Academic Appeals Board has thirty (30) days to convene the members of the Hearing Panel to hear the appeal (once the requested documentation is provided by the appellant student) and ten (10) days after the hearing to make notification of the determination to the student and instructor. If the student is denied an appeal, he/she may appeal this decision to the Provost and Senior Vice President for Academic Affairs. This appeal must be filed within ten (10) days after receipt of written notice of the decision. If the student is granted an appeal, the University Academic Appeals Board will appoint a Hearing Panel. At least two (2) of the faculty and student members of the hearing panel will, if possible, be chosen from board members appointed from the constituent college or school involved. Since many of these appeals occur at times when school is not in session it may not always be possible to meet the above condition, but every effort will be made to hear appeals in a timely and reasonable manner.**
 - d. If the student is dissatisfied with the decision of the Hearing Panel, the student may appeal the decision to the Vice President of Academic Affairs within thirty (30) days after receipt of written notice of the decision.
 - e. The decision of the Provost and Senior Vice President for Academic Affairs is final.
3. Medical School Students
- In those cases in which a Medical student has been or may be placed on academic probation, or academic suspension, or has been or may be dismissed from Medical School for academic deficiencies, he/she should consult the appropriate Medical School publications for the proper procedure to be followed.

VI. Academic Appeals Board

A. Description and Jurisdiction:

The Academic Appeals Board is a permanent subcommittee of the Budget and Academic Policy Committee of the Faculty Senate. It is composed of experienced hearing officers and is established to decide whether appeals arising from the following should result in a hearing:

- 1. Instructor-imposed sanctions, including: lowering of final course grade, failure of course, or exclusion from further participation in the class.

2. Final course grades.
3. Sanctions imposed for academic dishonesty.
4. Dismissal from an academic program.
5. Dismissal from the University.
6. Such other cases as may be referred to the Board.

B. Function:

The University Academic Appeals Board collectively determines whether:

- a) The prior steps of the appeal process have been completed.
- b) The claim (if substantiated) would result in the overturning of the academic sanction. This means that some policy may have been violated in the application of the sanction, arbitrariness or capriciousness may be a factor in the sanction, different standards may have been applied to the student or there may have been bad faith or ill will on the part of the instructor's applying of the sanction.
- c) Appropriate documentation of the claim needs to be provided in order to justify a hearing. It is the student's job to provide documentation for his/her claims. The Board may ask for additional documentation from either students or faculty in order to determine whether a hearing is justified.

VII. The purpose of the Hearing Panel is to hear arguments, evaluate evidence, and reach a decision by voting in an Academic Hearing.

A. The Hearing Panel shall be composed of faculty and student members chosen in the following manner:

1. Faculty Members:

The Dean of each constituent college and school of the University shall appoint five (5) faculty members from his/her unit to serve on the Panel. Such appointments will be made annually in the spring semester with the understanding that some of these faculty members will be available to hear appeals during the summer terms and the week before the beginning of Spring semester. Terms will run from May 15 to the following May 15. Faculty members serving on the Panel must have Graduate Faculty status if the course in question is a graduate course.

2. Student Members:

The President of Student Government shall appoint three (3) students from each of the constituent colleges and schools of the University, at least one of whom should be a graduate student. Students serving on the Panel must be graduate students if the course in question is a graduate course.

3. Hearing Officers:

The Budget and Academic Policy Committee will call for volunteers and appoint two Hearing Officers each spring. It is desirable but not required that the Hearing Officers have served on the Hearing Panel.

B. Selection of Members for an Individual Hearing:

An individual Hearing Panel shall be composed of two (2) faculty members, one (1) student member, and one (1) non-voting Hearing Officer. The members of the Hearing Panel shall be chosen by the Chairperson of the Budget and Academic Policy Committee or his/her designee.

VIII. Hearing Procedures

It is the intent of these procedures to insure that Marshall University students receive appropriate due process in academic matters. This includes fundamental fairness, just sanctions, and all rights in accordance with the belief that academic appeal hearings at an institution of higher education such as Marshall University should have an educational objective. Academic appeals, pursuant to these procedures, are informal and not adversarial in nature.

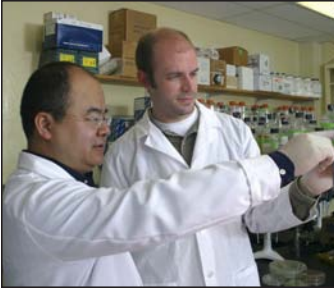
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- A. The time and place of the hearing are determined by the Hearing Officer. The hearing should be held within sixty (60) days of receiving the written request. Upon written request, the Hearing Officer may, at his/her discretion, grant a continuance to any party for good cause.
- B. The Hearing Officer will notify the appellee, appellant, and other appropriate parties in writing at least five (5) days prior to the hearing, of the date, time, and place of the hearing. A statement of the facts and evidence to be presented in support of the student's grounds for appeal will be provided to the appellee in appropriate cases.
- C. The appellant student and the appellee have the right to an advisor. Advisors must be members of the University community (faculty, staff, or student). Such advisors may consult with, but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the Hearing Officer. Attorneys are not permitted to appear on behalf of any appellant or appellee.
- D. The appellant student has the right, at his or her own discretion and expense, to retain legal counsel for representation only when he/she is or will be dismissed from a program or from the University as a direct and immediate consequence of any academic sanction administered by the University. In these cases an attorney is allowed to fully represent and speak on behalf of the appellant student. Rules of evidence and other formal rules of courtroom procedure do not apply. The Hearing Officer may exercise authority over what is allowable and what is not relevant.
- E. Prior to the scheduled hearing, the members of the Hearing Panel may convene in closed session to examine the content of the appeal, the specific issues to be considered, and all supporting documents.
- F. The student with his/her advisor if any, will be called before the Hearing Panel and the Hearing Officer will then restate the nature of the appeal and the issues to be decided.
- G. The hearing shall be closed. All persons to be called as witnesses, other than the appellant, with his/her advisor, if any, and the appellee and his/her advisor, if any, will be excluded from the hearing room. Any person who remains in the room after the hearing has begun will be prohibited from appearing as a witness at the discretion of the Hearing Officer.
- H. Anyone disrupting the hearing may be excluded from the hearing room if, after due warning, he/she engages in conduct which substantially delays or disrupts the hearing, in which case the hearing shall continue and the Hearing Panel shall make a determination based on the evidence presented. If excluded, the person may be readmitted on the assurance of good behavior. Any person who refuses the Hearing Panel order to leave the hearing room may be subject to appropriate disciplinary action pursuant to Marshall University policy. In the event a student is excluded under the terms of this provision, a representative shall be appointed by the Hearing Officer to participate in the student's behalf during the continuation of the proceedings.
- I. Except as provided in G and K herein, all evidence must be presented in the presence of the student.
- J. The student or other parties involved may petition the Hearing Officer for a subpoena or a request for appropriate written information or documents.
- K. The student will be given the opportunity to testify and present evidence and witnesses on his/her own behalf and to discuss with, and question, those persons against whom the appeal is filed.
- L. The Hearing Panel may admit as evidence any testimony, written documents, or demonstrative evidence which it believes is relevant to a fair determination of the issues. Formal rules of evidence shall not be applicable in academic appeal hearings.
- M. If the student appellant or the appellee fails to appear at a hearing and fails to make advance explanation for such absence which is satisfactory to the Hearing Panel, or if the student appellant or the appellee leaves before the conclusion of the hearing without permission of the Hearing Panel, the hearing may continue and the Hearing Panel may make a determination on the evidence presented at the hearing, or the Hearing Panel may, at its discretion, dismiss the appeal.
- N. Upon completion of the testimony and presentation of evidence, all persons, except Hearing Panel members will be required to leave the room. The Hearing Panel will then meet in closed session to review the evidence presented. The Hearing Panel shall make its findings based upon a preponderance of evidence. The Hearing Panel shall reach its determination by a majority vote. The results shall be recorded in writing and filed with the Chair of the Budget and Academic Policy Commit-

tee and the Provost and Senior Vice President for Academic Affairs. If the Hearing Panel's decision includes the imposition of academic sanction, the sanction given and its duration must be specified for the record. A report of a dissenting opinion or opinions may be submitted to the Chair of the Budget and Academic Policy Committee and the Provost and Senior Vice President for Academic Affairs by the Hearing Officer. The actual vote of the Hearing Panel will not be disclosed. The Hearing Officer is a non-voting member of the Hearing Panel.

- O. The findings of the Hearing Panel, and any sanction, shall be announced at the conclusion of the hearing. The student, faculty member, and the Graduate Dean shall be notified in writing of the findings and any sanction at the conclusion of the hearing. A record of the hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
- P. The student, or any other person, may not tape the proceedings.
- Q. In an appeal related to a final grade the Hearing Panel will complete the change of grade forms and submit that information to the Registrar, the faculty member and the Graduate Dean.
- R. Within thirty (30) days following receipt of the Hearing Panel's decision, the student or faculty member may file an appeal with the Provost and Senior Vice President for Academic Affairs who shall review the facts of the case and take such action as deemed appropriate under all the circumstances. The Hearing Panel's findings and sanction, if any, may be affirmed, modified, or remanded to the original Hearing Board for further action as deemed appropriate by the Provost and Senior Vice President for Academic Affairs. A written brief stating grounds for the appeal should be presented by the student to the Provost and Senior Vice President for Academic Affairs with the appeal. The scope of review shall be limited to the following:
 - 1. Procedural errors.
 - 2. Evidence not available at the time of the hearing.
 - 3. Insufficient evidence to support the findings of the Hearing Panel or of the Academic Appeals Board.
 - 4. Misinterpretation of University policies and regulations by the Hearing Panel or of the Academic Appeals Board.
 - 5. A sanction disproportionate to the offense.
 - 6. Lack of jurisdiction.
- S. The decision of the Provost and Senior Vice President for Academic Affairs is final. The student, the faculty member, the Graduate Dean, and the Registrar shall be notified in writing of the Provost and Senior Vice President for Academic Affairs' decision.

*Revised by Graduate Council
December 3, 2004*



Joan C. Edwards School of Medicine

The Joan C. Edwards School of Medicine offers the degree of Doctor of Medicine.

Established in the mid-1970s, the School of Medicine quickly became a force in improving both health care and educational opportunities for West Virginians. The School's curriculum prepares students for all medical specialties. However, because of the state's continuing shortage of physicians in primary-care specialties (such as general internal medicine and family practice), Marshall particularly emphasizes the special personal and medical skills needed for such fields.

The school is affiliated with the Veterans Affairs Medical Center, St. Mary's Hospital, Cabell Huntington Hospital and University Physicians & Surgeons, the faculty practice group. Through a network of other agreements, the school also provides health care at sites as varied as Mildred Mitchell-Bateman Hospital and small rural clinics.

The result is a dynamic educational setting which exposes students to the full spectrum of medical care. They work in rural outpatient clinics as well as on busy hospital medical and surgical services. They choose from a variety of primary-care and specialty electives at Marshall, at other medical centers, and in numerous overseas locations.

The School of Medicine is accredited by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges.

Information concerning admission may be found in the School of Medicine catalog online at <http://musom.marshall.edu/admiss>.



Graduate Degree Programs

Note: Course descriptions begin on page 155.

Any and all references herein to candidacy on the master's level have been superseded starting in the Fall of 1998 with the term "Plan of Study."

ADULT AND TECHNICAL EDUCATION (ATE)

MASTER OF SCIENCE DEGREE

The Master of Science in Adult and Technical Education is a field-based program designed to serve persons who are employed on a full-time basis. The program is intended for persons who serve in an instructional, training, leadership, or professional role in human services areas of business, industry, government, community agencies or education. The areas of emphasis in Adult and Technical Education allow a program to be tailored to meet the personal and professional needs of a broad spectrum of graduate students. The courses provide students with the opportunity to continue their graduate education in a flexible program through a state-wide delivery system. Most courses are taught in the evening or at other convenient times. Every effort is made to tailor the program to meet the needs of the student.

The following provides the framework for the candidate's Plan of Study: In consultation with the advisor, the student will select an area of emphasis and plan the program. Areas of emphasis available in the Master of Science degree program are:

- a. Adult Education
- b. Interdisciplinary Studies
- c. Occupational Leadership
- d. Training and Development
- e. Teaching English as a Foreign Language

Students may complete 33 hours in the thesis option or 36 hours in the non-thesis option to satisfy the Master of Science degree requirements. Full admission to the program requires an undergraduate GPA of 2.75 on a 4.0 scale. Students who do not meet the undergraduate GPA requirements may be admitted provisionally if they show promise of successful completion of the program.

The required GPA to complete the master's degree is 3.0 (*B*). Students must pass a written comprehensive assessment during the final semester of their coursework.

Adult Education

The Adult Education program is designed to serve persons who work with adults in either an instructional or an administrative role. As such, its participants are drawn from various areas such as the human services agencies, those with staff development, or inservice responsibilities in hospitals, business or government as well as those in adult preparatory programs at the postsecondary or community college level.

Minimum Requirements 33-36 hours

Major Field 27

Required:

- ATE 603 Introduction to Adult Education and Adult Learners
- ATE 618 Literature of Adult and Continuing Education
- ATE 628 Adult Instruction: Environmental and Personal Aspects
- ATE 675 Literature & Applied Research in ATE or Equivalent
- ATE 679 Problem Report (3 hours only)

Elect 12 hours from the following:

- ATE 600 Aspects of Training and Development

(continued)

- ATE 609 Developing Training in Business and Industry
- ATE 656 Instructional Planning for Adult Populations
- ATE 661 Practicum in Adult and Continuing Education
- ATE 671 Evaluation of Adult and Technical Education

Thesis (6 hours) or Electives (9 hours) 6-9

Select any academic graduate courses for electives from Adult and Technical Education, Counseling, Curriculum and Instruction, Economics, English, Family and Consumer Sciences, Instructional Technology, Mathematics, Management, Marketing, Psychology, Reading Education, Safety Technology, Sociology, or other approved disciplines.

Interdisciplinary Studies

The Interdisciplinary Studies program involves a combination of courses from disciplines within the broad field of Adult and Technical Education. The program is designed to permit students to forge specific links among courses from adult education, technical education, and training and development. Students can tailor the program to their particular interests and needs. The program differs from traditional graduate programs in that it promotes acquisition of knowledge that transcends traditional disciplinary boundaries.

Minimum Requirements 33-36 hours

Major Field 27

Required:

- ATE 595, Historical Developments in Workforce Preparation (or ATE 552)
- ATE 601, Philosophy of Workforce Preparation (or ATE 511)
- ATE 603, Introduction to Adult Education and the Adult Learner
- ATE 675, Literature and Applied Research in ATE or equivalent
- Elect 15 additional hours of ATE course credit

Thesis (6 hours) or Electives (9 hours) 6-9

Select any academic graduate courses for electives from Adult and Technical Education, Counseling, Curriculum and Instruction, Economics, English, Family and Consumer Sciences, Instructional Technology, Mathematics, Management, Marketing, Psychology, Reading Education, Safety Technology, Sociology, or other approved disciplines.

Occupational Leadership

The Occupational Leadership program prepares individuals to be more effective in roles requiring advanced competencies in the disciplines found in secondary and postsecondary workforce preparation programs (Agriculture Education, Business Education, Family and Consumer Sciences, Marketing Education, Technology Education, Technical Industrial Education). The program is based on the student's educational background, experience, and professional goals. It serves individuals who desire graduate study in teaching, coordinating, curriculum development, cooperative education and/or for teacher certification renewal.

Minimum Requirements 33-36 hours

Major Field 27

Required:

- ATE 601 Philosophy of Workforce Preparation
- ATE 603 Introduction to Adult Education and Adult Learners
- ATE 595 Historical Developments in Workforce Preparation
- ATE 616 Community Relations in Adult/Technical Programs
- ATE 640 Program Design in Occupational Education
- ATE 675 or equivalent
- Elect 9 hours of additional ATE course credit

Thesis (6 hours) or Electives (9 hours) 6-9

Select any academic graduate courses for electives from Adult and Technical Education, Counseling, Curriculum and Instruction, Educational Foundations, English, Family and Consumer Science, Mathematics, Psychology, Reading Education, Safety Technology, Sociology, Special Education, or other approved discipline.

Training and Development

The Training and Development program is designed to serve persons employed in business, industry, or other organizations involved in the advancement of knowledge, competencies, and skills of their employees. Graduate students are drawn from areas such as management, marketing, human resources, and safety

whose responsibilities include instructional design and preparation of employees for current jobs, future assignments, and/or personal enhancement.

Minimum Requirements	33-36 hours
Major Field	27
Required:	
ATE 503 Introduction to Adult Learning Theory*	
ATE 600 Aspects of Training and Development	
ATE 609 Developing Training in Business and Industry*	
ATE 628 Adult Instruction: Environmental and Personal Aspects*	
ATE 652 Field Based Job Analysis and Curriculum Design*	
ATE 661 Practicum in Adult and Continuing Education	
ATE 675 or equivalent	
Elect 6 hours of additional ATE course credit	
Thesis (6 hours) or Electives (9 hours)	6-9

Select any academic graduate courses for a minor field from Adult and Technical Education, Communications Studies, Counseling, Instructional Technology, Management, Marketing, Psychology, Safety Technology, or other approved disciplines.

*Students may register for Internship after successful completion of: ATE 503, ATE 609, ATE 628, ATE 652.

Teaching English as a Foreign Language (TEFL)

This program is designed to serve persons who have a desire to work with adults whose first language is not English. The status of English as a world language has important consequences for the way in which it is taught and the role of the teacher in the process. The TEFL program prepares its graduates for teaching positions in a wide variety of adult education institutions in the United States and abroad.

Minimum Requirements	33-36 hours
Major Field	27
Required:	
ATE 503 Introduction to Adult Learning Theory	
ATE 550 Interpersonal Skills in the Workplace	
CISL 550 Second Language Acquisition	
CISL 551 Linguistics for ESL or ENG 575, Linguistics	
ATE 595 Historical Developments in Workforce Preparation	
ATE 643 Teaching EFL Abroad	
ATE 659 EFL Methods	
ATE 663 EFL Practicum	
ATE 675 Literature and Applied Research	
Thesis (6 hours) or Electives (9 hours)	6-9

Choose electives from the following list of courses and/or other courses approved by your advisor:

- ENG 576 Modern Grammar
- ENG 578 Language, Society, and Self: An Introduction to Sociolinguistics
- Proposed English courses in Contrastive Analysis, Discourse Analysis, and Methods and Methods for TESOL

EDUCATION SPECIALIST (Ed.S.) DEGREE IN ADULT AND TECHNICAL EDUCATION

Admission to the Program:

1. Admission to the Graduate College.
2. Master's degree in Adult Education, Adult and Technical Education, Business Education, Family and Consumer Sciences, Industrial Education, Marketing Education, Technology Education, or related area.
3. Acceptance by Adult and Technical Education.

Program:

The program is designed to permit specialization in the field of Adult and Technical Education. Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor and one other member of the ATE program. All programs must be completed in seven years from admittance and conform to the following standards:

(continued)

- Completion of a minimum of 36 hours of planned, approved graduate study with a 3.25 GPA, including the following:

Core coursework	21
(credit will not be approved for courses used in a master's program)	
Minor field (approved area of specialization)	6
Research Component (ATE 677 or equivalent course by approval)	3
Applied Research (Thesis, 6 hours)	6
TOTAL HOURS	36
- Completion of a comprehensive oral examination covering the coursework and thesis. The examination will be administered by three full-time ATE faculty members selected by the student.

Plan of Study:

All students enrolled in the Ed.S. program must complete their Plans of Study following completion of the first twelve hours of their approved coursework. The student may continue to register when the student's plan for completion of his/her program is approved by his/her advisor and one other ATE faculty member and it is verified that the student has maintained a 3.25 GPA.

Application for Graduation:

Applications for Graduation must be filed in the Office of Graduate College not later than the date printed in the calendar of the final term or semester in which the degree requirements will be completed. Forms for applying for graduation may be obtained from the Office of the Graduate College. A receipt for the diploma fee payable at the Cashier's Office must be attached to the application before it will be accepted by the Graduate College Office. Students who fail to apply and to pay the diploma fee will not be included on the graduation list.

**EDUCATION SPECIALIST DEGREE (Ed.S.)
IN COMMUNITY AND TECHNICAL COLLEGE STUDIES**

The Ed.S. Degree program with an area of emphasis in Community and Technical College Studies builds on learners' professional experience and the teaching and learning process. The program incorporates both theory and practical applications, helping learners become stronger, more effective classroom teachers in a community college setting.

The program is intended to serve persons who are employed on a full-time basis as Community and Technical College teachers. It is also available to professionals who aspire to become teachers in community and technical colleges. Emphasis on classroom teaching and learning means community college faculty must not only have strong backgrounds in their fields of expertise, but also possess skills in effective instruction. Expectations and accountability in student learning are challenging community college faculty to strengthen their knowledge and skills in the teaching process. The focus of the Ed.S. degree is on the teaching-learning process.

Admission to the Program

All students entering the Ed.S. Program must:

- Possess a master's degree from a regionally accredited college or university;
- Be admitted to the Graduate College;
- Be approved by Adult and Technical Education faculty; and
- Interview with Adult and Technical Education faculty.

Program Requirements

The program is designed to permit specialization in the field of Community and Technical College Studies. Upon admission, the department will assign an advisor who will work with the student in developing an approved program. The program is considered approved when an agreement is signed by the student, advisor, one other member of the program, and the Dean of the Graduate College. Completion of a minimum of 36 hours of planned, approved graduate courses with a 3.25 GPA is required. All programs must be completed in seven years and conform to the following standards:

- Core Requirements 15 hrs.

ATE 701	The Community and Technical College
ATE 603	Introduction to Adult Education and Adult Learners
ATE 702	Analysis of Literature on Community and Technical Colleges
ATE 723	Perspectives and Strategies for Teaching Workforce Education
ATE 726	Funding, Planning, and Administrative Issues of Community and Technical Colleges

2.	Applied Research Component	3 hrs.
	<i>(Required before further advancement in program)</i>	
	ATE 703 Interpretation and Utilization of Applied Research in Community and Technical Colleges	
3.	Professional Seminars in Community and Technical College Studies	3 hrs.
	ATE 707-709 Professional Seminars	
4.	Thesis	6 hrs.
	ATE 781 Thesis	
	<i>(Students must have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. An oral defense of the completed thesis is required.)</i>	
5.	Professional Support Courses	9 hrs.
	ATE 712 Classroom Assessment for Community and Technical College Students	
	ATE 714 Community and Technical College Curriculum Design	
	ATE 718 Education and Employment Preparation for Diverse Populations	
Total hours for Ed.S. Degree		36 hrs.

Plan of Study

All students enrolled in the Ed.S. Program must prepare a Plan of Study following completion of the first 12 hours of their approved coursework. Admission may be granted by the Dean of the Graduate College when the student's plan for completion of his/her program is approved by his/her advisor and one other faculty member, and it is verified that the student has maintained a 3.25 GPA. The Plan of Study must be filed with the Dean of the Graduate College no later than the beginning of the semester in which the student completes his/her 18th credit hour.

ART AND DESIGN (ART)

The Department of Art and Design offers the M.A. in Art, with three areas of concentration for graduate study:

1. The 36-hour concentration in studio art with options in the following areas of study: ceramics, sculpture, graphic design, painting, photography, printmaking, or weaving.
2. The 36-hour area of emphasis in Art Education with studio option.
3. The 36-hour area of emphasis in Art Education with thesis option.

Application Process

Applicants should follow the admissions process outlined in the Graduate Catalog, meeting all requirements for admission to the university at the graduate level.

Admission Requirements

Regular admission to the Department of Art and Design graduate program requires a GRE score of at least 1500 (for tests taken after October 2002, the score must be 1000) plus undergraduate GPA of 2.5.

Applicants may be conditionally admitted for one semester pending receipt of final, official transcripts and GRE scores.

Applicants may be conditionally admitted with a GRE of at least 1200 (for tests taken after October 2002, the score must be 800) plus undergraduate GPA of 3.0. These students must achieve a GPA of 3.0 in the first 12 hours of graduate work for regular admission to the department.

In addition, the following must be sent directly to the Department of Art and Design for review:

1. A portfolio representing the applicant's artwork (either 35mm color slides or a digital archive). Twenty works are required for application to the studio concentration and art education with the studio option, twelve works for application to art education with the thesis option.
2. A writing sample. For application to the studio concentration, this consists of an artist's statement of 500-700 words. For application to the art education concentration, this consists of a statement of educational philosophy of 500-700 words.
3. Letter of application addressed to the department chair.
4. Three letters of reference.

(continued)

Applicants whose transcripts, portfolio, or writing samples indicate lack of adequate preparation for graduate study in art are required to do preliminary coursework to address the deficiencies. Hours earned in such coursework do not count toward the requirements for graduation.

Applicant's slides and writing sample:

Faculty members in the studio concentration will review slides of the applicant's work and submit a letter of recommendation to the graduate committee. The graduate committee will decide whether to accept the student based on its review of the slides, writing sample, and transcripts.

Courses Prerequisite to Graduate Study in Art for those not completing a Bachelor's in Art:

One year of remedial undergraduate courses for those lacking undergraduate degrees in art who wish to pursue graduate study in art will consist of a minimum of:

- Two courses from the following six foundation courses (selected in consultation with the graduate advisor): 214, 215, 217, 218, 406, 418
- ART 201 and 202
- Two courses in proposed area of studio concentration.

These courses will not be converted or substituted for graduate credit.

Prospective students who have completed comparable courses as undergraduates may substitute that work for some of these requirements in consultation with the chair or director.

At completion of the minimum of 18 hours of coursework, a portfolio and writing sample must be submitted to the graduate committee for review.

The deadlines for application are October 15 for spring semester admission and March 15 for fall admission. An additional deadline for review of complete applications is the last day of the C Summer School session.

An applicant who wishes to be considered for an assistantship should contact the Department of Art and Design office, obtain the appropriate form, and schedule an interview with the department chair.

GENERAL REQUIREMENTS

Each student will have a committee for the purposes of advising and reading the comprehensive examination. The student will select two faculty members plus the chair of the Department of Art and Design.

All students are required to complete three semesters of ART 500, Co-Curricular Experiences.

All students in studio areas are required to undergo a review of their artwork after completing 9 hours of work. Students must pass this review before registering for additional studio courses. All students in studio areas are additionally required to undergo an 18-hour review. Dates for both the 9-hour and 18-hour reviews are posted every semester in the Art and Design office.

Transfer students must complete a minimum of 30 hours toward the degree in courses in the Marshall University Department of Art and Design.

All students seeking an M.A. degree in art must pass a written comprehensive examination prior to graduation.

All students in studio concentrations are required to exhibit artwork completed at Marshall University, in the Birke Art Gallery, prior to graduation.

All students in the art education concentration with the thesis option must submit an approved written thesis by the deadline required by the Graduate College.

STUDIO ART

The degree of Master of Arts in Art, with a concentration in Studio Art, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested that applicants contact a studio faculty member in the area of concentration they wish to pursue if they have questions about the program. An exhibition of completed artwork is required.

Minimum Course Requirements	36 hours
Studio area	18-21 hours
Art History	6-9 hours
Seminar (ART 670)	3 hours
Electives in courses selected in consultation with advisor	6-9 hours

ART EDUCATION

The degree of Master of Arts in Art, with an area of emphasis in Art Education, requires a minimum of thirty-six credit hours. General Graduate College admission requirements must be fulfilled. It is suggested

that applicants contact the advisor in Art Education if they have questions about the program or certification. Students may elect to write a thesis *or* present an exhibit of artwork created while pursuing the degree. This decision will be made in consultation with the major advisor and chair of the department .

Thesis Option

Minimum Course Requirements	36 hours
Education	6 hours
Art Education (ART 560, ART 566, ART 670)	9 hours
Electives (Art Education, Studio Art, Art History)	15 hours
Thesis (ART 681)	6 hours

Studio Option

Minimum Course Requirements	36 hours
Education	6 hours
Art Education (ART 560, ART 566, ART 670)	9 hours
Studio courses	12-15 hours
Art Electives (Art Education, Studio Art, Art History)	6-9 hours

The M.A. in Art, with a concentration in art education, does not prepare students for initial teaching certification. The Master of Arts in Teaching (M.A.T.) degree program is an alternative and accelerated means for college graduates with degrees in liberal arts, fine arts, business, and professional fields to attain teacher certification. For more information on the M.A.T., see Education in this catalog.

BIOLOGICAL SCIENCES (BSC)

Program Overview

The Department of Biological Sciences at Marshall University offers Master of Science (M.S.) and Master of Arts (M.A.) degrees with a major in Biological Sciences. The M.S. degree in Biological Sciences is preparation for further study or employment requiring research experience in areas ranging from cellular and molecular to organismal and population biology. The M.S. degree requires the submission of an acceptable thesis. An M.S. student must be mentored by a faculty member, so applicants are encouraged to contact potential faculty advisors about research projects and graduate assistantships prior to application for admission. Information about faculty may be accessed through the Biological Sciences web site (www.marshall.edu/biology). The Master of Arts degree does not require a thesis and allows students to strengthen their education in Biological Sciences through the completion of advanced coursework.

Admission Requirements

Participation in the graduate program in Biological Sciences requires admission to the Graduate College and acceptance by the department. Application deadlines are April 15 and November 15 for Fall and Spring admissions, respectively. A complete application includes 1) completed *Graduate Application for Admission Form*; 2) completed *Graduate College Information Sheet*; 3) official transcripts from all schools where undergraduate and/or graduate credits were earned; 4) three letters of recommendation from academic or professional references; 5) a written statement of educational and professional goals (250-500 words); and 6) general Graduate Record Exam (GRE) scores. Applicants must specify that official test scores are to be sent directly to Marshall University. Students interested in applying for teaching assistantships must submit a completed *Application for Graduate Assistantship* by April 15 or November 15 for the Fall or Spring semester, respectively. The *Graduate Application for Admission Form* and *Graduate College Information Sheet* are available from the Graduate Admissions Office, 100 Angus E. Peyton Drive, South Charleston, WV 25303. The *Application for Graduate Assistantship* Form is available from the Department of Biological Sciences, One John Marshall Drive, Huntington, WV 25755.

A combination undergraduate GPA of 2.75 and 1100 GRE score (composite verbal and quantitative test scores) and an undergraduate GPA in biology courses of 3.0 or higher are required for regular admission status. Provisional admission is extended in some circumstances. Students who are admitted provisionally must meet with their faculty advisors and demonstrate adequate progress toward graduation prior to registration for subsequent semesters. Provisional admission status can be converted to full admission status by recommendation of the faculty advisor to the BSC Graduate Program Committee.

Degree Requirements

Students selecting the M.S. option must complete at least 32 hours of graduate work, including the thesis. Theses must conform to the guidelines established by the Graduate College and the Department of Biological Sciences. The maximum amount of credit that may be earned for the thesis (BSC 681) is 12 hours. The completed thesis must be submitted to the Department and to the Graduate College by the

date specified by the Graduate College for a specific semester. In addition, candidates for the M.S. degree must register for and participate in Graduate Seminar during each semester that they are actively enrolled in the graduate program (two hours of BSC 661 in the first semester and one hour of BSC 662 in each subsequent semester), and complete at least 18 hours in graded BSC electives at the graduate level (which may include BSC 661, 662, and 681). Not more than 5 hours of seminar (BSC 661-662) may be used to complete the 32-hour requirement. Not more than 4 semester hours credit in Independent Study (BSC 585-588) or Special Problems (BSC 650-652) may be used to complete the 32 hour requirement, and these may only be applied beyond the 18 hours in BSC graduate credits. Students may elect to take 6 hours of graduate work in a minor field. Successful completion of the program in Biological Sciences requires a GPA of 3.0 or higher, and no more than 6 credit hours of “C” grades may be applied to the total hours for graduation. Upon completion of course requirements and the thesis, M.S. candidates must pass a comprehensive oral examination.

Students who select the M.A. option must complete a minimum of 36 hours of graduate work. M.A. candidates do not conduct thesis research. The Graduate Seminar, BSC electives, Independent Study/Special Problems, GPA, “C” grades, and comprehensive oral exam requirements are as stated for the M.S. degree.

Area of Emphasis in Watershed Resource Science

Watershed Resource Science as an area of emphasis in Biological Sciences will provide participating students with a systematic and integrated approach to the study of water resources as well as the analysis and implementation of the most effective way to assess their quality and manage their use and conservation. In this program, the integration of course offerings in assessment, informatics, and management into traditional and integrated science curricula provides students with the knowledge base necessary to effectively and innovatively assess and manage of water resources.

The curriculum of this program is made up of a research component, a core of required courses, and specialization in either environmental assessment, environmental management, or environmental informatics. Students choosing the M.S. option must complete 32 hours of coursework including up to six hours of thesis. Students choosing a non-thesis option will receive an M.A. degree and must complete 36 hours of credit. The M.A. degree also requires completion of a minimum of three hours of independent study credit. A minimum of sixteen hours for M.S. and eighteen hours for M.A. degrees must be completed in coursework at the 600 level.

To obtain full graduate status in this program, each applicant must be admitted to the BSC master’s degree program plus meet the following minimum entrance requirement: A bachelor’s degree which includes a minimum of 6 courses from the following disciplines: two courses in mathematics (*must include 1 semester of calculus and one semester of statistics*); two courses in physical science (physics, chemistry, geology, etc.); and two courses in life science (biology, agronomy, microbiology, etc.).

A successful graduate must complete the research core, which may be a thesis (M.S.) or independent study (M.A.) project, the core of required courses, and courses in a specialization chosen in collaboration with a faculty advisor.

Thesis (M.S.) Option	Hours
BSC thesis credit	6
BSC Seminar Sequence	up to 5
Required Courses:	14
ES 660, Environmental Law I	
BSC 531, Limnology or BSC 530, Plant Ecology	
PS Special Topics, Bioassessment	
Graduate GIS	
Specialization	7
Courses from assessment, management, or environmental informatics	
TOTAL	32

Non Thesis (M.A.) option

Hours

BSC independent study credit	3
BSC Seminar Sequence	5

Required Courses:.....	14
ES 660, Environmental Law I	
BSC 531, Limnology or BSC 530, Plant Ecology	
PS Special Topics, Bioassessment	
Graduate GIS	
Specialization.....	14
Courses from assessment, management, or environmental informatics	
TOTAL	36

Specializations (courses chosen from among the following in collaboration with a faculty advisor)

Assessment: BSC 501, 505, 506, 508, 509, 516, 517, 518, 520, 522, 524, 526,530, 531, 542, 545, 546, 550, 560, 620-622; ES 645, 646, 648; GLY 525, 526, 530, 551, 551L, 555, 555L, 556, 556L, 557; PS 570, 580-583, 585-588; PHY 505, 515, 562, 563, 644

Management: ES 600, 602, 603, 604, 609, 614, 620, 640, 654, 655, 656, 660, 661, 662, 663, 665, 674; GEO 510, 514, 515, 516, 517, 518; HST 503, 524, 540, 600; HUMN 530, 602; MGT 500, 502; PLS 500, 501, 502, 510, 511, 521, 530, 531, 540; PSC 533, 550, 552, 554

Environmental Informatics: BSC 510, 511; ES 605, 610, 626, 630; GEO 529, 530; PS 510, 511

BIOMEDICAL SCIENCES

Program Overview

The basic science departments of the Joan C. Edwards School of Medicine offer an interdisciplinary program leading to the Master of Science and Doctor of Philosophy degrees in Biomedical Sciences. The primary aim of the Biomedical Sciences (BMS) Program is to graduate students who are broadly based in the biomedical sciences with definite interests and special in-depth training in one of the following areas of emphasis: anatomy, cell and neurobiology; biochemistry and molecular biology; microbiology, immunology, and molecular genetics; neuroscience; pharmacology; and physiology. These areas are designed to be flexible and research oriented in order to develop the interests, capabilities and potential of all students pursuing careers in academic or industrial biomedical sciences.

In addition, the BMS Program offers a non-thesis Master of Science degree in a medical sciences area of emphasis for students wishing to pursue non-research careers in the health profession or in biotechnology and pharmaceutical industries. This area of emphasis is also designed to improve the science foundation of students seeking admission into doctoral programs in medicine. Admission into this Program does not guarantee admission into medical school. Students in this area of emphasis are required to pay a Health Professional Fee each semester while enrolled in the program. Because of the nature of the curriculum, applicants to the medical sciences area of emphasis will only be considered for admission for the Fall semester.

The Biomedical Sciences Doctor of Philosophy Degree program accepts a very limited number of students to study concurrently with the Doctor of Medicine degree. Individuals must be admitted into each program separately.

Admission Requirements

Students who wish to enroll in the Biomedical Sciences graduate program must apply for admission through the Graduate Admissions Office and meet the admission requirements of the Graduate College and the Graduate Studies Committee of Marshall University's Joan C. Edwards School of Medicine. Interested persons should contact the Office of Research and Graduate Education, Marshall University School of Medicine, 1542 Spring Valley Drive, Huntington, WV 25704 or via the Internet at www.meb.marshall.edu/programs.htm.

Minimum Requirements for Admission into Master of Science and Doctor of Philosophy Program

All applicants must have baccalaureate degrees in one of the sciences, with the following prerequisites: one year of general biology, physics, general chemistry, and organic chemistry, all with associated laboratories. Although calculus and physical chemistry are not requirements for admission, they may be required for certain areas of emphasis and are highly recommended. Applicants must also submit (a) Graduate Record Examination (General) scores (minimum of 1,000 Verbal and Quantitative) or MCAT scores (medical science area of emphasis only, 6.5 average), (b) three letters of recommendation from references familiar with the applicant's relevant academic/professional performance and (c) a personal statement describing educational and career goals. International students are required to score 213 or better on the TOEFL examination.

Duration of Degree Programs

Students generally complete the requirements for the Master of Science degree within three years. Those who pursue the doctoral degree usually complete the requirements within five to six years. Students who possess a M.S. degree in Biomedical Sciences or the equivalent when admitted into the doctoral degree program, generally require three to four years to complete the Doctor of Philosophy Degree.

MASTER OF SCIENCE DEGREE

All students are required to meet the general requirements of the Graduate College for receipt of a master's degree. A minimum of thirty-six credit hours is required for a non-thesis degree, while a minimum of thirty-two credit hours is required for the thesis degree. No more than six hours of thesis (BMS 681) may be credited toward the thirty-two hour requirement. Each student will specialize in one of the seven areas of emphasis as defined in the program overview. All students are required to successfully complete Cellular and Molecular Biology (BMS 600, 3 hrs), Statistics/Biostatistics (PSY 517, EDF 517 or equivalent, 3 or 4 hrs), Introduction to Research (BMS 685, minimum of 3 hrs), and Seminar (BMS 680, minimum of 4 hrs). In addition, the student must successfully complete other courses required by his/her area of emphasis and advisory committee and pass a written and/or oral comprehensive examination.

DOCTOR OF PHILOSOPHY DEGREE

The doctorate is a research or performance degree and does not depend solely on the accumulation of credit hours. The degree requirements are admission to candidacy, residency, and successful completion and defense of a dissertation. The degree signifies that the holder has the competence to function independently at the highest professional level.

Degree Requirements

To qualify for the Doctor of Philosophy degree, the student must pass (*C* or better or *CR*) the following courses: Cellular and Molecular Biology (BMS 600, 3 hrs), Statistics/Biostatistics (PSY 517, EDF 517, or equivalent 3 or 4 hrs), Biomedical Sciences Communication Skills (BMS 600/661, hr. each), Seminar (BMS 680, minimum of 6 hrs.), Introduction to Research (BMS 685), and Research (BMS 882, maximum of 15 hrs). In addition, the student must successfully complete other courses required by his/her area of emphasis and advisory committee. All courses will be defined in the student's *Course of Study*.

Advisory Committee

The advisory committee should be formed no later than the end of the first year of graduate education or upon completion of 18 semester hours of credit. As soon as the committee has been identified, an *Approval for Dissertation Topic and Committee Membership* form is completed and submitted to the Associate Dean for Research and Graduate Education and the Dean of the Graduate College.

The committee will be selected by the student and research advisor and approved by the Associate Dean for Research and Graduate Education and the Dean of the Graduate College. The advisory committee will be composed of at least five faculty members with appropriate expertise. One of the members may be from another institution. The student's research advisor will act as the chairperson of the committee.

Approval of Course of Study

It is essential for the student and advisory committee to carefully define a *Course of Study* by the end of the first year. This is considered a basic contract between the student and the program and includes 1) all transfer credits 2) required and elective courses to be taken at Marshall University and 3) all competencies to be achieved by the student during graduate study. These details must be recorded on a *Course of Study* form and submitted for approval by the Associate Dean for Research and Graduate Education and the Dean of the Graduate College.

Graduate Assistantships for the Doctor of Philosophy Program

Research assistantships are available for students in the doctoral degree program on a competitive basis. Applications will be reviewed as soon as complete. The base stipend is renewable annually for up to five years. Priority consideration for the Doctor of Philosophy graduate assistantships will be given to West Virginia residents.

Academic Performance

The student must maintain a grade point average of 3.0 and any student who receives a grade of *C* in more than two courses will be subject to dismissal from the program.

If the GPA falls below 3.0, the student will be placed on academic probation. Following notification of probation, the student will be counseled by his/her advisor. At this time, the deficiency will be identified

and a written plan will be prepared for removing it within the next nine semester hours. This plan, co-signed by the student and the advisor, must be approved by the Dean of the Graduate College before the student can register for additional coursework.

If probationary status is not removed within nine semester hours, the Dean of the Graduate College, in consultation with the Associate Dean for Research and Graduate Education and the Graduate Studies Committee will determine whether the student is retained or dismissed from the program. Retention must be recommended by the interim advisor or student's advisory committee and endorsed by the Graduate Studies Committee.

Transfer Credit

The student may transfer credits completed at other regionally accredited graduate institutions. Approval of the Associate Dean for Research and Graduate Education and the Dean of the Graduate College is contingent on (1) the grades earned were B's or better (2) the credits are appropriate to the student's program and acceptable to the advisory committee, and (3) the time limitations were not exceeded.

The number of transfer hours acceptable for the Ph.D. degree will be determined by the student's advisory committee. Both must receive approval of the Associate Dean for Research and Graduate Education and the Dean of the Graduate College. Transfer credit will not become part of the Marshall University Grade Point Average.

Transfer of credits should be accomplished as early as possible. This should be accomplished either when the student is admitted to candidacy or submits an approved Course of Study. Attempts to transfer credits during the last semester may delay graduation. Official transcripts must be on file in the Graduate College office by the date that grades are due in the Marshall University Registrar's Office.

Validation of Outdated Coursework

The advisory committee has the option to require validation, by special examination, of courses which members deem to be outdated.

Time Limitations

Students must meet all requirements for the Doctor of Philosophy degree within seven years from the date of enrollment in the first course to be used in the degree program. The Graduate Dean may grant an extension upon recommendation by the Graduate Studies Committee. Absence due to military obligations, long serious illness, or similar circumstances beyond the student's control may be considered valid reasons for an extension. It is the option of the advisory committee to require validation of outdated courses by special examination.

Admission to Candidacy

Admission to graduate study and enrollment in graduate courses does not guarantee acceptance as a candidate for the Doctor of Philosophy degree. This is only accomplished by satisfactorily passing a comprehensive qualifying examination and meeting all other specified requirements.

The qualifying examination assesses whether the student has attained sufficient knowledge to undertake independent research. The examination will be given after most of the coursework has been completed and consists of written and oral components covering all areas specified in the *Course of Study*. The examination is prepared, administered and graded by the advisory committee. Oral and written examinations should be scheduled within one month of each other. Successful completion of this examination is based on approval of the committee. Only one dissenting vote is permitted. If necessary, a single portion of the examination may be repeated at the discretion of the advisory committee. If two or more members cast dissenting votes, the entire qualifying examination must be repeated. The student must have the approval of the advisory committee to repeat a qualifying examination. The committee assesses the deficiencies and determines the time required for the student to make corrections. A student may take the qualifying examination no more than three times. Failure to pass this examination on the third attempt will result in dismissal. The advisory committee must complete an *Admission to Candidacy for Ph.D.* after the student completes the examinations and submit it for approval of the Associate Dean for Research and Graduate Education and the Dean of the Graduate College.

Dissertation

All candidates must successfully complete a biomedical research project and prepare, submit, and defend a dissertation. The dissertation must present the results of the candidate's individual investigation and make a definite contribution to the current state of knowledge. While conducting research and writing a dissertation, the student must register for Research (BMS 882) at the beginning of each semester or summer term for which progress is to be earned. No more than 15 hours of doctoral research may be credited toward the degree.

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Candidates are to follow the general guidelines outlined in *Publishing Your Dissertation: How to Prepare Your Manuscript for Publication and General Information About Dissertations*. Copies of these documents are on file in the Office of Research and Graduate Education.

Oral Defense of the Dissertation

The oral defense of the dissertation is held during the semester or summer session in which all other degree requirements have been met. The advisory committee must read and tentatively approve the dissertation before the examination can be scheduled. The committee chairperson will complete an *Approval to Schedule Dissertation Defense* form and submit it for approval of the Associate Dean for Research and Graduate Education and the Dean of the Graduate College before the examination can be given. **Such notification must occur at least three weeks before the proposed date of the defense.** A portion of the defense is an open examination and sufficient time is required for adequate public notice. The open examination usually takes the form of a one-hour seminar. This is followed by a thorough review of the dissertation by the advisory committee, and the candidate.

Successful completion of the defense requires the approval of all but one of the members of the advisory committee. **The results (pass/fail) must be recorded on a *Results of Dissertation Examination* form which is to be reported to the Office of Research and Graduate Education and forwarded to the Graduate College Office within 24 hours.** Should the candidate fail the defense, reexamination may not be scheduled without the approval of the advisory committee, Associate Dean for Research and Graduate Education and the Dean of the Graduate College.

All advisory committee members are to be present for the defense. If this is not possible, the Dean of the Graduate College, or designee, may permit one substitute for any member of the committee except the chairperson. A request for a substitute must be submitted in writing to, and approved by, the Associate Dean for Research and Graduate Education and the Dean of the Graduate College. The committee chairperson, the student, and both the original member of the committee to be replaced, and the substitute must sign this request. The substitute must have the same, or higher, graduate faculty status as the original member and represent the same academic discipline or area of emphasis.

Acceptance of Dissertation

Acceptance of the dissertation is a requirement for the doctoral degree. An accepted dissertation must bear the original signatures of at least all but one member of the advisory committee. If more than one member cannot approve the dissertation, the doctoral degree cannot be recommended. If the substitute member attends and approves the dissertation defense, he or she signs the dissertation. **The dissertation must then be accepted by the Graduate College no later than one week before the end of the semester or summer session in which the degree is expected to be granted.**

Survey of Earned Doctorates

A completed questionnaire entitled *Survey of Earned Doctorates* must be submitted to the Graduate College when the original and two copies of the dissertation are delivered.

Publication

All doctoral dissertations and their abstracts will be microfilmed through University Microfilms, Ann Arbor, Michigan. This requirement cannot be satisfied by any other publication, but other publication of material in the dissertation is both permitted and encouraged.

Process Summary

1. Inquiry from prospective student to the Office of Research and Graduate Education or Graduate Admissions Office.
2. Mailing of application from the Office of Research and Graduate Education or the Graduate Admissions Office.
3. Receipt of application materials and required fee by the Office of Research and Graduate Education or the Graduate Admissions Office.
4. Referral of application materials and required fee by the Office of Research and Graduate Education or the Graduate Admissions Office.
5. The Office of Research and Graduate Education notifies the Graduate Admissions Office and the prospective student of the admission decision of the Graduate Studies Committee.
6. The accepted student arrives, reports to the Office of Research and Graduate Education, is assigned an interim advisor, and registers for course work.

7. Selection of a department/advisor must be achieved by the end of the first year. After a permanent advisor has been selected, an advisory committee is formed. A *Course of Study* should be developed by the end of the first year.
8. The student completes requisite course work and other program requirements.
9. The student takes written and oral qualifying examinations for admission to candidacy to Ph.D. These examinations should be scheduled within one month of each other.
10. The student continues doctoral research under the guidance of his/her advisory committee. The dissertation phase begins with the approval of a dissertation prospectus by the advisory committee, the Office of Research and Graduate Education and the Graduate College Dean.
11. The student applies for graduation at the beginning of his or her last semester no later than the University deadline published in the printed Schedule of Classes. The diploma fee must be paid by this time.
12. A copy of the preliminary draft of the dissertation is given to each member of the advisory committee and the Graduate College Dean at least one month prior to the final defense of the dissertation.
13. The chair of the advisory committee requests clearance for the defense from the Office of Research and Graduate Education and the Graduate College for approval no later than three weeks before the scheduled date of the defense.
14. The time and place of the defense of the dissertation are announced.
15. The student defends the dissertation in an oral defense.
16. The student delivers the original and two copies of the approved dissertation, required completed questionnaires and fee to the Graduate College at least one week prior to the end of the term or semester.

BUSINESS
Lewis College of Business
Graduate School of Management

The faculty of the Graduate School of Management is composed of individuals with educational backgrounds and experience in the functional fields of business administration, accounting, finance, management, marketing, economics, human resources, health care, organization communication, and law. The faculty, in conjunction with other faculties of the Graduate College, offers a variety of graduate educational opportunities for men and women preparing for administrative careers in business, industry, labor, government, hospitals, and nonprofit organizations.

LEWIS COLLEGE OF BUSINESS MISSION STATEMENT

The mission of the LCOB is to be a leading regional institution for the education of business students. The college is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet district needs and the demands of a global environment.

The Lewis College of Business is a vital intellectual resource to the people of West Virginia and the surrounding area. The LCOB and the university will provide the people, programs, knowledge, skills, and technology essential to meet the needs of the state and the region.

The Lewis College of Business promotes mutual respect, professional development, ethical conduct, freedom of inquiry and expression, and multiculturalism. The LCOB faculty, staff, and administrators affirm and endorse both the Marshall University creed and the Marshall University Statement of Professional Ethics for all Employees.

ACCREDITATION

The Lewis College of Business is accredited by AACSB: The International Association for Management Education (American Assembly of Collegiate Schools of Business) and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

CERTIFICATE PROGRAMS

Certificate programs presently offered include the Graduate Certificate in Business Management Foundations.

DEGREE PROGRAMS

Degree programs presently offered include the following: Master of Business Administration (M.B.A.), Executive M.B.A. (M.B.A.), Master of Science in Health Care Administration (M.S.), and Master of Science in Human Resource Management (M.S.).

ENTRANCE REQUIREMENTS

Persons desiring to pursue the degrees of M.S in Human Resource Management or M.S. in Health Care Administration must follow the procedures and satisfy the conditions of the Marshall University Graduate College as specified in the following sections of this catalog. Persons desiring to pursue the degree of M.B.A. or Executive M.B.A. must follow the specialized procedures described in the following sections.

WAIVER OF ADMISSIONS EXAMINATION

An applicant to the M.B.A. program or either M.S. program with an earned doctoral degree from an accredited institution is not required to take the GRE or GMAT. An applicant with a master's degree is required to take the GRE or GMAT.

THE PLAN OF STUDY

The student and his/her advisor shall prepare a Plan of Study which must be approved during the semester in which the student initially enrolls. A plan should be appropriate to meet the needs of the student in his/her chosen field. It shall include the specific courses the student is expected to complete; and shall also list all other requirements of the program or school. Courses listed on the Plan of Study shall be those judged appropriate by the faculty. Subsequent requests for changes in the plan must be formally approved by the M.B.A. Director or the Academic Advisor. Any deviation from the final Plan of Study and/or discrepancy between it and the student's official transcript will delay graduation. Any Plan of Study that was approved may become void if a student is inactive for one year (unless on an official leave of absence).

GRADE POINT AVERAGE REQUIREMENT

A student must have a 3.0 overall GPA in all program coursework, as well as an overall 3.0 GPA in the Graduate College, with no more than two C's. This standard must be met for the student to graduate. If the student falls below these standards, then that student shall be placed on academic probation or will be subject to dismissal from the program.

COMPREHENSIVE ASSESSMENT

Degree candidates are required to complete a comprehensive assessment prior to receipt of the master's degree. The timing and form of a student's comprehensive assessment shall be approved in advance by the Director of the Graduate School of Management. The comprehensive assessment is usually a written term paper required within the final, integrated capstone course, MGT 699, "Business Policy and Strategy," or MGT 696, "Administrative Policy and Strategy."

COURSE ENROLLMENT POLICY

In order to take any 600-level course in the Graduate School of Management (GSM), the student must be admitted to a GSM program. On an exception basis, a student not enrolled in the GSM may take only one 600-level GSM course with the written approval of the GSM Academic Advisor or the GSM MBA Director. Cooperative programs with other departments must be approved by the GSM Director. It is the responsibility of the student to obtain this approval before attempting to register. Additionally, the student must meet the specific course prerequisites. Students who violate this policy will be administratively withdrawn.

BUSINESS ADMINISTRATION (M.B.A.)

Qualified candidates are given an opportunity to earn the Master of Business Administration degree. In keeping with its purpose of providing professional preparation and foundation, the M.B.A. program gives emphasis to building a strong fundamental framework and to developing skills in managerial problem-solving and decision-making.

Program Design: Business policies and procedures, reflecting rapid advancement in technology, are subject to change over time. Methods and practices in current use may be totally inadequate for coming decades. For this reason, greater emphasis is placed on sound general principles and decision-making techniques which provide a base for continuous learning.

To accomplish this purpose, the program involves:

1. A series of Business Foundation courses which enable the student to continue professional development. The foundation courses required will be determined by the M.B.A. Director and/or the Graduate School of Management Academic Advisor.
2. A broad study of functional areas of business and their interrelationships, with emphasis on application of knowledge, concepts, and analytical methods for problem-solving.

The program can be completed in 15-18 months, attending on a full-time basis, depending on the candidate's previous training.

The M.B.A. program includes:

	<i>Hours</i>
Business Foundation courses, required as determined by the M.B.A. Director and/or the GSM Academic Advisor	0-15
M.B.A. Functional Studies courses	36
TOTAL	36-51

The university and the Lewis College of Business reserve the right, even after the enrollment of students, to make individual curricular adjustments whenever serious deficiencies or needs are found. This may involve additional coursework in speech and/or English whenever necessary. Deficiencies will be determined by the M.B.A. program director. Students may be required to take such courses without credit toward the master's degree and at their own expense.

Requirements for Admission to the M.B.A. Program

- a bachelor's degree from a regionally accredited institution with a 2.5 overall undergraduate Grade Point Average; and
- a minimum Graduate Management Admissions Test (GMAT) score of 500*; and
- An index of 1000* computed by multiplying the undergraduate Grade Point Average (GPA) by 200 and adding the GMAT score; and
- completion of all foundation coursework through undergraduate preparation with a grade of **B** or better in each undergraduate course or an overall 3.0 GPA in the Business Foundation program; and
- demonstrated computer literacy

*For those applicants who elect to use only upper-level (latter half) undergraduate coursework to calculate the index, the index requirement shall be 1050 or greater. For those who already possess a master's degree and elect to use graduate coursework to calculate the index, the index requirement is 1100.

Applicants meeting all of the above criteria will be fully admitted into the M.B.A. program. This allows them to move immediately into the 36-hour M.B.A. curriculum.

Provisional M.B.A. Admission. Applicants who have GMAT scores of 500 or better and have met all of the Business Foundation course requirements but whose overall undergraduate GPA is sufficiently low that the index does not equal 1000 may enroll in the 36-hour M.B.A. curriculum as provisional students with the permission of the M.B.A. director. Applicants who have completed all of the Business Foundation courses with GPA's of 3.00 or better and have GMAT scores between 450 and 500 may enroll in the 36-hour M.B.A. curriculum as a provisional students with the permission of the M.B.A. director, if the index is at least 1050. Applicants who have GMAT scores of 500 or better and who have indexes of 1000 or better, but have no more than two Business Foundation courses to complete, may take no more than two courses from the 36 hour M.B.A. curriculum as provisional students while completing the Business Foundation courses, with the permission of the M.B.A. director. Students who drop the required Business Foundation courses also will be dropped from the M.B.A. courses. Students accepted into the 3+2 Program may take up to, and no more than, three courses from the 36-hour M.B.A. curriculum as provisional students. Students admitted provisionally for any of the above reasons must earn a grade of *B* or better in each of the first four M.B.A. courses taken and an overall G.P.A. of 3.25 in those four courses to be admitted fully into the 36-hour M.B.A. curriculum.

M.B.A. Program in India

Indian students desiring to apply for the India M.B.A. program should consult the following Web site for entrance requirements and other program details: www.bhavan-marshall.org.

Admission to the Business Foundations Program

Applicants who do not meet the standards for full admission into the 36-hour M.B.A. curriculum may still be admitted into the Business Foundations program. This program is open to those people who have no undergraduate background in business. Participation in this program may be used to meet the requirements for admission into the 36-hour M.B.A. curriculum. There is no GMAT requirement or GPA requirement for admission into the Business Foundations program. Those wishing to complete the 36-hour M.B.A. curriculum, however, must meet the requirements for full admission listed above. No grade below a **C** will be counted toward the requirements of the M.B.A. program.

(continued)

Courses in the Graduate School of Management Foundations Program

<i>Graduate School of Management Courses</i>	<i>Undergraduate Equivalents</i>
Survey of Accounting Accounting 510	Principles of Accounting 6 Hours
Economic Analysis Economics 501	Principles of Economics (Micro/Macro) 6 Hours
Finance Finance 510	Principles of Finance 3 Hours
Statistics/Calculus Management 500	Business Statistics 3 Hours
	Introductory Calculus 3 Hours
Marketing & Management Marketing 511	Principles of Management 3 Hours
	Principles of Marketing 3 Hours
Computer literacy	Computer literacy

Notes

1. No student will be admitted to the M.B.A. program who does not hold a degree from a regionally accredited institution.
2. GMAT scores must be official score reports.
3. The required Business Foundation courses or their equivalents must have been completed within seven years of application.
4. Students may complete a required Business Foundation course by making a satisfactory score on the CLEP examination or on the MUGC course validation examination.
5. Students must meet all course prerequisite requirements to enroll in Business Foundation or M.B.A. courses.

The 36-Hour M.B.A. Curriculum

All students are required to complete 36 hours of M.B.A. Functional Studies courses. These courses must be completed with a GPA of 3.0 (*B* or better) with no more than 2 *C*'s. In addition, each candidate must pass a comprehensive assessment, which is normally a required written term paper within the final, integrated capstone course, MGT 699, "Business Policy and Strategy."

Courses in the M.B.A. Functional Studies

All students in the M.B.A. program must complete these courses:

<i>Course Number</i>	<i>Course Title</i>	<i>Hours</i>
MGT 601	Quantitative Methods for Business	3
ACC 613	Profit Planning and Controls	3
FIN 620	Financial Management	3
MGT 672	Organizational Behavior	3
MKT 682	Advanced Marketing Management	3
LE 691	Government and Business Relationships	3
MIS 678	Management Information Systems	3
ECN 630	Managerial Economics	3
MGT 674	Production/Operations Management	3
MGT 680	Entrepreneurship	3
MGT 692	Ethics and the Global Economy	3
MGT 699	Business Policy and Strategy	3

TOTAL HOURS: 36

M.B.A. (Accounting concentration or Wrap-Around emphasis)

Students in the M.B.A. program may elect to emphasize Accountancy. Ideally, the student will possess an undergraduate degree in accounting. Students enrolled in the undergraduate accounting program at Marshall University may elect to begin the M.B.A. coursework during their final semester in the undergraduate program. The Division of Accountancy and Legal Environment may waive six hours of free electives and three hours of accounting electives in the undergraduate program to allow the student an early start in the M.B.A. with an emphasis in Accountancy. Upon the successful completion of graduate coursework equivalent to the number of hours waived (with all other undergraduate degree requirements satisfied), the undergraduate degree may be awarded. The student electing an emphasis in Accountancy would complete the following program:

Functional Studies

<i>Course Number</i>	<i>Course Title</i>
ACC 650-651	Special Topics
ACC 699	Business Policy and Strategy
LE 691	Government and Business Relationship
MGT 601	Quantitative Controls in Business
ACC 613	Profit Planning and Control
FIN 620	Financial Management
MGT 672	Theories of Management
MKT 682	Advanced Marketing Management
ECON 630	Managerial Economics

Accounting (any four courses)

ACC 612	Accounting Functions in Business
ACC 614	Theory of Accounting
ACC 615	Auditing Theory and Practice
ACC 616	Advanced Income Tax Procedure
ACC 617	Advanced Controllorship
ACC 618	Accounting Research

3 + 2 Programs With Other Undergraduate Schools

The 3 + 2 Program is designed to allow an undergraduate student who plans to enroll in the Lewis College of Business M.B.A. program immediately following receipt of the baccalaureate degree an opportunity to complete both degrees in five academic years. Marshall University students and students at several other West Virginia undergraduate schools may apply.

Students may apply to the 3 + 2 Program when all eligibility requirements are met. Please see the M.B.A. Director for eligibility requirement details. A student accepted into the 3+2 Program may take up to three M.B.A. courses for which he or she has met the necessary prerequisites.

In the 3 + 2 Program, undergraduate accounting majors can take valuable graduate coursework and meet requirements for the M.B.A. while working toward the 150 hours required by the State of West Virginia to sit for the Certified Public Accountant exam.

Executive M.B.A.

The Executive M.B.A. is designed for the employed professional. The Executive M.B.A. is an off-campus program which is undertaken as a cohort program where students move through the courses as a group in a set sequence. While admission standards are similar to the M.B.A., students in the Executive M.B.A. usually have a minimum of two years of work experience. Course requirements for the Executive M.B.A. are similar to the M.B.A. except that Executive M.B.A. students are required to complete a foreign study experience.

The Executive M.B.A. offers an intensive format with courses offered on Saturdays in five-week blocks. Cohort groups are established at different times and in different locations throughout the state. Those interested in the Executive M.B.A. should contact the M.B.A. Director or the Graduate School of Management office for details about when and where cohorts are being formed.

GRADUATE CERTIFICATE IN BUSINESS MANAGEMENT FOUNDATIONS

This certificate is designed for students with non-business undergraduate degrees. It is envisioned as a generalist overview of graduate business topics. Students desiring a fully developed master's degree in business should enroll in the MBA program. The Graduate Certificate in Business Management Foundations will help students to improve their depth of knowledge or skills, remain competitive in the job market, learn new skills, advance their careers, or pursue personal enrichment.

Admission to the Graduate Certificate in Business Management Foundations program is based on receipt of a baccalaureate degree from a regionally accredited college or university and the information provided on the Application for Admission form. A student must have a 3.0 GPA in all course work with no more than two C's. If the student falls below these standards, the student will be placed on academic probation. A student who successfully completes the series of courses will earn a certificate.

The Graduate Certificate in Business Management Foundations program consists of 15 credit hours. A student pursuing a certificate must complete the following courses:

Accounting 510: Survey of Accounting
Economics 501: Economic Analysis
Marketing 511: Marketing and Management
Management 500: Statistics/ Calculus
Finance 510: Finance

All five courses must be taken; no courses may be waived.

Anyone desiring to enroll in the Business Management Foundations Certificate Program is encouraged to contact the Graduate School of Management Academic Advisor for further information.

HEALTH CARE ADMINISTRATION (M.S.)

The Master of Science in Health Care Administration is designed to provide individuals with a comprehensive perspective of the health care environment. Emphasis is placed on a global view of health care rather than a targeted sector (such as hospitals, nursing homes, etc.) of the industry. Students completing the program frequently pursue employment opportunities in environments ranging from hospitals to medical practices to health insurers/buyers. While the program attracts individuals from all undergraduate disciplines, many of the students have strong clinical backgrounds and are interested in building their management skills with a focus toward their clinical expertise.

Admission to the Program

Admission to the M.S. program requires:

- A bachelor's degree from an accredited institution with a 2.5 GPA, and
- A minimum Graduate Management Admissions Test (GMAT) score of at least 450 or a minimum on the Graduate Record Examination (GRE) of 860 for tests taken after September 2002, and
- An index of 950 computed by multiplying the undergraduate Grade Point Average (GPA) by 200 and adding the GMAT score or 53% of the total GRE score
- Demonstrated computer literacy

Prospective students not meeting the above requirements are encouraged to contact the GSM Academic Advisor.

Nursing students desiring to apply for the Charleston Area Medical Center (CAMC) Health Education and Research Institute School of Nurse Anesthesia (SNA) joint HCA program with the Marshall University Graduate School of Management should consult the following Web site for entrance requirements and other program details: www.camcinstitute.org/anesthesia.

Health Care Administration

Course Number	Course Title	Hours
MKT 511	Marketing and Management	3
HCA 600	The Health Care System	3
HCA 610	Health Care Financial Management	3
HCA 615	Health Care Economics	3
HCA 653	Integrated Delivery Systems	3
HCA 630	Legal Issues in Health Care Management	3
HCA 656	Management of Health Care Technology and Information Systems	3
MGT 620	Human Resource Management	3

HCA 655	Health Care Marketing	3
MGT 672	Organizational Behavior	3
HCA 695	Field Research in Health Care Management	3
MGT 699	Business Policy and Strategy	3
Total Hours		36

HUMAN RESOURCE MANAGEMENT (M.S.)

The Master of Science in Human Resource Management degree program is designed to prepare graduates for research and administrative positions in both public and private sector human resource management offices, labor unions, other employee associations, and agencies concerned with employer-employee relations. Graduate instruction is provided in human resource management; in trade unionism and collective bargaining; and in legal and public policy issues which may relate to any of the preceding. These matters are examined academically within the contexts of social, economic, and political considerations; and are analyzed via the theoretical and empirical contributions of the social/behavioral sciences.

The study of human resource management is based upon the knowledge and methods developed in a number of traditional areas of study. The major disciplines represented in the program are economics, psychology, sociology, management, and law. Coursework in related fields is available and encouraged.

Admission to the M.S. Program

Admission to the M.S. program requires:

- A bachelor's degree from an accredited institution with a minimum 2.5 GPA, and
- A minimum Graduate Management Admissions Test (GMAT) score of at least 450 or a minimum on the Graduate Record Examination (GRE) of 860 for tests taken after September 2002, and
- An index of 950 computed by multiplying the undergraduate Grade Point Average (GPA) by 200 and adding the GMAT score or 53% of the total GRE score
- Demonstrated computer literacy

HUMAN RESOURCE MANAGEMENT (M.S.)

The Human Resource Management Program includes:

Foundation courses, required as determined by the Academic Advisor	0-6
M.S.H.R.M. Core Courses	27
Electives	3
TOTAL	30-36

Foundation Courses (as required)

<i>Course Number</i>	<i>Course Title</i>	<i>Hours</i>
ECN 501	Economic Analysis	3
MKT 511	Marketing and Management	3

Core Courses (Required of all students)

<i>Course Number</i>	<i>Course Title</i>	<i>Hours</i>
HRM 600	Development of Labor Relations	3
HRM 605	Human Resource Economics	3
HRM 610	Negotiation and Dispute Resolution	3
MGT 620	Human Resource Management	3
HRM 630	Employment Law	3
HRM 660	Compensation and Benefits	3
MGT 672	Organizational Behavior	3
MGT 692	Ethics and Global Aspects of Business	3
MGT 696	Administrative Policy and Strategy	3
	<i>Total hours in required Core Courses</i>	<i>27</i>

Elective	(as approved by advisor)	3
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TOTAL HOURS 30-36

CHEMISTRY (CHM)

The Master's Degree in Chemistry is a two-year program intended primarily for individuals interested in advanced training in chemistry and related disciplines in preparation for doctoral programs or for careers in industry, government, or postsecondary school education. Students are expected to be well

grounded in one or more of the program's five areas of specialization: Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, and Physical Chemistry. The Chemistry Department currently offers both a thesis and non-thesis option for the Chemistry M.S. degree. The non-thesis option is a seldom-utilized alternative route available for students currently employed full-time and requires department authorization. Basic requirements are the same as the thesis option; however, it requires 36 hours of graduate credit and a problem report followed by a public lecture. This program organization ensures that all students develop research, writing and public speaking skills regardless of their area of concentration.

The preferred route requires a thesis with 32 hours of graduate credit, two public lectures, and an oral thesis defense. The Master of Science thesis demonstrates that you are capable of pursuing a program of original and independent research, that you can formulate and carry out a research project, and that you can report on the project in a proper scientific manner. The thesis option prepares students for technical careers in industry, or for further study toward a more advanced degree. This option requires advanced coursework in chemistry, biochemistry, or environmental chemistry and research, with the latter culminating in an M.S. thesis. Shortly after entering the program students select a faculty advisor based on their research interests and agree on a research problem. Under the guidance of their faculty advisor students carry out the research program, select a graduate research committee and write and defend the thesis in a final oral examination. The defense of the thesis will take place when the student, the research advisor, and the graduate research committee agree that a defensible copy of the thesis is complete. The thesis examination is graded on a pass/provisional pass/fail basis. To pass the examination, there can be no more than one unsatisfactory grade from the committee members. A student who fails may submit another thesis or a revised version upon approval of the student's committee. A student may only be re-examined once. A student earning a provisional pass will generally be required to make minor revisions or corrections to the thesis.

Students are required to complete 32 and 36 hours of graduate credit (see below) for the thesis and non-thesis options, respectively. No more than six hours of Special Topics courses may be counted in the minimum hours required by either route; any exceptions require specific departmental approval. Students whose research is in the area of organic chemistry are required to take these courses: 565, 566, 548 (or 549 if credit was previously received for 548 or its equivalent), 540 or 542 and 522 or 526, and additional courses needed to complete the 32 credit hour minimum. Students whose research is in the area of analytical, inorganic, biochemistry or physical chemistry are required to take at least one graduate course in three of the five traditional areas of chemistry (analytical, inorganic, organic, biochemistry and physical). Students are limited to 12 hours of research credit. Specific course requirements are to be determined in consultation with one's research advisor.

PLAN OF STUDY: After being admitted to the Graduate College, and prior to registration, the student will meet with his designated advisor to determine the specific program of studies necessary for the degree. Programs will be adjusted to reflect major interests and prior training of the student.

CLASSICS (CL)

The Department of Classics offers minor fields of study in Latin and in classics. These minors are appropriate for graduate programs in English and in history.

COMMUNICATION DISORDERS (CD)

The graduate program of the Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The Department of Communication Disorders offers an M.S. degree. Communication Disorders majors at the graduate level follow a prescribed program leading to eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and West Virginia licensure. Students wishing to be eligible for West Virginia certification as public school speech-language pathologists must also meet the requirements for such certification.

Admission to the Program

The minimum requirements to be considered for admission include the following:

1. An undergraduate degree from an accredited institution is required.
2. An undergraduate major or the equivalent in Communication Disorders is required. Students with deficits in undergraduate coursework or those wishing public school certification may need to complete additional requirements after admission.
3. An overall and communication disorders Grade Point Average of at least 3.0 is required for full-time admission. Students with Grade Point Averages above 2.5 may be considered for part-time enrollment if space permits. Students who are admitted full time may elect to attend full- or part-time.

4. A completed application for admission to the Graduate College must be received by the Graduate Admissions Office by the specified deadline and must include official GRE scores and official transcripts from all undergraduate schools attended.
5. A separate application form for the Graduate Program in Communication Disorders (available from the Communication Disorders department) must be submitted to the department by the specified deadline.
6. Students with undergraduate degrees from institutions other than Marshall University must submit three letters of recommendation (written on appropriate letterhead) from individuals who can comment on their academic and clinical performance and potential. All letters must be submitted to the Communication Disorders Department *with the program application*, and must be submitted in sealed envelopes with the recommender's signature across the flap. At least one letter must be from one of the applicant's classroom instructors in communication disorders. Additionally, if the undergraduate program included a clinical practicum, at least one letter must be from a clinical supervisor.....
7. Students with undergraduate degrees from Marshall University must submit the names of three faculty who will serve as references.

The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students who are accepted into the program may elect to begin in the next summer, fall, or the following spring semester. Students admitted to the program who fail to enroll in the selected semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. **NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.**

Program Requirements

A minimum of 33 graduate credit hours of academic coursework without the thesis (or 30 hours with the thesis) is required in addition to clinical practicum. All practicum necessary to complete certification requirements must be completed prior to graduation. Minimum practicum requirements include 9 graded academic hours plus 6 CR/NC hours (excluding CD 672/673). Students who apply for clinical practicum assignments are expected to fulfill the responsibilities of these assignments for the full semester. Students who fail to do so may not be assured of future assignments.

The Speech-Language Pathology specialty area exam of the ETS Praxis Series (NESPA) serves as the comprehensive examination required for all students. A score of 620 or better is considered passing. In addition to the comprehensive examination, a candidate who writes a thesis will be required to pass an oral examination on the thesis.

Students should consult the department chair, their Communication Disorders academic advisor, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

COMMUNICATION STUDIES (CMM)

The M.A. degree in Communication Studies provides an opportunity for students to develop individual programs of theory, research, and application among the areas of interpersonal, organizational, educational, and public communication. The program is designed for students who seek careers as communication professionals or who intend to pursue further graduate study in the field.

To be admitted to the program, students must meet the requirements for admission to the Graduate College. The Director of Graduate Studies in the department will serve as a student's initial advisor. During the first semester of graduate study, each student will form a committee of three graduate faculty members. At least one member of the committee must have full graduate faculty status.

With the approval of the committee, the student will plan a program of study which must include CMM 601 and 606. A total of 36 credit hours is required for graduation. Students who write a thesis may earn six of those credit hours for the thesis. A minor or cognate outside the department may be approved by a student's committee.

A written comprehensive exam, prepared and evaluated by the student's committee, is required. The exam will be prepared and evaluated by the student's committee. A candidate who writes a thesis is also required to pass an oral examination on the thesis.

COMPUTER SCIENCE (CS)

Please see Information Systems and Engineering (CITE).

COUNSELING (COUN)

MASTER'S DEGREE

The Master of Arts degree in Counseling is a 48 to 60 hour planned program of study designed to meet the necessary competencies of professional counselors, and satisfies the curricular requirements for counselor licensure. There are currently five distinct emphases offered within the Counseling Program. Curricular elements consist of core courses required of all counseling majors and emphasis courses specific to: mental health counseling, student affairs counseling, career counseling, community counseling, correctional counseling, elementary and secondary school counseling. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis courses are not available in all locations.

The Master of Arts degree in Counseling at Marshall University is built upon the training standards and codes of ethics recognized by CACREP (Council for Accreditation of Counseling and Related Educational Programs), ACA (American Counseling Association), and ASCA (American School Counselors Association) and is consistent with the Marshall University School of Education conceptual framework theme of Preparing The Experienced Professional as Specialist. Within this context it is the mission of the Counseling Program to prepare graduates with the knowledge and skills needed to meet the challenges associated with entry into the field of counseling and into their role as professional counselors. Program graduates are eligible to apply for WV licensure in counseling at the point they complete post-graduate supervision and pass a comprehensive licensure examination.

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling Program. (See admission standards for each emphasis area). Students are admitted to an emphasis and must indicate their preferences during the admission process.

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to the completion of 18 semester hours. A minimum Grade Point Average of 3.0 in all degree courses is required prior to enrollment in the practicum, internship, and for graduation.

Admission Requirements

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of Marshall University and the minimum standards of the Counseling Program. Multiple criteria are used in making decisions to admit students to the degree program.

Each applicant is evaluated using the following criteria:

1. Graduate Record Examination (GRE) score of 800 (verbal and quantitative subsets)
2. Undergraduate GPA of 2.75
3. Three written references
4. Writing sample expressing the applicant's interest in the counseling profession.
5. On-campus Interview—students who satisfy the preceding admission standards must participate in an on-campus interview as a final standard. Admitted students must complete the following emphasis-specific courses.

Flexibility is maintained in applying the criteria to individual cases. For example, the applicant may be granted provisional enrollment and directed to complete a prescribed set of courses. If a 3.50 is maintained in those courses, then the applicant may be reconsidered for admission to the degree program.

It is the responsibility of all admitted students to meet with their advisors prior to the beginning of coursework. Each student must complete an advisor-approved Plan of Study prior to the completion of 12 semester hours of coursework.

Students seeking admission to Mental Health and Student Affairs counseling must apply in Huntington. Students seeking admission to Community and School counseling must apply in So. Charleston.

Curriculum

The Master of Arts degree in Counseling is a 48 to 60 hour planned program of study designed to meet the necessary competencies of professional counselors. The curricular elements consist of core courses required of all counseling students and emphasis courses specific to: mental health counseling;

student affairs counseling; community counseling; community counseling with addictions, career, corrections, marriage, couple & families and religious settings emphases; and school counseling. While all core courses are offered on the Huntington and South Charleston campuses, some emphasis specific courses are not available in all locations. Students must indicate their emphasis preference during the admission process.

The following 30 semester hours of core courses are required of all students:

<i>Phase I</i>		
COUN 574	Social & Cultural Foundations	3
COUN 600	Professional Orientation	3
COUN 602	Human Development & Psychopathology	3
EDF 621	Research Writing	3
<i>Phase II</i>		
COUN 603	Counseling Theories	3
COUN 604	Group Counseling	3
COUN 605	Theory & Practice of Human Appraisal	3
COUN 607	Counseling Techniques & Human Appraisal	3
<i>Phase III</i>		
COUN 606	Career & Lifestyle Development	3
COUN 608	Practicum	3
<i>Phase IV</i>		
	Internship	

*All emphases (48 to 60 hours) satisfy the curricular requirements for professional counselor licensure in the State of West Virginia.

Areas of Emphasis

Mental Health Counseling

In addition to the core courses, students specializing in Mental Health Counseling must complete the following emphasis courses:

PSY 508	Abnormal Psychology	3
COUN 555	Crisis Intervention and Conflict Resolution	3
COUN 601	Counselors in Consulting and Community Roles	3
COUN 630	Introduction to Mental Health Counseling.....	3
COUN 631	Diagnosis and Treatment Planning	3
COUN 691	Internship: Mental Health Counseling	9
	Advisor-Approved Electives	6
	Emphasis total	30
	Total credit hours (including core)	60

Student Affairs Counseling

In addition to the core courses, students specializing in Student Affairs Counseling must complete the following emphasis courses:

COUN 660	Introduction to Student Affairs	3
COUN TBA	College Student Development	3
COUN 662	Current Issues in Student Affairs	3
	Elective	3
COUN 697	Internship: Student Affairs Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

Community Counseling

In addition to the core courses, students specializing in Community Counseling must complete the following emphasis courses:

COUN 575	Prevention and Treatment of Addictions	3
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(continued)

COUN 611	Foundations of Community Counseling	3
COUN 631	Diagnosis and Treatment Planning	3
COUN 632	Introduction to Marriage, Couple, and Family Counseling	3
COUN 692	Internship: Community Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

Community Counseling with Addictions Emphasis

In addition to the core courses, students specializing in Community Counseling with Addictions Emphasis must complete the following emphasis courses:

COUN 617	Seminar in Addictions	3
COUN 631	Diagnosis and Treatment Planning	3
COUN 635	Core Functions of Addiction Counseling	3
	Electives	3
COUN 694	Internship: Addictions Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

Community Counseling with Career Emphasis

In addition to the core courses, students specializing in Community Counseling with Career emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning	3
COUN 651	Seminar in Career Counseling	3
COUN 652	Career Counseling with Special Populations	3
COUN 653	Career Assessment and Report Writing	3
COUN 696	Internship: Career Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

Community Counseling with Correctional Emphasis

In addition to the core courses, students specializing in Community Counseling with Correctional emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning	3
COUN 641	Seminar in Correctional Counseling	3
COUN 695	Internship: Correctional Counseling	6
	Electives (6 hrs.) from the following:	
COUN 555	Crisis Intervention and Conflict Resolution	3
COUN 556	Death and Grief Counseling	3
COUN 575	Prevention and Treatment of Addictions	3
COUN 611	Foundations of Community Counseling	3
COUN 632	Introduction To Marriage, Couple and Family Counseling	3
	or other advisor approved electives	
	Emphasis total	18
	Total credit hours (including core)	48

Community Counseling with Marriage, Couple & Family Emphasis

In addition to the core courses, students specializing in Community Counseling with Marriage, Couple & Family Emphasis must complete the following emphasis courses:

COUN 632	Introduction to Marriage, Couple, and Family Counseling	3
COUN 637	Adult Development & Transition	3
COUN 638	Practicum: Interventions: Marriage, Couple & Family Counseling	3
COUN 693	Internship: Marriage, Couple & Family Counseling	6
	Electives (3 hrs.) from the following:	
COUN 622	Parent Education	3

COUN 636	Couple Counseling	3
	Emphasis total	18
	Total credit hours (including core)	48

Community Counseling with Religious Settings Emphasis

In addition to the core courses, students specializing in Community Counseling with Religious Settings Emphasis must complete the following emphasis courses:

COUN 631	Diagnosis and Treatment Planning	3
COUN 639	Psychotheological Issues in Counseling	3
COUN 640	Seminar in Spirituality in Counseling	3
	Electives	3
COUN 699	Internship: Religious Settings Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

School Counseling

The school counseling curriculum meets the State Department of Education certification standards. An alternative school counseling program is available for students without a teacher education background to qualify for West Virginia certification as school counselors. In addition to the core courses, students specializing in School Counseling must complete the following emphasis courses:

COUN 670	Interventions: Current Issues in School Counseling	3
COUN 672	Organization & Administration of School Counseling Programs	3
COUN 673	Counseling Children, Parents & Adolescents	3
COUN 675	Legal and Ethical Issues for School Counselors	3
COUN 698	Internship: School Counseling	6
	Emphasis total	18
	Total Credit Hours (including core)	48

Certification Requirements For School Counselors

Students in school counseling must meet certification requirements established by the West Virginia Department of Education. All students must pass the Praxis II: Specialty Area Test (formerly the National Teachers Examination) in School Counseling prior to applying for certification. Applications for certification are available in the central offices of the county school system. An alternative school counseling program certification is available for students without a teacher education background to qualify for West Virginia certification as elementary or secondary school counselors.

Students who do not hold a valid West Virginia teaching certificate (non-education majors) must submit passing scores on the Pre-Professional Skills Tests (PPST) prior to enrollment in courses leading to certification.

Non-education majors must also complete 6 hours of additional coursework from the following:

Alternative Certification Courses

EDF 665	Sociology of American Schools	
	OR	
LS 532	Human Relations Skills for Leaders	3
CISP 521	Children with Exceptionalities (check with advisor)	3
	Total Credit Hours with Alternative Certification (including core)	54

ADDITIONAL ELECTIVE COURSE OPTIONS

(Courses identified as TBA are new courses in the process of being developed.)

	Course Title	Cr. Hrs.
COUN 555	Crisis Intervention and Conflict Resolution	3
COUN 579	Pharmacology in Counseling	3
COUN 611	Foundations of Community Counseling	3
COUN 556	Death and Grief Counseling	3
COUN TBA	Health and Wellness Counseling	3

(continued)

COUN 577	Stress Management Counseling	3
COUN TBA	Counseling the Blended Family	3
COUN 616	Domestic Violence	3
COUN 617	Seminar in Counseling	1-6
COUN 545	Beginning Manual Communication	3
COUN 554	Advanced Manual Communication	3
COUN 620	Workshop in Counseling	1-6
COUN 621	Introduction to Child Abuse and Neglect	1-3
COUN 622	Parent Education	3
COUN TBA	Issues in Counseling Women	3
COUN 580-583	Special Topics	1-4
COUN 585-588	Independent Study	1-4

CERTIFICATE PROGRAM IN DOMESTIC VIOLENCE COUNSELING

The graduate certificate program in Domestic Violence Counseling can be completed in one of two ways. First, the student may apply and be accepted into the Community Counseling program and take the certificate courses in conjunction with the required degree courses and graduate with a Master of Arts degree in Counseling in addition to a graduate certificate denoting the area of specialty. Second, the certificate coursework may be taken as a stand-alone program to be complete in one year.

The program is currently the state's only post-baccalaureate initiative providing a sequential, specialized professional development opportunity for mental health professionals and paraprofessionals who contribute to the identification of, and interventions in family/partner abuse situations.

Admission Standards and Requirements

It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence has been identified or suspected. Admission requirements for the proposed certificate program include the following:

- a baccalaureate degree from a regionally accredited college or university with an undergraduate Grade Point Average of 2.5 or higher, and current employment in a community mental health agency, private practice, or related/supporting role that provides direct client contact involving general mental health/psycho-educational interventions; or
- a master's degree in counseling, social work, psychology; or
- departmental approval.

It should be noted that gaining admission to the certificate program will not guarantee admission to a graduate degree program.

Course Requirements (12 hours)

COUN 654, An Ecological Approach to Domestic Violence	3
COUN 655, Domestic Violence I: Working with Victims	3
COUN 656, Domestic Violence II: Working with Perpetrators	3
COUN 657, Domestic Violence III: Children as Victims and Witnesses	3

Professional Continuing Education

Coursework offered in the certificate program will be eligible for continuing education units by the Counseling Board of Examiners. Efforts are being made to facilitate receipt of continuing education units from the West Virginia Board of Social Work Examiners. Individuals must submit course information to the Psychology Board of Examiners for review. The coursework meets and exceeds the training requirements for facilitators of Batterer Intervention Programs. These requirements are set forth in Title 119 Legislative Rule Family Protection Services Board Standards.

CERTIFICATE PROGRAM IN MARRIAGE, COUPLE AND FAMILY THERAPY

The Certificate Program in Marriage, Couple and Family Counseling may be taken either within the Community Agency Emphasis of the master's degree program in Counseling OR as a post-master's degree professional development program. **This certificate program is currently the state's only program focussing on the knowledge base and clinical skills in Marriage, Couple and Family Counseling.**

Admission Standards and Requirements

Admission requirements for the Certificate Program in Marriage, Couple and Family Therapy Program are:

- Admission to the master's degree program in counseling
- OR
- A master's degree in counseling, social work, psychology, or divinity

Course Requirements (18 hours)

COUN 622, Parent Education	3
COUN 632, Introduction to Marriage, Couple, and Family Therapy	3
COUN 637, Adult and Family Development and Transition	3
COUN 636, Couple Counseling	3
COUN 638, Practicum: Interventions in Marriage, Couple, and Family Counseling	3
COUN 693, Internship	3

Professional Continuing Education Credits

Coursework in Marriage, Couple and Family Therapy is eligible for continuing education units with the West Virginia Counseling Board of Examiners, as individual study with the West Virginia Board of Social Work Examiners, and can be submitted to the West Virginia Psychology Board of Examiners for review and approval.

EDUCATION SPECIALIST (Ed.S.) - Counseling

The Education Specialist degree in Education (Ed.S.) is designed to accommodate those students who already possess a master's degree in counseling. The program promotes advanced knowledge and skills in the field of professional counseling with a focus on intervention and supervision skills.

A strong component of the program is the attainment of knowledge and skills in three areas: 1) supervision processes, 2) advanced theoretical applications, and 3) advanced internship experiences. A minimum of 27 semester hours beyond the master's degree must be earned for completion of the program.

Admission Requirements

All students entering the Ed.S. Program must possess a master's degree in counseling or closely related field, from a regionally accredited university or college, and be eligible for West Virginia certification as a school counselor or licensure as a Licensed Professional Counselor by the West Virginia Board of Examiners in Counseling, and a minimum 3.50 GPA. Students entering the program must have successfully completed coursework at the graduate level in the following areas:

- Human development
- Human relationships: listening and communication skills
- Individual counseling theories and techniques
- Group counseling theories and techniques
- Developmental guidance
- Career development
- Organization and development of counseling and guidance
- Legal and ethical issues in counseling
- Consultation
- Research methods
- Tests and measurements

Appropriate counseling and intervention skills evidenced by a portfolio of previously completed courses or professional experiences. Students who are deficient in any or all of the above requirements may be required to complete advisor-approved prerequisite courses or experiences in addition to the 27 hours in the Ed.S. Students will be admitted to the Ed.S. program in the Fall of each year, at which time an individualized plan of study will be developed based on the program requirements and the student's past academic and professional experiences.

Program Requirements

The Ed.S. program consists of a minimum of 27 hours of prescribed coursework built around competencies considered crucial to the practice of a master professional counselor. Students in the Ed.S. program must earn a grade of at least a B in all coursework. The courses comprising the core curriculum are as follows:

Course Number	Course Title	Cr. Hrs.
COUN 740	Internship	6 - 12
COUN 742	Current Issues in Professional Counseling	3
COUN 746	Systems Intervention	3
COUN 747	Advanced Group Counseling	3

(continued)

COUN 750	Seminar	3
COUN 755	Models of Counselor Supervision	3
COUN 756	Residency in Counselor Supervision	3
COUN 760	Special Topics	3 - 6
	Total for Ed.S.	27

CRIMINAL JUSTICE (CJ)

The Master of Science degree in Criminal Justice provides students with advanced theoretical, legal, and methodological training for research, teaching, and management careers in criminal justice. The program serves to educate criminal justice professionals and prepare students for further advanced graduate work, legal studies, and scholarship. The Criminal Justice Department is committed to:

- providing students with the conceptual and research skills needed to undertake advanced analyses of the criminal justice system;
- serving criminal justice professionals and others who are interested in pursuing professional careers in management and administration;
- furnishing law enforcement, corrections and court practitioners with knowledge of justice administration, theoretical perspectives of human behavior, policy analysis and criminal justice theory; and
- preparing social scientists to pursue careers in university and research settings.

ADMISSION REQUIREMENTS

Students will be admitted to the Master of Science degree program in Criminal Justice in the fall or spring semesters, although fall admissions are strongly encouraged for full-time students. Applications to the Master of Science degree program in Criminal Justice are due by July 1 for the fall semester and by November 1 for the spring semester. However, students are strongly encouraged to apply early. After the due dates, students are invited to apply for provisional admission.

To apply, all students must first complete and return the Graduate Application for Admission to the Graduate Admissions Office (available at www.marshall.edu/mugc/). Moreover, students are encouraged to review the Graduate Catalog online at www.marshall.edu/www/gradcat/ for complete information on the graduate application process and university policies. To be considered by criminal justice faculty for admission to the M.S. program, all applicants must provide a complete application file that contains the following items:

- A Marshall University Graduate Application for Admission (obtained by the Graduate Admissions Office or online)
- All official undergraduate transcripts
- Graduate Record Examination (GRE) General Test and TOEFL scores (if applicable)
- Two letters of recommendation (college instructors preferred)
- A personal statement

Admission to the Master of Science degree program in Criminal Justice is based on an assessment by a faculty committee of the applicant's academic achievements and promise as indicated by transcripts, scores on the Graduate Record Examination (GRE), the TOEFL for international students for whom English is not their primary language, two letters of recommendation (college instructors preferred), and a personal statement. Students may be admitted and awarded either a "clear" admission or "provisional" admission status. Students awarded a provisional status must maintain at least a 3.0 GPA in all coursework for up to 12 graduate credit hours in courses identified by the program faculty and approved by the appropriate dean. For provisional students, the first 12 graduate credit hours must include, at minimum, 6 core course hours. All provisional students are required to meet with the Graduate Director or Department Chair to devise an appropriate schedule for the first 12 hours.

For *clear* admission to the master's degree program, the applicant should have:

- a baccalaureate degree (any major) from an accredited college or university;
- an undergraduate grade point average (GPA) or 3.0 or higher;
- a score in 50th percentile or higher in each assessment area of Graduate Record Examination;
- a score of 550 or higher on the TOEFL;
- a C or better in undergraduate statistics
- a C or better in undergraduate research methods or equivalent from an outside institution (documentation of course content may be required)
- two letters of recommendation (college instructors preferred); and
- a personal statement

In accordance with the Graduate Admissions office at Marshall University, the department may admit a student as provisional after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise, but does not meet the criteria for clear or full admission. Thus, students with an undergraduate GPA between 2.75 and 2.99 may apply and be considered for conditional or provisional admission. In addition, all other requirements for clear or provisional admission may be waived based on additional evidence of academic promise or demonstrated competency.

Students who have previously taken graduate coursework at another institution must submit all transcripts and also meet undergraduate and examination requirements. Poor academic performance in prior graduate work may serve as a basis for the denial of admission to Marshall University Graduate College and/or the M.S. program in Criminal Justice.

ASSISTANTSHIPS

The Criminal Justice Department has funds available in the form of assistantships to provide financial support for graduate students. Graduate assistantships are service-related appointments requiring teaching, research, and administrative services. A full-time assistantship carries a workload of approximately 20 hours per week, while a half-time assistantship carries a workload of approximately 10 hours per week. Graduate assistants will normally carry a 9-hour graduate course load. Graduate assistantships are awarded on a competitive basis and the retention of an assistantship is contingent upon (1) funding availability and Department needs; (2) satisfactory academic progress; and (3) satisfactory work-performance as judged by the Criminal Justice faculty and/or his or her faculty supervisor. A Graduate Assistantship Application for the Marshall University Criminal Justice Department can be found at www.marshall.edu/criminal-justice/.

Assistantships may be categorized as follows:

- *Teaching Assistants (TA's)* are assigned to a wide-range of teaching-related activities that may include (but are not limited to) the responsibility of teaching a self-contained class, directing and/or teaching a subsection of a self-contained class, tutoring, serving as a class monitor in a distance learning setting, and may work with a faculty member in developing syllabi, lesson plans, lectures, group projects, and examinations.
- *Research Assistants (RA's)* are generally assigned to individual faculty members to assist with research projects. The activities/responsibilities may include (but are not limited to) the writing of grant proposals, library research, book preparations, article publications, and data analysis. Prior to being considered for a research assistantship, students must complete and earn a 3.0 GPA or higher in the two-course research and statistics sequence (CJ 655 & CJ 656) or provide evidence of competence in research methodologies or statistical applications.
- *Graduate Service Assistants (GA's)* may be assigned to a variety of tasks related to the daily administration of the Department. These activities/responsibilities may include (but are not limited to) the organization and management of departmental databases, act as a "peer advisor" to undergraduate students, serve in recruitment and promotion activities for student organizations and the Department, and assist faculty in their daily course preparation.

In addition to graduate assistantships, there is a variety of other financial assistance opportunities available at Marshall for criminal justice students. Additional inquiries regarding graduate fellowships, work-study opportunities, loans, and other forms of financial assistance graduate students may also be obtained from the Graduate College Office (www.marshall.edu/mugc/) or the Office of Student Financial Assistance (www.marshall.edu/sfa/).

PROGRAM REQUIREMENTS

The Master of Science degree requires the completion of 32 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations. The curriculum is structured around a set of core requirements that provide a broad foundation in criminological theory, research and statistics, criminal law as well as aspects of criminal justice policy and practice.

All students are required to complete 18 hours of core courses:

- CJ 602, Law and Social Control
- CJ 603, Criminal Justice Planning
- CJ 604, Advanced Theory in Criminal Justice
- CJ 621, Advanced Criminal Law and Procedure
- CJ 655, Research Methods in Criminal Justice
- CJ 656, Applied Statistics in Criminal Justice

(continued)

CJ 655, Research Methods in Criminal Justice, and CJ 656, Applied Statistics in Criminal Justice, are a two-course sequence that should be completed by all students during the first academic year in the graduate program (within the first 12 graduate credit hours for part-time students). Exceptions are made for students who must take prerequisite courses before enrolling in this sequence.

An area of concentration and electives designed to meet the individual needs of graduate students supplement the core courses. Students are required to select one concentration from the following five topical areas:

- Applied Research and Evaluation
- Legal Issues
- Corrections Systems and Processes
- Theory of Criminal Behavior
- Law Enforcement

Each area of concentration consists of 12 graduate credit hours. Various elective and special topic courses are offered to supplement the core courses and area of concentration for each student. Elective courses should be chosen around a coherent theme that complements the student's area of concentration. The Graduate Director or the Department Chair must approve all coursework that constitutes each student's concentration. Enrollment in core and elective courses is subject to the completion of any prerequisite courses and/or any requirement for permission to enroll from an individual instructor and/or other department faculty member. In addition, all courses to be considered toward graduation require approval from the Graduate Director or the Department Chair.

The Criminal Justice Department maintains a "two C rule" whereby students cannot continue in a graduate program if they earn more than two grades of C or lower in any graduate courses. Criminal Justice students who earn a third C (or lower) will not be permitted to continue taking courses, or to work on a thesis. Students who earn a grade of D or F are allowed only one C (if they haven't already received one). Furthermore, they must repeat the course if it is part of the core curriculum. If students already have two C's when they receive the D or F, they will be dismissed from the program without the opportunity to repeat the course. Regardless of whether the course is repeated, grades of D or F are recorded on the student's official academic transcript, computed into the final grade point average, and count toward the "two C rule." However, credit hours for courses in which students receive D's do not fulfill the credit hour requirements for graduation.

No later than the completion of the 18th graduate credit hour, all graduate students must complete an official Plan of Study form to be approved by the Graduate Director and/or Department Chair and submitted to the Graduate College Office.

A student with an approved Plan of Study may be granted the privilege of transferring credit earned in graduate coursework completed at another regionally accredited graduate institution, provided that the courses are related to criminal justice and the grades earned are B or better or equivalent and approved by the Graduate Director or Chair and Graduate Dean. However, transfer credit may only be used to fulfill elective or area of concentration credits. All 18 hours of core course requirements must be completed in the Criminal Justice Department at Marshall University. Transfer credits may not exceed 12 hours and all transfer credits must have been earned within a seven-year time limit, counted from the date of enrollment in the first graduate course.

Thesis Option

For students planning to continue graduate studies, the thesis is the preferred option for receipt of the M.S. degree in Criminal Justice. Students electing the thesis option must complete 32 hours of graduate credit from the Criminal Justice Department.

Students selecting the thesis option must complete the core courses and area of concentration requirements and have a written thesis proposal/prospectus approved by the thesis committee prior to enrolling for thesis credit. The remaining credit hours may be granted for thesis research (up to 6 credit hours) or elective courses. The 6 thesis research hours are normally taken in three-hour increments over two successive semesters, immediately preceding graduation, and after course requirements are completed. Students must enroll in CJ 681, Thesis, for a maximum of 6 graduate credit hours. All students selecting the thesis option must pass an oral defense.

In cooperation with the Graduate Director, a student should form a thesis committee. The thesis committee assists in selecting and developing the research problem and evaluates the student's work on that problem. A student who selects the thesis option should outline the thesis option early in his or her studies in consultation with members of the graduate faculty. The student should also determine the graduate faculty member of the department who will serve as chair of the student's thesis committee.

Non-Thesis Option

Students who select the M.S. degree without a thesis must complete 36 credit hours of graduate coursework with a GPA of at least 3.0 and meet all other requirements. The credit hours include the 18-hour core course requirement, and the 12-hour area of concentration requirement. The remaining credit hours may be completed using a variety of electives offered by the Criminal Justice Department. All students who select the non-thesis option must pass both written and oral comprehensive exams.

In order to sit for the comprehensive examination, students must select a committee as well as complete and return the Comprehensive Examinations form to the Graduate Office prior to the end of the second week of the semester they plan to graduate. The Comprehensive Examination form must be signed by all committee members and will remain valid only for the semester in which it is signed. The committee must consist of at least three readers/evaluators who hold Marshall University graduate faculty status. In addition, a majority of the committee must consist of full-time Criminal Justice department faculty, and the committee chair must be a faculty member in the Criminal Justice Department with graduate faculty status. This committee will be responsible for both writing and/or selecting the examination questions and evaluating the adequacy of the student's responses.

The comprehensive written examination consists of five questions. The five questions assess knowledge rooted in the program's core courses and the student's area of concentration. Students will be asked to answer one question in each of the following content areas: criminological theory; research and advanced statistics; advanced criminal law and procedures; criminal justice planning; and the student's area of concentration. The comprehensive oral examination will focus on areas deemed weak, incomplete, or inconsistent in the written portion of the test. However, the committee may ask students other related questions deemed appropriate. Both written and oral comprehensive examinations are administered once during the fall, spring, and summer semesters unless otherwise specified.

MINOR IN CRIMINAL JUSTICE

Graduate students from any discipline enrolled through the Marshall University Graduate College can choose a graduate minor in Criminal Justice by taking six credit hours of graduate Criminal Justice courses offered by the department from the following list:

- CJ 504, Theoretical Criminology
- CJ 506, Race, Ethnicity, & Crime
- CJ 510, Police Administration
- CJ 526, Civil Liability Issues in Criminal Justice
- CJ 533, Correctional Administration
- CJ 601, Seminar in Criminal Justice
- CJ 620, Criminology

However, this list is not exhaustive, as special topics courses are frequently offered that may be appropriate. Regardless, the student must consult the department's graduate director before enrolling in any course.

DIETETICS (DTS)

The mission of the Master of Science degree program is to prepare graduates to practice in advanced level professional positions in the fields of clinical nutrition, community nutrition, and/or food and nutrition management. The program offers a unique opportunity to dietetics professionals in southern West Virginia. It is open to persons who have completed a bachelor's degree in dietetics at an accredited institution and have been admitted to the dietetic internship certificate program or are currently a Registered Dietitian.

Students presently enrolled in or who have completed the internship certificate program, which consists of seven courses, accumulate 21 graduate credits, which provides the basis for the master's degree. The degree consists of a total of 36 graduate credit hours. In addition to the internship certificate requirements, students pursuing a master's degree choose from one of three concentration areas: clinical nutrition, community nutrition, or food/nutrition management.

Students are provided with an option to complete a thesis or six additional hours of course work in the chosen area of concentration. Those choosing a thesis option will be required to defend the thesis orally. All students will be required to sit for a comprehensive written examination in their final semester. Course requirements can vary and must be approved by the student's advisor.

Prospective students who wish to apply for admission to the master's degree program must meet the admission requirements for the internship, which are available at www.marshall.edu/dietetics. Upon successful completion of the internship certificate program, students will submit an additional application requesting full admission to the master's program.

(continued)

Any other prospective students must currently hold the status of Registered Dietitian through the Commission on Dietetic Registration. They must apply for admission to the university through the Graduate College. Admission of these students will be handled on a case-by-case basis by the department.

To successfully complete the program, students will be required to maintain a GPA of 3.0 or higher and receive a score of satisfactory or better on all preceptor evaluations, when applicable. For specific course requirements, prospective students should consult the department chair for further details.

Dietetic Internship

A post-baccalaureate certificate program to qualify to take the registration exam to become a Registered Dietitian (RD) is available. Students who have an undergraduate major in Dietetics may be selected to enroll in the Accredited Dietetic Internship Program to receive the supervised practice component required before taking the exam. Enrollment is by a selective, competitive process. The internship has been granted full accreditation by the American Dietetic Association, Commission on Accreditation for Dietetics Education, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, telephone (312) 899-4876. Detailed internship information is available at www.marshall.edu/dietetics.

EDUCATION

Teacher Licensure in West Virginia

With the exception of the Master of Arts in Teaching Program, the master's degree and professional development programs described herein **do not** result in **initial** licensure in West Virginia. Students seeking initial West Virginia licensure are advised to consult with their advisors regarding appropriate programs and courses.

EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

The goal of the Early Childhood, Elementary and Secondary Education programs is to provide coordinated, sequential programs of study in an identified area of education. These programs provide the educators and those in education-related fields four venues for graduate level professional development: graduate certificate programs, master's degrees (M.A.), an Education Specialist degree (Ed.S.) and a Doctor of Education (Ed.D.). In addition, graduate courses are available outside planned programs to allow professionals to augment their knowledge on topics of current interest or meet individual needs.

The graduate certificate programs provide concentrated graduate-level study of a specialty. Master's degrees offer a theoretical orientation with a focus on the application of theory to practice. The Education Specialist degree in Curriculum and Instruction is designed for post-master's professionals who are seeking a planned and structured program of study. Students may elect to be dually enrolled in the Education Specialist program and Doctor of Education in Curriculum and Instruction program. The Doctor of Education in Curriculum and Instruction serves the need of professionals who are seeking a terminal degree in the field. All of these programs are designed to prepare an experienced professional as a specialist.

Admission Requirements

Individuals seeking admission to the Early Childhood, Elementary and Secondary Education program may apply as degree or graduate certificate students.

Degree: Students requesting admission to the Master of Arts degree program in early childhood, elementary or secondary education must satisfy the following requirements:

1. Submission of a transcript verifying a baccalaureate degree from a regionally accredited college or university; and
2. Submission of Graduate Record Examinations (GRE) General Test or Miller Analogies Test (MAT) scores; applicants should score 800 or above on the verbal and quantitative sections of the GRE or at least 380 on the MAT.

Multiple criteria are used in arriving at decisions to admit students to the master's degree programs in Early Childhood, Elementary and Secondary Education. Each applicant is evaluated with reference to the following criteria: 1) undergraduate Grade Point Average; 2) GRE or MAT scores; and 3) performance on any prior graduate courses. Flexibility is maintained in applying the criteria to individual cases. In practice, superior performance on one criterion may compensate for failing to meet the required standard on another. The applicant may be granted provisional enrollment and directed to complete selected courses. If a 3.00 grade point average is maintained in those courses, then the applicant will be admitted to the degree program.

Graduate Certificate: For those students not currently seeking a master's degree or higher, there are professional development programs that require the completion of a specified sequence of courses. Many of these lead to a graduate certificate or an endorsement to a teaching license. Entrance requirements for professional development programs include the following:

1. A baccalaureate degree from a regionally accredited college or university; and
2. An undergraduate Grade Point Average of 2.5 or a master's degree

A. M.A. IN EARLY CHILDHOOD EDUCATION

The Master of Arts in Early Childhood Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students may meet the capstone experience requirement by either completing a research project (Final Symposium: CI 659 and CI 680) or satisfactorily completing a written comprehensive examination and six hours of coursework.

Two options for advanced studies in Early Childhood are available:

1. The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (Pre K-K) teachers.
2. The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Hours may vary, depending on the student's undergraduate program. For those earning an endorsement in Early Childhood (Pre K-K) under Option 2, a practicum and a passing grade on the Praxis II: Specialty Area Test in Early Education (Pre K-K) is required. Candidates with three or more years of teaching experience must consult the Director of Clinical Experiences to determine if they qualify for a performance assessment.

Option 1: The Master's Degree in Early Childhood Education designed for those who are licensed Early Education (Pre K-K) teachers

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660; CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501	15
Specialty: CI 653, CI 631, CI 632, CI 633, CI 634, FCS 603	18
Capstone Experience	6
TOTAL	39

Option 2: The Master's Degree in Early Childhood Education designed for those who are licensed Elementary teachers with no endorsement in Early Education.

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660; CI 623 or 624 or approved methods course; EDF 612 or CI 609 or CI 501	15
Specialty: CI 632, CI 633, CI 634, FCS 535, EDF 513, CI 630	18
Capstone Experience	6
TOTAL	39

B. M.A. IN ELEMENTARY EDUCATION

The Master of Arts in Elementary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660; EDF 612 or CI 609 or CI 501; CI 623 or 624 or approved methods course	15
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Area of Emphasis	18
Capstone Experience	6
TOTAL	39

Areas of Emphasis include (descriptions in Section F):

1. Early Childhood Education
2. Educational Computing
3. Elementary Science
4. Instructional Processes and Strategies
5. Literary, Language, and Learning
6. Math through Algebra I
7. Middle Childhood Education
8. School Library Media
9. Teaching English as a Second Language (ESL)
10. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement by either completing a research project (Final Symposium: CI 659 and CI 680) or satisfactorily completing a written comprehensive examination and six hours of coursework.

C. M.A. IN SECONDARY EDUCATION

The Master of Arts in Secondary Education consists of a set of core course requirements, area of emphasis requirements, and a capstone experience. All students must complete 15 hours of coursework in research, growth and development, technology, instructional methods and assessment. Each student must also select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem solving, research and writing capabilities developed throughout the program. Students also will meet the comprehensive assessment requirement through the framework of the capstone experience.

Core Subjects: EDF 621 or 625; EDF 616; CIEC 530 or 534 or 600 or 660;	
CI 623 or 624 or approved methods course; EDF 612 or CI 610 or CI 501	15
Area of Emphasis	18
Capstone Experience	6
TOTAL	39

Areas of Emphasis include (descriptions in Section J):

1. Educational Computing
2. Instructional Processes and Strategies
3. Math through Algebra I
4. Middle Childhood Education
5. School Library Media
6. Teaching English as a Second Language (ESL)
7. Individualized Plan of Study

Capstone Experience:

Students may meet the capstone experience requirement by either completing a portfolio project (Final Symposium: CI 659 and CI 680) or satisfactorily completing a written comprehensive examination and six hours of coursework.

D. Ed.S. IN CURRICULUM AND INSTRUCTION

The Graduate School of Education and Professional Development offers an Education Specialist (Ed.S.) degree in Education with an area of emphasis in Curriculum and Instruction. This post-masters program requires thirty semester hours of study and a comprehensive assessment.

Students completing the Ed.S. in Education are expected to demonstrate:

- An in-depth knowledge and understanding in core studies (e.g., research, statistics, writing and technology);
- An in-depth understanding in a content area, such as Curriculum & Instruction; and
- The ability to synthesize and integrate the core and content knowledge gained in the program.

The target population for the program is post-master's professionals who are seeking a planned and structured program of study: teachers and other education personnel. Students enrolling in the Doctor of

Education programs in Curriculum and Instruction and Educational Leadership may elect to be dually enrolled in the Education Specialist program.

Admissions Requirements

Students seeking admissions must hold a masters degree in a field related to their selected areas of emphasis and fulfill the admissions requirements of that area and of the Graduate College.

Program Requirements

1. Complete required 30 semester hours.
2. Complete the comprehensive assessment (capstone component).
3. At least 15 of the 30 hours must be at the 700 level.
4. Only 600 or 700 level courses are applicable to the Ed.S.
5. All requirements must be completed within seven years of admission.

Core Component 15 hrs.

Students will complete 15 semester hours of core courses thta are designed to develop skills in research, statistics, writing and technology.

- LS 703, Research Design 3 hrs.
- EDF 625, Qualitative Research in Education
or EDF 626, Advanced Qualitative Research in Education 3 hrs.
- CIEC 660, Using Computers to Improve Instruction 3 hrs.
- EDF 711, Survey Research in Education
or EDF 618, Multilevel Analysis and Growth Models 3 hrs.
- CI 677, Writing for Publication
or HUM 604, Expository Writing 3 hrs.

Content Component 12 hrs.

Students will complete 12 semester hours from the content area Curriculum and Instruction.

- CI 701, Curriculum Development 3 hrs.
- CI 702, Curriculum Theory 3 hrs.
- CI 703, Theories, Models and Res. of Teaching 3 hrs.
- CI 704, Social & Political Determ. of Curr. 3 hrs.

Capstone Component 3 hrs.

The capstone project will be a focused review of the literature in the student's content area. The comprehensive assessment requirement will be satisfied through the presentation and defense of the project findings.

- EDF 679, Problem Report 3 hrs.

TOTAL: 30 hours

E. DOCTOR OF EDUCATION (Ed.D.)

This program is designed to offer eligible students in the region the opportunity to earn the Doctor of Education (Ed.D.) degree in Curriculum and Instruction or in Educational Leadership. The majority of coursework and other requirements will be met on the South Charleston campus, although some coursework is available on the Huntington campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practice.

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student's committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria. An applicant must have earned at least a master's degree from an accredited institution in Curriculum and Instruction, Educational

Leadership, or a related field. Details of all admission requirements and other pertinent information can be found at www.marshall.edu/gsepd/edd.

F. ADDITIONAL CERTIFICATION FOR TEACHERS

Teachers who want to add another teaching endorsement may do so by completing the course requirements, a performance assessment at the appropriate grade level, and the appropriate Praxis II test.

PLANS OF STUDY FOR AREAS OF EMPHASIS/PROFESSIONAL DEVELOPMENT PROGRAMS

Plans of study marked with an asterisk (*) may be used as endorsements for teaching certification. Plans of study marked with a plus sign (+) may be used as a graduate certificate program.

- 1) ***+Early Childhood Education:** This concentration combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to pursue a master's degree with an emphasis in early childhood education, as well as teachers who wish to add a Pre K-K endorsement to their professional licensure. Teachers who hold K-6 or K-8 certificates and wish to pursue a master's degree with an early childhood education emphasis will complete the following courses:
CI 632, CI 633, CI 634, FCS 535, EDF 513, CI 630.
TOTAL 18 hrs.
- 2) **+Educational Computing:** The program focuses on instructional applications and classroom utilization of computing.
CIEC 534 or CIEC 530 or CIEC 660, CIEC 600, CIEC 610, CIEC 620, CIEC 630, CIEC 699, and an approved elective.
TOTAL 21 hrs.
- 3) **+Elementary Science Education:** This concentration combines theory, research, and practical applications to enhance content knowledge and strategies and techniques of delivering instruction through the use of hands-on, discovery/inquiry teaching.
CISE 571, CI 657, CIEC 600, CISE 576 or CISE 577, CISE 572 or CISE 573, CISE 570 or CISE 574 or CISE 575, and an approved elective.
TOTAL 21 hrs.
- 4) **Instructional Processes and Strategies:**
EDF 610, CI 623, CI 624, CIEC 530 or 534, CI 539, CI 551, CI 657, and CI 671.
TOTAL 24 hrs.
- 5) **Literacy, Language, and Learning:** This combines theory, research, and practical applications in the areas of speaking, listening, writing, and reading. It is designed to help teachers explore literacy within an interactive and student-centered framework.
CI 550, CI 551, CI 539, CI 636, one additional reading course with advisor approval, two electives with advisor approval.
TOTAL 21 hrs.
- 6) ***+Math through Algebra I:** This concentration is available to teachers who hold a valid professional license in any area other than mathematics. Satisfactory completion of the required courses, and passing the Praxis II meets the requirements for certification.
CIME 555, CIME 556, CIME 650, CIME 657, CIME658, CIEC 600, CIME 670, and CIME 675 or CIME 677
TOTAL 21 hrs.
- 7) ***Middle Childhood Education:** The concentration in middle childhood education provides a certificate endorsement program for elementary and secondary teachers who have met initial licensure requirements. The endorsement will allow teachers to provide instruction in grades 5-9 within their area(s) of specialization.

The coursework in this program may be used as an area of emphasis within the master's degree program in Elementary Education or Secondary Education or may be completed as a separate

Professional Development program. Individuals who wish to take the endorsement program but not pursue a master's degree should apply to the Professional Development program in middle childhood education. Teachers selecting this option must have an initial content specialization or complete a new one. Elementary Education is not a content area for 5-9 or 5-12. Passing the Praxis II is required.

CI 501, CI 503, EDF 502, CI 672

TOTAL **12 hrs.**

- 8) +School Library Media Specialist:** The program will prepare K-12 teachers to manage school library media centers, collaborate with faculty to support the school curriculum and facilitate information literacy.

ITL 501, 502, 515, 622, 625, 631, 650, CIRG 613

TOTAL **24 hrs.**

- 9) *+Teaching English as a Second Language(ESL):** The purpose of the Teaching English as a Second Language (ESL) teacher preparation program is to prepare teachers to work with learners who enter school with a language other than English.

- 10) Individualized Plan of Study:** Students selecting a planned program must complete the curriculum course CI 501, CI 609, or CI 610 appropriate for their certification.

LITERACY EDUCATION (M.A., Ed.S.)

1. M.A. Degree Candidates

Each candidate must meet all admission requirements as a degree student. Scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) must be on file in the Graduate Admissions Office. A GRE verbal score of 400 or a MAT score of 389 is required; however the undergraduate Grade Point Average will be considered when candidates fail to meet the score criterion.

A candidate seeking the Reading Specialist/Literacy Coach degree must have (1) a valid teaching certificate and (2) a minimum of one year of teaching experience prior to completing the program. Degree candidates follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0.

Program of Study - M.A. in Reading Education

For the master's degree, the following courses must be completed:

CIRG 653 Literacy Acquisition	3
CIRG 636 Developmental Reading.....	3
CIRG 644 Literacy in the Content Area	3
CIRG 637 Literacy Assessment	3
CIRG 654 Aligning Assessment with Instruction	3
CI 550 Writing in an Integrated Literacy Framework	3
CIRG 622 The Use of Technology for Literacy Instruction	3
CIRG 643 Teaching Struggling Readers: A Practicum	3
CIRG 623 Reading Instruction for Literacy Facilitators: A Practicum	3
CIRG 621 Current Issues and Problems in Reading	3
Electives with advisor approval	6
Total Credit Hours	36

2. Education Specialist Degree - AREA OF EMPHASIS IN Reading Education

The goal of the Education Specialist (Ed.S.) program is to provide a unified sequence of graduate studies for school and related personnel who wish to achieve proficiency beyond the master's level in Reading Education. Successful completion of the program leads to an Ed.S. in Education degree. Please contact the Reading Education program faculty for additional information.

3. Certificate in Family Literacy:

Admission Requirements

A relevant baccalaureate degree, as determined by the Reading Program, from a regionally accredited college or university is needed for admission to the program.

(continued)

Certificate Requirements

This may be done either along with a master's degree program or independently.

Program of Studies

CIRG 651, CIRG 652, CIRG 653, CI 634

TOTAL 12 hours

4. Professional Development Students

A student who holds a master's degree in education and seeks a Reading Specialist endorsement to the teaching certification completes 21 credit hours within the Reading program. Students should contact the Reading Education program area for information.

SPECIAL EDUCATION (M.A.)

Admission Requirements - Special Education

Students seeking admission as degree or professional development (certification only) students must submit official transcripts from all colleges and universities attended. All applicants must have an overall undergraduate GPA of 2.5. In addition, for full admission to the program, applicants must meet *one* of the following two requirements:

- A total of 800 on the verbal and quantitative sections of the Graduate Record Examinations (GRE) or
- A raw score of at least 30 or a scaled score of 378 on the Miller Analogies Test (MAT)

The GRE/MAT score requirement is waived for applicants holding a graduate degree. If for any reason the student is admitted provisionally, he/she must maintain a Grade Point Average of 3.25 for the first 12 hours of study.

A master's degree may be earned with a specialization in any of the areas of emphasis listed below. Students without a background in education must acquire certification in regular education prior to endorsement in Special Education, or they can enter the Alternative Certification Program (see Section 6). The Preschool Special Education endorsement is exempt from this requirement.

Program of Study - M.A. in Special Education

1. Master's Degree Requirements (Preschool Special Education, see #5)
 - CIEC 534 3 hrs.
 - CISP 611 and CISP 615 6 hrs.
 - CISP 627 or CISP 629 3 hrs.
 2. Special Education Core:
 - CISP 606, CISP 607, CIRG 644, CISP 626
(CISP 626 is not required for the degree in gifted) 15 hrs.
 3. Certification Area (select one)
 - Autism CISP 527, 662, 664
 - Behavioral Disorders CISP 645, 649
 - Deaf and Hard of Hearing (special education core not required) CIDH 501, 502, 504, 505,
506, 601, 602, 607
 - Mentally Impaired 553, 651
 - Specific Learning Disabilities CISP 523, 646, 647
 - Gifted CISP 526, 601, 602, 603
 - Vision Impaired (special education core not required) CIVI 500, 501, 502, 503, 504, 600,
601, 602, 603
 - Multicategorical CISP 553, 647, 645, 655
 4. Electives 0 - 9 hrs.
- Total hours 36-39 hrs.**
5. Preschool Special Education
 - General Education: EDF 621 or 625 and CISP 627 or 629 6 hrs.

Early Childhood Education: CI 632 and 634	6 hrs.
Special Education: CISP 520, 529, 554, 661, 663, 665, 666, 674	27 hrs.

Due to the nature of a student's undergraduate program the total required in Preschool Special Education may only be 36.

Total hours for Preschool Special Education 36 - 39 hrs.

6. Alternative Certification Program

The Alternative Certification Program is designed to allow candidates from non-education backgrounds to obtain West Virginia teacher licensure in Specific Learning Disabilities, Mental Impairments, Visual Impairments, Behavior Disorders, Multicategorical, and Autism at the 5-Adult level. The alternative program does **not** include a general education teaching endorsement.

Students must meet all Special Education Program admission requirements. In addition to the general Special Education Admission requirements, applicants must pass the Praxis I (Pre-Professional Skills Test) in Reading, Mathematics, and Writing within their first twelve hours of coursework. The Praxis I requirement is waived for applicants with an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 or higher or if the applicant holds a master's degree.

Current West Virginia Department of Education initial certification requirements also require a minimum overall GPA of 2.5, as well as a 2.5 GPA in the content specialization area. Candidates in the Alternative Certification program must also meet the WVDE Praxis II testing requirements including the Principles of Learning and Teaching (PLT) test at the 5-9 or 7-12 levels.

In addition to the Special Education Core and Certification Area course requirements, students in the Alternative Certification program must complete EDF 619 and EDF 616 for certification. Additional master's degree requirements are the same as for all other Special Education master's degree programs.

Additional Certification Requirements

All Special Education majors must pass the Praxis II Test in the area(s) in which they seek endorsement. The Special Education Content Specialization Test is taken at or near the end of the certification coursework in Special Education. Students should contact the Special Education Program Area for additional information about these tests.

Special Note

The reauthorization of the Individuals with Disabilities Education Act (IDEA) has strengthened the requirements in the definition of "highly qualified" for special education teachers if they provide direct instruction in core academic subject areas (English, mathematics, science, etc.). Applicants' transcripts and teacher licenses will be analyzed upon admission to determine what, if any, additional coursework may be required to meet the federal requirements.

TEACHING (M.A.T.)

The Master of Arts in Teaching (M.A.T.) degree program is an alternative means for college graduates with degrees in liberal arts, fine arts, business, and professional fields to attain teacher certification. The program provides the professional education courses and clinical experiences, including student teaching, necessary to prepare individuals for teaching a specific content area in grades PreK-Adult, 5-Adult or 9-Adult. Program completion results in the awarding of a Master of Arts in Teaching degree. Recommendation for certification typically takes place at the same time, unless there are West Virginia Department of Education requirements still pending. Please note that the M.A.T. program does not offer certification in Elementary Education or Special Education.

Admission Requirements

1. Students must complete all admission requirements, which include: application, application fee, official transcripts, and the Graduate Record Examinations (GRE) or Miller Analogies Test (MAT). Regular admission requires a minimum total score of 800 on the GRE (verbal and quantitative sections) or a minimum score of 387 on the MAT.
2. Students must have a transcript analysis completed for the content specialization.
3. Students must have completed at least 50 percent of the content specialization prior to admission.

(continued)

4. Students must take and pass the Praxis I (PPST) in reading, writing, and mathematics. This requirement may be waived for applicants who present an enhanced ACT score of 26 or higher, a re-centered SAT score of 1125 or higher, or a previously earned master's degree or higher.
5. Students must have a 2.70 GPA overall and a 2.70 GPA in the content specialization.
6. Students must have completed at least 90 percent of the content specialization prior to student teaching.

Program Options and Degree Requirements

1. Master of Arts in Teaching - Grades PreK-Adult

- Art Education
- Physical Education
- Music Education

Foundations of Education and Technology	15 Hours
EDF 621 or 625, Research and Writing	3
EDF 660, 665, or 615 - Social and Cultural Foundations	3
EDF 616, Advanced Studies in Human Development	3
OR EDF 619, Educational Psychology	
EDF 537, Clinical I - Lab to accompany EDF 616 or EDF 619	0
CIEC 530, 534, 600, or 660, Instructional Technology	3
EDF 612 or 535, Educational Evaluation or Classroom Assessment	3
Curriculum and Instruction	24 Hours
CI 503, Methods and Materials of Teaching in the Middle Childhood Grades	3
CISP 510, Intro. to Instructional Practices/Exceptional Children	3
CISP 521, Children with Exceptionalities	3
CI 515, Integrated Methods and Materials	3
EDF 637, Clinical II - Lab to accompany CI 515	0
CI 624, Advanced Instructional Strategies	3
CI 631, Current Influences on Early Childhood	3
CIRG 644, Teaching Content Reading	3
*EDF 677, Clinical III - Student Teaching	3
In addition to the above courses, students must also complete all courses in their teaching specialization.	
TOTAL	39 Hours

*Requires minimum of 90% completion of content courses.

2. Master of Arts in Teaching - Grades 5-Adult

- Athletic Training
- Business Education
- Family and Consumer Science
- French
- English
- Health Education
- Latin
- Mathematics
- Oral Communications (Speech)
- Physical Education
- General Science
- Social Studies
- Spanish

Foundations of Education and Technology	15 Hours
EDF 621 or 625, Research and Writing	3
EDF 660, 665, or 615 - Social and Cultural Foundations	3
EDF 616, Advanced Studies in Human Development	3
OR EDF 619, Educational Psychology	
EDF 537, Clinical I - Lab to accompany EDF 616 or 619	0
CIEC 530, 534, 600, or 660, Instructional Technology	3

EDF 612 or 535, Educational Evaluation or Classroom Assessment	3
Curriculum and Instruction	24 Hours
CI 501, Middle Childhood Curriculum	3
CI 503, Methods and Materials of Teaching in the Middle Childhood Grades	3
CISP 510, Intro. to Instructional Practices/Exceptional Children	3
CISP 521, Children with Exceptionalities	3
CI 515, Integrated Methods and Materials	3
EDF 637, Clinical II - Lab to accompany CI 515	0
CI 624, Advanced Instructional Strategies	3
CIRG 644, Teaching Content Reading	3
*EDF 677, Clinical III - Student Teaching	3

In addition to the above courses, students must also complete all courses in their teaching specialization.

TOTAL **39 Hours**

*Requires minimum of 90% completion of content courses.

3. *Master of Arts in Teaching - Grades 9-Adult*

- Biology
- Chemistry
- Journalism
- Marketing Education
- Physics

Foundations of Education and Technology	15 Hours
EDF 621 or 625, Research and Writing	3
EDF 660, 665, or 615 - Social and Cultural Foundations	3
EDF 616, Advanced Studies in Human Development	3
OR EDF 619, Educational Psychology	
EDF 537, Clinical I - Lab to accompany EDF 616 or 619	0
CIEC 530, 534, 600, or 660, Instructional Technology	3
EDF 612 or 535, Educational Evaluation or Classroom Assessment	3

Curriculum and Instruction	24 Hours
CISP 510, Intro. to Instructional Practices/Exceptional Children	3
CISP 521, Children with Exceptionalities	3
CI 515, Integrated Methods and Materials: Secondary Education	3
EDF 637, Clinical II, Lab to accompany CI 515	0
CI 624, Advanced Instructional Strategies	3
CIRG 644, Teaching Content Reading	3
CI 549, Instructional and Classroom Management in Secondary Education	3
EDF or CI Elective	3
*EDF 677, Clinical III - Student Teaching	3

In addition to the above courses, students must also complete all courses in their teaching specialization.

TOTAL **39 Hours**

*Requires minimum of 90% completion of content courses.

SCHOOL PSYCHOLOGY (see separate section on page 152)

**ENGINEERING (M.S.E.)
(See Information Technology and Engineering [CITE])**

ENGLISH (ENG)

Graduate courses in English provide detailed consideration of authors, literary types, and periods of literary history, as well as English language history and linguistics. Students are expected to acquire a broad acquaintance with the range of English and American literature and the English language; to acquire a basic knowledge of the terms and methods of literary theory; and to become thoroughly familiar with the forms of literature, critical standards, and the materials and methods of literary research.

Each candidate for the Master of Arts in English must select an area of specialization. The areas include the literature of the following periods: Medieval; Renaissance and 17th Century; Restoration and 18th Century; Romantic and Victorian; 19th Century American; Modern British and Modern American. Other areas are: Language and Linguistics; Critical Approaches to Literature; Genre Study; and Writing. The candidate may complete the specialization by taking three courses in an area or by taking two courses and writing a thesis in an area. In addition to this specialization each candidate must take at least one course in each of four other areas.

Students who major in English should have at least 15 undergraduate hours in English and American literature, and those taking English as a minor should have six hours' credit in literature on the undergraduate level. Students with deficiencies may enroll for graduate work but may be asked to take undergraduate courses suggested by the department before admission to candidacy for the degree. A minimum of six hours of college credit in a foreign language or demonstrated reading ability to the satisfaction of the English Department is required for admission to candidacy.

Students may be provisionally admitted to the M.A. in English program without having taken the GRE General Test, but to receive full admission, they must take the GRE during the first semester of study at Marshall.

English 630 is required for a major in English and is offered in the fall semester. This course should be scheduled among the first 12 hours of graduate study.

To complete the work for the master's degree in English the candidate must take 36 hours of coursework or, with a thesis, 32 hours, six of which may be earned by writing the thesis. The required grade average is 3.0 (B), and the candidate must pass a comprehensive examination upon the completion of the coursework.

Graduate students in English should discuss their programs frequently with the Director of Graduate Programs. Further and more particular information may be found in the document, "A Handbook for Graduate Students in English," available from the English Department.

The **Graduate Certificate in Medieval and Renaissance Studies** is an interdisciplinary program housed in Marshall University's English department. It draws upon the faculty and resources of five graduate academic departments to promote the interdisciplinary and cross-cultural studies of the period from Late Antiquity to the end of the 17th Century. One of the unique strengths of this certificate program is its breadth; students are encouraged to following their own interests and select from a wide range of courses within the guidelines described below.

Requirements: To earn a Certificate in Medieval and Renaissance Studies, students must complete 15 hours of relevant coursework. Six to 9 of these hours must come from the following list: ENG 509, 510, 511, 512, 517, 536, 537, 538, and 600. The remaining 6 to 9 hours may be drawn from the following: HST 506, 421, 602; ART 501, 405, 415, 519; MUS 650, 651; and advanced Latin. Certain Special Topics and Independent Studies courses may also be used. Students should check with the program administrator when selecting their courses.

The **Graduate Certificate Program in Creative Writing** is designed for writers wishing to pursue advanced, individualized study and practice in any genre(s): fiction, poetry, drama, non-fiction prose, and multiple genre work. With a diverse and well-published writing faculty, the English Department will work with all students to develop an appropriate course plan to suit their needs. Most courses qualify for teachers' re-certification and professional continuing education. Candidates must submit a writing sample of 5-10 pages along with their application.

To earn a Certificate in Creative Writing, students must complete 15 hours of coursework selected from the following list: ENG 508, 544, 558, 585 (Independent Study), 591, 592, and 593. Special Topics courses with a creative writing focus or creative writing courses available through MUGC Humanities may be substituted for up to 6 hours. A completed manuscript of twenty-five pages of original work constitutes the capstone requirement. A maximum of 9 hours of the certificate program courses, with approval of the chair, would be applicable for those wishing to pursue the M.A. in English.

ENVIRONMENTAL ENGINEERING (ENVE) (See Information Technology and Engineering [CITE])

ENVIRONMENTAL SCIENCE (ES)
(See Information Technology and Engineering [CITE])

EXERCISE SCIENCE, SPORT, AND RECREATION

The Division of Exercise Science, Sport, and Recreation (ESSR) offers graduate degrees in Exercise Science (M.S.) and Sport Administration (M.S.). Each degree program has distinct areas of emphasis. The Exercise Science program has three areas of emphasis: Athletic Training; Clinical Applied- Cardiac Rehabilitation; and Exercise Physiology. The Sport Administration degree program offers two areas of emphasis: Sport Management; and Recreation and Physical Activity.

Both degree programs require from 32 to 39 hours and successful completion of an oral comprehensive examination or thesis defense. Both thesis and non-thesis options are available.

Admission in good standing is different for the two degree programs. A personal interview may be required. Provisional admission to a program is possible, and will be considered on an individual basis. All students applying must have successfully completed an undergraduate course in either exercise physiology or human physiology. This requirement should be completed within the first 12 hours of graduate study.

Students are limited to six semester hours of transfer credit from other institutions, and limited to a maximum of nine semester hours taught at the 500-level. Provisional admission requiring a 3.0 minimum GPA must be attained within the first 12 hours of graduate coursework. Provisional admission requiring the student to take undergraduate coursework must be completed within the first 12 hours of graduate coursework.

A. Exercise Science, M.S. Degree

The M.S. in Exercise Science degree prepares students for allied health and medical careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic disorder/disease to the cardiac transplantation patient as well as the in between – the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers as clinicians in cardiopulmonary rehabilitation and diabetes management programs, as athletic trainers, as exercise physiologists, as well as preparation for other medical fields including physical therapy, pharmaceutical and pacemaker sales, as pharmacists, as physician assistants, as physicians, and for advanced degrees in related doctoral programs.

The course of study for the M.S. in Exercise Science degree is a two-year program with a 36-39-hour requirement. Admission to the program requires a 2.75 GPA, an appropriate undergraduate/graduate background, completion of the GRE, three letters of reference, and admission to the Graduate College.

The *Athletic Training Area of Emphasis* is designed to meet the needs of the clinical, high school, middle school, college, professional, industrial, and independent athletic trainer. The program is designed to build on existing knowledge and skills the student has acquired in the student's respective undergraduate program. Elective courses can chose from the approved courses with approval of the student's assigned academic advisor and/or can be determined by the academic advisor depending on the student's background, needs, and/or weaknesses. The emphasis in athletic training can be accomplished by a thesis or non-thesis track. Successful completion of oral comprehensive exam/thesis defense is required for graduation. Six hours of the degree may be fulfilled with coursework outside the Division of ESSR.

The *Clinical Applied Area of Emphasis: Cardiac Rehabilitation* focuses on health promotion, disease prevention, and rehabilitation in the clinical, corporate, commercial, community, and medical settings. The course of study has a strong science orientation. Research clearly shows that seventy percent (70%) of all premature death and chronic disability could be prevented with appropriate life-style changes. This includes sensible nutrition, exercise, smoke cessation, and related behavioral changes. Such intervention and risk factor management can significantly reduce all-cause mortality and morbidity from cardiovascular disease, diabetes, osteoporosis, obesity, mental health disorders, and cancer. Our quality of life, as well, can be improved and our chances for longevity increased. Because of the awareness and the skyrocketing cost of contemporary treatment-oriented health care, our graduates are becoming major players in an alternative approach emphasizing health promotion, disease prevention, and rehabilitation.

The *Exercise Physiology Area of Emphasis* is broadly based upon basic sciences: human anatomy, physiology, chemistry, and biology. Exercise Physiology is chiefly concerned with how the acute and chronic effects of exercise influence various cells, tissues, and physiological systems. Exercise Physiology is a highly integrative field of study that involves examining how the failure or enhancement of one physiological system can influence another. Graduate students have the opportunity to be involved in both applied research and basic science pertaining to the effects of exercise on physiological systems at both the cellular and molecular levels.

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Course Requirements

Athletic Training Area of Emphasis 36 Hours

- Research: ESS 670 3
- Statistics: EDF 517 or equivalent 3
- Required: ESS 621, HS 579, ESS 601, ESS 687 12
- HS 540 or HS 640 3
- HS 548 or 646 3-5
- Restricted Electives (as approved by advisor) 6
- Thesis (HS 681) or Internship (HS 660) 6

Clinical Applied Area of Emphasis: Cardiac Rehabilitation 39 Hours

- Physical Education: ESS 601, ESS 621, ESS 682, ESS 683, ESS 684, ESS 685, ESS 687 21
- Research: ESS 670 3
- Statistics: EDF 517 or equivalent 3
- Restricted Electives 6
- Clinical Internship (ESS 660) 6

Exercise Physiology Area of Emphasis 39 Hours

- Required: ESS 578, ESS 601, ESS 621, ESS 642, ESS 683, ESS 684, ESS 687 1
- Research: ESS 670 3
- Statistics: EDF 517 or equivalent 3
- Restricted Electives 6
- Thesis (ESS 681) or Internship (ESS 660) 6

B. Sport Administration, M.S. Degree

The Sport Administration M.S. degree is a program in the Division of ESSR with areas of emphasis in Sport Management or Recreation and Physical Activity. Graduates of this program are prepared to work in a variety of settings.

The criteria for full admission are a 3.0 undergraduate GPA, at least a 25th percentile average on the three sections of the GRE, and a strong background in sport participation and/or sport administration. A limited number of students will be admitted provisionally. The provisional criteria are a minimum of 2.75 undergraduate GPA, at least a 15th percentile average on the three sections of the GRE, and a strong background in sport participation and/or sport administration. Students transferring from other Marshall University graduate programs must meet all admission requirements.

Students who are admitted to the program must have successfully completed an undergraduate course in exercise physiology or human anatomy, or must complete the Marshall University course in an undergraduate exercise physiology within the first 12 hours of graduate work.

If the thesis option is selected, the student must complete 32 hours, of which six hours are for the thesis. The non-thesis option requires the completion of 36 hours. However, both options require the successful passing of an oral comprehensive examination or thesis defense. Programs illustrated below are the non-thesis option.

Sport Management Area of Emphasis 36 Hours

- Physical Education: ESS 652, ESS 670, ESS 675, and ESS 621 or ESS 642 12
- Research Course: EDF 517, HST 600, MGT 500 or 601, PSY 517 3
- ESSR electives: Select from among ESS 501, ESS 516, ESS 524, ESS 525, ESS 530, ESS 575, ESS 580-583, ESS 585-588, ESS 615, ESS 620, ESS 643, ESS 660, ESS 696, PLS 511 15
- External Minor 6

Recreation & Physical Activity Area of Emphasis 36 Hours

- Physical Education Required: ESS 670, and ESS 621 or ESS 642 6
- Research Course: EDF 517, HST 600, PSY 517 3
- ESSR Electives (Select courses with the approval of advisor) 21
- External Minor 6

FAMILY AND CONSUMER SCIENCE (FCS)

Students are admitted to the Master of Arts in Family and Consumer Sciences (FCS) program by submitting the following:

- A transcript showing a completed undergraduate degree with a minimum 2.5 GPA;
- A letter of application outlining the student's goals for an M.A. in Family and Consumer Science;
- 12 hours of coursework in Family and Consumer Science or a closely related field (examples: nutrition, human development, family resource management, design in the near environment). Students who do not have sufficient background may fulfill this requirement by completing approved undergraduate Family and Consumer Science courses sufficient to assure success in Family and Consumer Sciences graduate studies;
- A minimum of 1000 (quantitative and verbal) on the GRE if undergraduate GPA is below 3.0, or a minimum of 800 (quantitative and verbal) on the GRE if undergraduate GPA is a 3.0 or above.

The Master of Arts in Family and Consumer Science requires 32 semester hours of graduate work, of which not more than 6 hours may be earned by a thesis. If a thesis is not submitted, a minimum of 36 hours of coursework must be completed. Each graduate is expected to conduct independent research through a special problem and problem report or thesis. Courses in statistics and/or research methods are required of all students. EDF 517 and EDF 621 or EDF 625 are often selected.

A minimum of 18 hours in Family and Consumer Science is required, including FCS 600. In addition a thesis, FCS 681, or a problem report, FCS 684 and 679, is required. One minor with a minimum of 9 hours is recommended. The remaining hours are planned to meet the individual student's professional needs. Prospective students should contact the Family and Consumer Science program coordinator for further information.

FORENSIC SCIENCE (FSC)

The Master of Science degree in Forensic Science is a two-year curriculum which provides a thesis and non-thesis track. The thesis track stresses a research component where students conduct original research and prepare, as well as defend, a written thesis based on their investigation. The thesis track requires that the student complete a minimum of FSC 685 (3 credit hours) and FSC 681 (3 credit hours) in addition to the general or emphasis curricula. Class attendance is mandatory. Students are also required to participate in a summer internship program and to pass a written, comprehensive examination at the end of their final semester in the program. Applicants to the Forensic Science program must apply for admission through the Marshall University Graduate Admissions Office, 100 Angus E. Peyton Drive, South Charleston, WV 25303-1600. Application to the program requires that the student provide the following formal documentation:

- Applicants must have successfully completed a bachelor's degree in biology, chemistry, or forensic science (or its equivalent coursework in a relevant field) from an accredited institution of higher education to include a grade of B or better in the following courses for science majors:
 - General chemistry I and II with associated labs
 - Organic chemistry I and II with associated labs
 - Biology I and II with associated labs
 - Physics I and II with associated labs
- 3.0 Grade Point Average (GPA) or higher
- 1100 or higher cumulative score on the verbal and quantitative section on the Graduate Record Examination (GRE) (GRE taken prior to October 1, 2002 requires a minimum of 1500 for application)
- Official transcripts documenting the above academic requirements
- A cover letter expressing the student's desire to be admitted to the Forensic Science Program
- 3 formal letters of recommendation (on letterhead) from individuals familiar with the applicant's relevant academic, professional and moral character

All application materials must be received by March 1 to be considered for Fall term enrollment in any given year.

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Upon formal admission to the program, forensic science students are required to provide documentation that they have been vaccinated for hepatitis B or to sign a formal hepatitis B vaccination declination statement. A special fee structure is in place for forensic science students. For more information on fees, call (304) 690-4363, ext. 201, or e-mail *forensics@marshall.edu*.

Core Curriculum

To permit the development of areas of emphasis, while maintaining a broad-based forensic science education, a core curriculum has been established, as follows:

	Hrs.
FSC 606, Crime Scene and Death Investigation	2
FSC 618, Forensic Comparative Sciences	2
FSC 612, Forensic Microscopy	2
FSC 604, Genetics and DNA Technologies	3
FSC 622, Forensic Analytical Chemistry I	3
Seminar (4 semesters @ 1 hr. per semester)	4
Internship	5
FSC 665, Legal Issues in Forensic Science	3
MTH 519, Statistical Issues in Forensic Science	3
FSC 632, Foundations and Fundamentals in Digital Evidence	3
FSC 624, Forensic Biochemistry	4
Approved Electives or Thesis	4
Total Core Requirements	38

Areas of Emphasis

Computer Forensics. Criminals now use computers to carry out a variety of crimes, from viral attacks to financial fraud. This emphasis will prepare students for positions in law enforcement and private corporations to combat the threat of these computer-savvy criminals.

The emphasis requirements are as follows:

FSC 609, Introduction to Cybercrimes	3
IS 651, Information Security	3
FSC 605, Forensic Digital Imaging	3
FSC 676, Advanced Digital Evidence Recovery	2
Total Emphasis requirements	11
Total including Forensic Science core	49

DNA Analysis. Marshall’s Forensic Science Center is home to both this academic program and the Combined DNA Index System (CODIS) laboratory, which performs convicted felon and parentage DNA testing. Due to this association, students gain valuable experience in and out of the classroom with respect to DNA analysis and facility operation.

The emphasis requirements are as follows:

FSC 603, Genetics and DNA Technologies Lab	1
BMS 614, Human Genetics, or another Forensic Science faculty-approved, graduate level course with a genetics or DNA emphasis	2
BMS 600, Cell and Molecular Biology, or BSC 550, Molecular Biology	3
Total Emphasis requirements	6
Total including Forensic Science core	44

Forensic Chemistry. This emphasis will provide students interested in careers in forensic drug analysis, toxicology, and trace evidence analysis additional coursework needed for those forensic disciplines. Some state and federal agencies require 30 or more hours of chemistry-related coursework for these disciplines. This emphasis requires a minimum of 9 hours of additional coursework, as follows:

FSC 608, Forensic Toxicology	3
FSC 626, Advanced Drug Analysis	2
FSC 628, Forensic Analytical Chemistry II	2
Graduate-level Chemistry course, or FSC Independent Study or FSC Special Topics course in a forensic chemistry-related area	1
Total Emphasis requirements	8
Total including Forensic Science core	46

FRENCH (FRN)

The Department of Modern Languages offers courses which may be appropriate as a minor in some programs.

GEOGRAPHY (GEO)

Students wishing to earn a master's degree in geography have the option of selecting either a Master of Arts or Master of Science degree. While the core requirements are the same for both degrees, the M.S. degree requires that the student complete six credit hours of graduate science courses outside the department. The M.S. option allows students to specialize in a more technical/science-based program leading to employment in environmental planning, computer cartography, GIS/remote sensing, conservation, or physical geography. Students pursuing an M.A. degree may choose an emphasis in planning, GIS, political geography, or general human geography. A minor in a related discipline outside the department is strongly recommended for students pursuing the M.A. degree. The M.A. minor allows students to draw upon expertise in a related field and enrich their academic development. Both the M.S. and M.A. degree options prepare the graduate for advanced work at the doctoral level.

Since we tailor the program to the specific needs of the individual student, offer a flexible curriculum, and keep our offerings updated with changes in the field and the job market, many of our students secure employment as professional geographers before graduation. Graduates of the program include urban and regional planners, GIS professionals, cartographers, environmental specialists, economic development consultants, city/county government workers, and international trade consultants, just to name a few.

The prerequisite for a graduate major is 12 semester hours of undergraduate coursework in geography or permission from the faculty.

Degree Requirements

The requirements for the master's degree consist of 1) meeting the general requirements for the Graduate College; 2) completing one of the following: thesis, applied project, or comprehensive exams; and 3) completing not fewer than 24 hours of graduate coursework in geography.

Required Courses:

GEO 521* Concepts and Methods in Geography

GEO 540* Quantitative Methods in Geography

GEO 609 Geographical Research

Any graduate-level GIS course, minimum three credit hours.

* Requirement waived if course was taken at the 400 level as a Marshall undergraduate.

GEOLOGY (GLY)

Marshall University does not offer a graduate degree in Geology, but students interested in this field may pursue a Master of Science in Physical Science. This degree program is offered in cooperation with the Departments of Chemistry, Mathematics and Physical Science and Physics. For the Geology concentration, the writing of a thesis is required.

HEALTH CARE ADMINISTRATION (See BUSINESS)

HISTORY (HST)

Students who have not completed an undergraduate major in history must have at least 15 hours of undergraduate courses in history, including 12 hours in the World and American history surveys. Students with deficiencies may enroll for graduate work but may be asked to take undergraduate courses suggested by the Director of Graduate Studies before admission to the degree program.

A student pursuing the Master of Arts degree in history must submit a Plan of Study in the semester no later than the completion of 18 graduate credit hours. A student must earn a quality point average of at least 3.0 (*B*) on all graduate work applicable to the degree. The application, bearing a record of courses completed, must be made on a form secured from the Graduate Dean's Office.

A student who receives a second grade of *C* or below at any time while pursuing the Master of Arts degree in History must withdraw from the program. In addition, M.A. students in History must earn at least a 3.0 (*B*) grade point average in all History courses as a requirement for graduation.

A history student whose program requires a thesis must earn 32 hours of credit in graduate courses. Of these 32 hours, credit not to exceed 6 hours may be granted for the thesis. The student must enroll in History 681 Thesis 1-6 hours, for which he or she is allowed not more than 6 hours of credit. A history student whose program does not require a thesis must complete 36 hours of graduate coursework.

A minimum of 30 hours must be earned in the major field and a minimum of 6 hours in a minor field. Students choosing a minor field must do so with the approval of the departmental Director of Graduate Studies. On recommendation of the Graduate Dean the requirement of a minor may be waived.

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History students are required to complete History 600 Methodology Seminar in Historical Methods. Students must earn credit hours in as many 600 level courses as in 500 level courses.

It is recommended that students earn credit hours in a wide distribution of historical areas and periods from a diversity of instructors.

The Graduate Record Examination (GRE) General Test is required of all applicants to the graduate program in History. The GRE scores must be sent by the Educational Testing Service directly to Marshall University when the student applies for admission.

HOME ECONOMICS (See Family and Consumer Sciences)

HUMAN RESOURCE MANAGEMENT (See BUSINESS)

HUMANITIES

The Master of Arts in Humanities stresses an interdisciplinary approach, embracing a variety of fields, while allowing conventional disciplinary studies as an integral part of the program. Students consult with faculty advisors to determine individual plans of study. After completing a prescribed core of humanities courses, the student elects one of four areas of emphasis (Arts and Society; Cultural Studies; Historical Studies; Literary Studies). Although the student's plan may encompass courses from more than one area of emphasis, it will have strong intellectual coherence. The program enhances the student's ability to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues with a broad humanistic perspective.

The Humanities Program strongly encourages students not concerned with pursuing the degree (such as teachers using classes for certification and those who want to take courses for their own continuing education) to enroll as non-degree students.

Students seeking a Master of Arts in Humanities should apply as degree students. Applicants to the degree program must meet the following requirements: (a) a score of 450 or above (40%) on the verbal section of the Graduate Record Examination (GRE) General Test or an equivalent score on the Miller Analogies Test (MAT); (b) an undergraduate major in the humanities, and (c) an overall undergraduate grade point average of 3.0 on a scale of 4, or a score in or above the 40th percentile in one of the following areas of the Graduate Record Examination Subject Tests: French, German, Spanish, history, literature in English, music, philosophy.

Applicants who do not meet these requirements may gain admission to the degree program by completing the following provisions: a grade of B or above in their first twelve hours of coursework in the humanities, the twelve hours to include the course in Expository Writing for Research (Humanities 604) and one other core course (Humn 600, 601, 602, 603, or 605).

Degree students have the options of a thesis or final project. Those electing the thesis complete a total of 36 hours, six of which are the thesis (HUMN 680 and 681). Students electing the project option complete a total of 39 hours, three of which are the project (HUMN 680). With both options, students must pass a comprehensive examination. All individual plans of study are organized according to the following general structure: I. Humanities Core (12 hours): Humn 600 and 604 and two others (Humn 601, 602, 603, or 605); II. Area of Emphasis (minimum of 15 hours); III. Program Electives (3-12 hours); IV. Independent Research Project (3 hours) or Thesis (6 hours). Within an area of emphasis, a student may select courses to develop personal interests. Note: Not all courses are offered at every teaching site. Students should understand that some plans of study may require travel to other teaching sites in West Virginia.

No more than twelve hours may be taken at the 500 level. A student nearing the completion of a plan of study may request an independent study course on a topic unavailable through regular courses. In such a case, the student will work under the direct supervision of a faculty member. The student's advisor and the program director must approve the independent study.

Degree students are expected to maintain a 3.0 Grade Point Average in their courses. After a minimum of 24 hours of course credits and consultation with the advisor, a student is eligible to sit for the examination which is related to the core and to the individual plan of study. Note: Students may not enroll in Humanities 680 until they have passed the comprehensive examination.

For further information on the degree program (sample plans of study, comprehensive examination, and independent research options), students should consult the Humanities Program Guide, available from the program director in South Charleston. Because degree students in Humanities have individualized plans of study, they are cautioned to contact the program director when applying for graduate study and to meet regularly with their advisors.

Graduate Certificate Program: The Humanities program is home for the Graduate Certificate in Appalachian Studies, a non-degree program of 18 hours composed of foundation courses (CULS 611 and

612), electives to meet specific educational goals, and a capstone research experience (HUMN 680). For additional information, contact the Humanities Program.

Note: Course Listings for Humanities begin on page 212. Some courses in Art and Design, Classics, Communication Studies, English, History, Journalism and Mass Communications, and Philosophy also may be appropriate for the plan of study in Humanities.

INDUSTRIAL AND EMPLOYEE RELATIONS (See **HUMAN RESROUCE MANAGEMENT in BUSINESS**)

INFORMATION TECHNOLOGY AND ENGINEERING (CITE)

The College of Information Technology and Engineering (CITE) has offices on both Huntington and South Charleston campuses. CITE offers master's degree programs and professional development short courses in Engineering, Information Technology, Environmental Science, Safety, and Technology Management. Courses are offered Huntington, South Charleston, and other locations by arrangement, at times convenient to working professionals. Following are the master's degree programs offered:

Engineering (M.S.E.) with Areas of Emphasis in:

Engineering Management
Environmental Engineering

Environmental Science (M.S.)

Information Systems (M.S.)

Safety (M.S.) with Areas of Emphasis in:

Ergonomics
Industrial Hygiene
Occupational Safety and Health
Mine Safety
Safety Management

Technology Management (M.S.) with Areas of Emphasis in:

Environmental Management
Information Technology
Manufacturing Systems
Transportation Systems and Technologies

Following are descriptions, admission requirements, and program requirements for each of the five CITE M.S. degree programs.

ENGINEERING

The M.S. in Engineering (M.S.E.) program is an interdisciplinary engineering program designed to meet the specific needs of engineers employed in industry, government, and consulting. The program offers a broad core curriculum with opportunities for concentrated study in two areas of emphasis: Engineering Management and Environmental Engineering.

Admission Requirements

Each applicant for admission to the M. S. in Engineering program must have an undergraduate engineering degree from an ABET-accredited college or university, and must satisfy at least TWO of the following criteria:

- Score at the mean or above on the verbal GRE
- Score at the mean or above on the quantitative GRE
- Score at the mean or above on the analytical GRE
- Have an undergraduate GPA of 2.75 or above
- Have passed the FE exam and/or the P.E. exam

Also, foreign nationals must score at the mean or above on the TOEFL, and must have met all other admission criteria *prior* to registering for the first semester of courses.

Degree Requirements

Each degree candidate is required to complete at least 36 graduate credit hours, consisting of 15 credit hours of core courses plus 21 additional hours of required courses and electives in the applicable area of emphasis, with a cumulative Grade Point Average of 3.0 for the courses included in the student's

Plan of Study. Each degree-seeking student must have an approved “Plan of Study,” developed with a faculty advisor, that must be filed with the CITE dean no later than the semester in which the student completes the 9th credit hour. Please consult the Academic Regulations portion of the *Graduate Catalog* for other information.

The Engineering program culminates with the comprehensive graduate project. This project is not the traditional graduate thesis with a research orientation, but rather a real-life, industry-type project in which the student undertakes an assignment that requires synthesis of all of the coursework and its application to a typical problem from a relevant subject area.

Core courses:

EM 660	Project Management	3 hrs.
ENGR 610	Applied Statistics	3 hrs.
ENGR 620	Computer Applications (or approved equivalent)	3 hrs.
TE 698	Comprehensive Project Formulation	3 hrs.
TE 699	Comprehensive Project	3 hrs.

Requirements for areas of emphasis:

Engineering Management:

EM 620	Management of Technical Human Resources and Organizations	3 hrs.
EM 675	Engineering Economics (or TM equivalent)	3 hrs.
IE 670	Operations Management	3 hrs.
Four approved CITE elective courses		12 hrs.

Environmental Engineering:

ES 614	Environmental Risk Assessment	3 hrs.
ENVE 681	Environmental Engineering Design	3 hrs.
ENVE 615	Environmental Chemistry	3 hrs.
ES 660	Environmental Law I	3 hrs.
One of the following courses: Air Pollution Design, Air Pollutant Dispersion Modeling, Environmental Geotechnology, Groundwater Principles		3 hrs.
Two approved elective courses		6 hrs.

ENVIRONMENTAL SCIENCE

Graduate Degree Program Description

The environmental science program gives the student the broad multi-disciplinary subject matter and analytical tools necessary to be successful in such professions as consulting, industrial environmental management and environmental protection. Students from diverse science backgrounds apply their knowledge and skills to environmental problems, such as air pollution and control; water pollution and treatment; groundwater protection, contamination and remediation; solid and hazardous waste management.

Admission Requirements

For regular admission, applicants to the Environmental Science program must complete General Admission and Program requirements *prior* to registering for the first semester of courses.

1. General Admission Requirements

Each applicant for admission must have an undergraduate degree from an accredited college or university, and must satisfy at least ONE of the following criteria:

- Score at the mean or above on the verbal GRE
- Score at the mean or above on the quantitative GRE
- Score at the mean or above on the analytical GRE
- Score at the mean or above on the Miller Analogies Test
- Have an undergraduate GPA of 2.50 or above
- Have passed the Fundamentals of Engineering exam and/or the Professional Engineering exam

2. Program Requirements

In addition to the general requirements all students entering the graduate Environmental Science program must have completed prior to admission the following courses OR their equivalent:

Chemistry 211 and Math 130 with a grade of *C* or better, AND a minimum total of FIVE (5) courses/competencies, relevant to environmental science, from the following: Chemistry (200 level or above); Physics (200 level or above); Biology; Geology; Geography; Statistics; Soil Science; Law; Health and Economics; 10 years relevant work experience.

Degree Requirements

Students must complete 36 graduate credit hours at the graduate level, including at least 24 credit hours at Marshall University. The degree consists of 12 credit hours of core courses; 12 credit hours of required courses; and 12 credit hours of electives.

Core Courses

EM 660, Project Management (3 hrs.)

ENGR 610, Applied Statistics (3 hrs.)

TE 698, Comprehensive Project Formulation - after completion of 18 hours (3 hrs.)

TE 699, Comprehensive Project - after completion of 27 hours (3 hrs.)

Additional Degree Requirements for Program

Required Courses

ES 614, Environmental Risk Assessment (3 hrs.)

ENVE 615, Environmental Chemistry (or ES 646 or SFT 651) (3 hrs.)

ES 660, Environmental Law I (or ES 662 or ES 655) (3 hrs.)

ES 620, Environmental Management Systems (3 hrs.)

Electives

On completion of the MS Environmental Science degree program the student should have the requisite scope of knowledge and competency in specific environmental subject matter. Students are required to take 12 credit hours of elective courses and use them to satisfy proficiency courses: TWO Environmental Science program electives; ONE division elective (an approved course in the division); ONE CITE elective (an approved course in CITE). The required and elective courses should be outlined in the Plan of Study. The Plan of Study should be developed in cooperation with and signed by the student's advisor and should be completed prior to completing 18 credit hours.

INFORMATION SYSTEMS

The Information Systems program prepares participants to be effective users, designers, and developers of information systems, people who can add value to processes and products in organizations. The program also helps participants to improve their professional writing, presentation, and teamwork abilities. Specific objectives expected of graduates include:

- The ability to describe a situation as a system, specifying components, boundaries, and interfaces
- Communication skills for effectively leading teams, collaborating with managers in defining needs and opportunities, and assisting colleagues
- Knowledge of the basic hardware and software components of computer systems and their configurations
- The ability to develop specifications for a software system in terms of functions, modules, and interfaces
- The ability to gather and use information needed by information systems professionals
- Mastery of the technical and human skills needed to successfully deploy information technologies in various organizational settings.

Admission Requirements

Each applicant for admission to the M. S. in Information Systems program must have an undergraduate degree from an accredited college or university, and must satisfy at least TWO of the following criteria:

- Score at the mean or above on the verbal GRE
- Score at the mean or above on the quantitative GRE
- Score at the mean or above on the analytical writing portion of the GRE
- Score at the mean or above on the Miller Analogies Test
- Have an undergraduate GPA of 2.75 or above
- Have passed the FE exam and/or the P.E. exam

(continued)

Also, foreign nationals must score at the mean or above on the TOEFL, and must have met all CITE admission criteria *prior to* registering for the first semester of courses.

Applicants with a wide variety of backgrounds are welcome. In addition to the admission requirements stated above, an applicant wishing to major in Information Systems must have the following credentials and abilities:

- Ability to write structured programs in a high level language and familiarity with computer systems
- A reasonable quantitative or mathematical maturity. College algebra and statistics with a grade of *B* would minimally meet this requirement
- Ability to use microcomputer systems for word processing, spreadsheet analysis, telecommunications, and data management
- Reasonable communication skills demonstrated by being able to write a coherent, grammatically correct, short theme that clearly communicates an idea.

Prerequisites

Prospective students without the skills outlined above should take the following courses or their equivalents before entering the degree program:

- Computer Systems and Programming: IS 500 and 510 - Computer Systems and Structured Programming I and II
- Mathematical Maturity: College algebra or IE 610 - Statistical Design
- Communication Skills: This need will normally be addressed by requirements within the program. In some cases, additional work may be required.

Degree Requirements

Students must complete 36 graduate credit hours at the graduate level, including at least 24 credit hours at Marshall University. The degree consists of 27 credit hours of required courses and 9 hours of approved elective courses.

Required courses:

IS 600	Management Information Systems
IS 605	Systems Analysis Techniques
IS 610	Systems Design
IS 621	Information Structures 1
IS 622	Information Structures 2
IS 623	Database Management
IS 625	Software Engineering
EM 660	Project Management
TE 699	Comprehensive Project – after completion of min. 27 hours

Electives:

Three or more elective courses approved by the student's advisor complete the program. In addition to Information Systems courses, these may include courses offered by other majors and by other institutions.

SAFETY (SFT)

Graduate Degree Program Description

No human endeavor or undertaking can be done without involving the field of safety technology. Safety professionals work in a variety of situations alongside management to ensure the health and safety of all employees. The graduate curriculum in Safety is divided into several areas of emphasis: Ergonomics, Industrial Hygiene, Occupational Safety and Health, Safety Management. The Master of Science degree has a 36 semester credit-hour requirement. A thesis may be submitted which would require 32 credit hours of graduate coursework with no more than 6 credit-hours to be earned by the thesis. A final (written) comprehensive examination is administered to all candidates, thesis and non-thesis, by a committee of three members of the graduate faculty in the College of Information Technology and Engineering (CITE), including the student's advisor. Comprehensive examinations will be administered during the spring and fall semesters.

Admission Requirements

For regular admission, applicants to the Environmental Science and Safety programs must complete General Admission and Program requirements *prior to* registering for the first semester of courses.

1. General Admission Requirements

Each applicant for admission must have an undergraduate degree from an accredited college or university, and must satisfy at least ONE of the following criteria:

- Score at the mean or above on the verbal GRE
- Score at the mean or above on the quantitative GRE
- Score at the mean or above on the analytical GRE
- Score at the mean or above on the Miller Analogies Test
- Have an undergraduate GPA of 2.50 or above
- Have passed the Fundamentals of Engineering exam and/or the Professional Engineering exam

2. Program Requirements

In addition to the general requirements all students entering a program must have completed prior to admission the following courses or their equivalents:

SAFETY EMPHASIS:

- Occupational Safety and Health - MTH 130 or equivalent, PHY 101 and 101L or equivalent, and CHM 203 or equivalent
- Safety Management - MTH 130 or equivalent, PHY 101 and 101L or equivalent, and CHM 203 or equivalent
- Industrial Hygiene - MTH 130 or equivalent, PHY 101 and 101L or equivalent, and CHM 203 and 204 or equivalent

Core Courses

SFT 599, Occupational Safety Program Management	3
SFT 610, Philosophical and Psychological Concepts in Occupational Safety and Health	3
SFT 630, Current Literature and Research in Occupational Safety and Health	3

Areas of Emphasis

Occupational Safety and Health

Required Courses

	Hours
SFT 540, Industrial Fire Prevention	3
SFT 554, Industrial Hygiene I	3
SFT 597, Occupational Safety Program Development	3
SFT 645, Safety Engineering and Equipment Design	3
SFT 660, Human Factors in Accident Prevention OR SFT 560, Fundamentals of Ergonomics	3
ES 660, Environmental Law I	3

Electives: Students must take the remaining 9 hours of electives from the following

SFT 589, Process Safety Management	3
SFT 565, Incident Investigation Techniques	3
SFT 553, International Safety	3
SFT 650, Internship	3

Or students may take the thesis option.

Total (including core) 36

Safety Management

Required Courses

	Hours
CMM 508, Leadership and Group Communication or CMM 420, Communication and Conflict	3
CMM 520, Communication and Conflict	3
PSY 518, Psychology of Personnel OR PSY 520, Introduction to Industrial Organizational Psychology	3
MKT 511, Marketing and Management	3
ES 620, Environmental Management Systems	3
ES 660, Environmental Law I	3
SFT 554, Industrial Hygiene I	3
SFT 597, Occupational Safety Program Development	3
SFT 660, Human Factors in Accident Prevention	3

(continued)

<i>Electives:</i> Student is to choose three (3) additional hours of 600-level courses with advisor's permission or elect thesis option	3
Total (including core)	36

Industrial Hygiene

<i>Required Courses</i>	<i>Hours</i>
SFT 560, Fundamentals of Ergonomics	3
SFT 647, Industrial Hygiene II	3
SFT 647L, Quantitative Industrial Hygiene Laboratory	3
SFT 649, Biophysical Hazards and Monitoring	3
SFT 651, Toxicology and Epidemiology	3
SFT 661, Advanced Ergonomics	3
SFT 663, Work Environment Issues	3
SFT 679, Problem Report	3
<i>Electives:</i> Students must take the remaining 3 hours of electives from the following	3
SFT 589, Process Safety Management	3
SFT 660, Human Factors in Accident Prevention	3
SFT 553, International Safety	3
Others as approved by advisor.	
Total (including core)	36

Mine Safety (MSF)

The Mine Safety graduate program is offered in cooperation with the National Mine Safety and Health Academy, Beckley, WV. The program is designed for underground and surface mining and is applicable to all aspects of the metallic and non-metallic mining industry. The Division Chair of Environmental Science and Safety Technology grants permission for admission to this area of emphasis. Please contact the Division Chair for further information prior to applying for admission to this program.

TECHNOLOGY MANAGEMENT

The M.S. in Technology Management degree program is designed primarily for working professionals with both technical and non-technical backgrounds who want a better understanding of technological change and its relevance to competitiveness and business strategy. Program course work has a practical emphasis, with real-world projects designed to develop skills that can be put to use on the job immediately. Courses are currently available in both Huntington and South Charleston. All courses necessary to complete the M.S. in Technology Management in any of the available emphases will be offered at both sites, and other locations upon demand.

Program benefits:

- Learn how to evaluate and use technology to meet changing customer needs and markets
- Learn how to weigh the costs/benefits of technology decisions
- Understand the effects of technological change on organizations and how to help people adapt to change
- Learn about technology life cycles and how to evaluate emerging technologies
- Explore common problems of management and organizations-and their relationships to technology
- Understand the interrelationships of quality, productivity, and technology
- Network with other professionals

Degrees Awarded

M.S. in Technology Management with emphasis in Environmental Management; M.S. in Technology Management with emphasis in Information Technology; M.S. in Technology Management with emphasis in Manufacturing Systems; M.S. in Technology Management with emphasis in Transportation Systems and Technologies.

Admission Requirements

For regular admission, applicants to the program must complete the following *prior to* registering for the first semester of courses:

- 1) Have an undergraduate GPA of 2.5 or greater. There is no stipulation concerning the undergraduate major; however, the degree must be from an accredited college or university.
- 2) Satisfy at least one of the following:
 - Score at the mean or above on the Analytical Writing portion of the GRE (4.2 or greater) and achieve a composite score on the Verbal and Quantitative portions of the GRE greater than or equal to the sum of the two individual means (1070 or greater).
 - Score at the mean or above on the Analytical Writing portion of the GMAT, and achieve a composite score on the Verbal and Quantitative portions of the GMAT greater than or equal to the sum of the two individual means (526 or greater).
 - Have previously completed a master's degree from an accredited college or university.
 - Have 10 or more years of relevant professional work experience (documented in the written summary required in item 3, below).

International students must satisfy either the GRE or GMAT requirement.

- 3) Submit a written summary (2 typewritten pages maximum) of education and professional experiences, and career goals related to the TM program including the Area of Emphasis the applicant is interested in pursuing.
- 4) Complete an interview with the TM program director or designee, with part of the interview consisting of discussion of the written summary.

Degree Requirements

Degree requirements consist of eight core courses (22 semester hours), four area-of-emphasis courses (12 semester hours), and a capstone project (3 semester hours), for a total of 37 semester hours. You must have the Technology Management advisor's approval to enroll in Technology Management degree program courses.

Core Courses

TM 600 Program Introduction Seminar
 TM 610 Technology and Innovation Management
 TM 612 Economic and Financial Analysis for Technology Management
 TM 615 Information Technology Strategies
 TM 620 Technology Planning
 TM 630 Quality and Productivity Methods
 EM 620 Management of Technical Human Resources and Organizations
 EM 660 Project Management

Completion of these eight core courses will qualify a participant for a certificate in technology management, if he/she elects not to complete the degree.

Each student pursuing the degree selects an area of emphasis, consisting of four courses. Currently the following emphases are available:

Environmental Management:

Environmental Regulations
 Environmental Risk Assessment
 Environmental Management Systems

One course selected from among:

Hazardous Waste Management, Environmental Site Assessment, or Geographic Information Systems

Information Security:

Information Security
 Communication and Network Technologies
 Computer Forensics and Incident Response

One additional 3 credit hour elective, chosen from TM or IS courses, with permission of the student's advisor

Information Technology:

Four approved courses from the following list:

Computing and Information Systems Technologies

(continued)

Communication and Network Technologies
Multimedia Production and Electronic Information Dissemination
Geographic Information Systems
Health Informatics
Software Engineering
Information Security
Computer Forensics
Other courses may be taken with permission of the student's advisor.

Manufacturing Systems:

Applied Statistics
Operations Management
Applied Computer Integrated Manufacturing
Modern Manufacturing Concepts

Transportation Systems and Technologies:

This area of emphasis is offered in cooperation with the Nick J. Rahall II Appalachian Transportation Institute.

Intelligent Transport Systems - Three courses, selected with Technology Management Advisor approval. Possible choices include: Traffic Engineering, Safety in Transportation, Human Factors in Accident Prevention, Traffic Safety Management, Urban and Regional Planning, Engineering Law, Operations Research I, Operations Research II, Transportation Systems, Geographic Information Systems. Some of these courses have prerequisites; students taking the courses must meet prerequisites.

The capstone technology management project (TM 699) will be work-related, oriented toward the area of emphasis, and jointly directed by a workplace supervisor and an academic advisor.

INFORMATION SYSTEMS (IS)
(See Information Technology and Engineering [CITE])

JOURNALISM

The W. Page Pitt School of Journalism and Mass Communications offers a flexible program designed to accommodate persons with or without an undergraduate degree in journalism and mass communications or professional media experience. Career interests should include one or more of the following: advertising, broadcast journalism, online journalism, print journalism, public relations, radio-television, and journalism education. Admission requirements for the M.A.J. degree are as follows:

1. Applicants must score a minimum of 1200 on the three sections of the GRE. Because the new writing section to be introduced in the fall of 2002 is being scored differently from the other two sections, a point conversion system will be used to make the 0-6 score on the writing exam carry the same weight as the two sections that carry a maximum score of 800. For example, a 5.0 on the writing section will convert to 667, a 4.5 will convert to 600, and a 4.0 will convert to 533. Each half point on the 0-6 scale represents 33 1/3 points on the 800-point scale.
2. International student applicants must have a minimum score of 525 on the paper Test of English as a Foreign Language (TOEFL), 195 on the computer-based test or 71 on the Internet-based test.

During the first term of residence, students must plan with the graduate coordinator a detailed program of courses and discuss other requirements for the Master of Arts in Journalism degree. Students are responsible for learning and for meeting all requirements, guidelines and deadlines included in the Graduate Catalog. Students are required to complete EDF 517 (not required if student completed an acceptable statistics course before enrolling in the master's program); Journalism 601, Theory of Mass Communications, and Journalism 602, Mass Communications Research and Methodology. Some courses are not required of recent journalism and mass communications graduates who have taken the courses, but master's degree candidates who are not required to repeat these courses still must prepare themselves to pass the law, history, and ethics sections of the comprehensive examination. Otherwise, the other required courses are JMC 502, Law of Mass Communication; JMC 504, History of American Journalism & Mass Communications; and JMC 540, Mass Communications Ethics. International students are not required to take JMC 504.

The remainder of each student's program is determined in consultation with and approval from the graduate coordinator. Professional track students must complete a minimum of 36 graduate hours (plus any undergraduate courses deemed by the graduate coordinator to be necessary) and the comprehensive examination.

Thesis track students must complete a minimum of 27 graduate hours (plus any undergraduate courses deemed necessary by the graduate coordinator), a five-credit-hour thesis, and the comprehensive examination.

A minor consisting of a minimum of six hours in one subject area may be approved by the graduate coordinator. Students who enter the master's program without undergraduate preparation in journalism and mass communications and also without any relevant professional experience may be permitted by the graduate coordinator to take all of their coursework in journalism and mass communications.

A comprehensive written examination is required. The examination is not based exclusively on the specific courses completed but affords the student an opportunity to demonstrate comprehensive knowledge of the major subject. The five-part examination covers mass communications theory, research, law, ethics, and journalism and mass communications history. International students may substitute another area of concentration (approved by the graduate coordinator) for history.

LATIN (LAT)

The Latin M.A. is a 33-hour degree that consists of twenty-one hours of advanced Latin on the 500- and 600-levels, six hours of related courses taught in English, and six thesis hours.

The program fills significant needs in West Virginia and surrounding states. It will allow current Latin teachers to expand their knowledge base and to strengthen their own programs. It will also contribute to the training new teachers of Latin on the middle and secondary school levels, and will prepare students to enter Ph.D. programs in Classical Philology. The M.A. in Latin is not designed to replace the M.A.T. in Latin currently offered by Marshall, nor does it guarantee licensing or certification to teach Latin in WV. It will, however, allow teachers certified in other disciplines to add Latin as a content area, and it will provide additional graduate hours for persons that hold professional teaching certification in Latin.

The Latin M.A. is a 33-hour degree that will consist of twenty-one hours of advanced Latin on the 500- and 600-levels, six hours of related courses taught in English, and six thesis hours. From the Latin courses, students will be required to take LAT 640 (Advanced Latin Prose Composition) and LAT 660 (Special Author in Latin Literature), and will select 15 hours from the other courses. From the courses taught in English, students will be required to take CL 620 (Theoretical Approaches to Latin Literature) and will select 3 hours from the other courses.

All students will be required to write an M.A. thesis of approximately 50-70 pages. Topics will be literary, and grounded in cultural contexts and literary critical techniques. They can focus on one author, or on themes or subjects found in more than one author. The research and writing of the thesis will extend over two semesters. In the first, students, working with an advisor, will develop and begin preliminary research on an author. In the second, they will continue their research and complete the actual writing. Students will be encouraged to present their research at national or regional conferences.

Admissions and Performance Standards

Admissions requirements for students will include:

- the completion of and submission of scores for the GRE
- an undergraduate degree in any field
- three letters of recommendation
- appropriate prerequisites for upper-level Latin courses, which minimally consist of the completion of at least six semesters of Latin, at least two of which were taken at the 300-level or above.

Applicants will also be required to pass a diagnostic Latin reading test, aimed at assessing the student's Latin reading ability, and identifying the students who may need more Latin work before progressing to the M.A.

Program Requirements

The M.A. degree will consist of twenty-one hours of advanced Latin on the 500- and 600-levels, of which LAT 640 and 660 are required, six hours of related courses taught in English, of which CL 620 is required, and six thesis hours.

Courses that may be used to fulfill the advanced Latin requirement are:

- LAT 503: Roman Comedy. A close reading in Latin of selected comedies of Plautus and Terence, along with a study of their literary antecedents.

(continued)

- LAT 504: Roman Elegy: Propertius and Tibullus. A close reading in Latin of the poetry of Propertius and Tibullus, along with a study of literary antecedents, cultural contexts and contemporary theories.
- LAT 505: Readings in Vergil. A close reading in Latin of the poetry of Vergil, along with a study of his literary antecedents, cultural contexts and contemporary theories.
- LAT 506: Horace: Odes and Epodes. A close reading in Latin of the poetry of Horace, along with a study of his literary antecedents, cultural contexts and contemporary theories.
- LAT 507: Livy's History of Rome. A close reading in Latin of the selections from the histories of Livy, along with a study of his literary antecedents and historiographical theory.
- LAT 509: Roman Satire: Horace, Martial and Juvenal. A close reading in Latin of the selections from satires of Horace, Juvenal and Martial.
- LAT 510: Tacitus. A close reading in Latin of the selections from the histories of Tacitus, along with a study of his literary antecedents and historiographical theory.
- LAT 580-583: Special Topics in Latin Literature.
- LAT 585-588: Independent Study.
- LAT 680-683: Special Topics in Latin Literature.
- AT 685-688: Independent Study.

Other required courses:

- LAT 640: Advanced Latin Prose Composition. A detailed study of Latin prose composition that focuses heavily on the more complex grammatical structures of the language.
- LAT 660-665: Special Author in Latin Literature. A detailed study of one Latin author with close attention to primary and secondary sources on that author.
- CL 620: Theoretical Approaches to Latin Literature.
- LAT 681: Thesis Hours.

Courses that may be used to fulfill the related courses requirement are:

- ART 508: Art of the Ancient World
- CL 535: Greek Civilization
- CL 536: Roman Civilization
- CL 560: Ancient Goddess Religions
- CL 570: Transformations of Myth
- CL 580-583: Special Topics in Greek and Roman Literature
- CL 585-588: Independent Study

Minors and Certificate Program

The Department of Classics also offers minor fields of study in Latin and in Classics, which are appropriate for graduate programs in English and in history. In addition, the department offers a certificate program in Latin, providing a convenient way for individuals to add a consistent study of the Latin language and literature to their undergraduate and graduate credentials. The program requires 15 hours, 12 of which consist of 500-level Latin courses and 3 of which consist of CL 536, Roman Civilization. Currently, all credits can be used toward teacher certification and toward the M.A.T. at Marshall.

LEADERSHIP STUDIES (LS)

The Master of Arts degree in Leadership Studies offers areas of emphasis in Educational Leadership, Justice Leadership, Higher Education, and Leadership Specialist. The Education Specialist program offers an Ed.S. in Education Leadership with an area of emphasis in Higher Education or PreK-12 Administration. The doctoral program offers an Ed.D. in Educational Leadership with areas of specialization in Public School Administration and Higher Education Administration.

Leadership Studies also offers professional licensure programs for School Principal, Social Services and Attendance, Supervisor of Instruction, and School Superintendent.

MASTER OF ARTS DEGREE

Admission Requirements

Each candidate must meet all admission requirements as a degree student. Scores from the Graduate Record Examination, the Miller Analogies Test, or a previous master's degree from an accredited institution must be on file at the time of admission. Students must score at least a 40 (tested prior to October 2004) or at least a 392 (after October, 2004) on the Miller Analogies Test. Students who take the Graduate Record Examination must have a combined score of 800 (verbal and quantitative). A student seeking licensure as a school principal must hold a professional teaching licensure and have a minimum of one-year of teaching experience at the time of admission to the program. All degree students follow a planned program of student and must maintain a cumulative Grade Point Average (GPA) of 3.0.

Education Leadership

The Leadership Studies M.A. degree offers an area of emphasis in Education Leadership including Professional Administrative Licensure as a school principal. The Master of Arts degree in Leadership Studies is a portfolio-based program which requires a minimum of 39 semester hours. Courses may not be used if they are more than seven years old at the time of graduation. Students must complete all field-based experiences for courses that are transferred from other accredited institutions or programs. Leadership Studies 500 must be taken in the student's first semester. All persons seeking professional licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia licensure also requires the Evaluation Leadership Institution offered by the Professional Development Center.

Program of Studies

LS 500, LS 510, LS 515, LS 520, LS 530, LS 550, LS 600, LS 606, LS 610, LS 612, LS 630, LS 675, LS 685	
TOTAL	39 hrs.

Justice Leadership

The Leadership Studies degree offers an area of emphasis in Justice Leadership.

Degree Requirements

All degree students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Upon completion of required courses, master's degree students must participate in an externship experiences which synthesizes the content of required courses in their program of studies.

A Master of Arts degree in Leadership Studies with an area of emphasis in Justice Leadership requires a minimum of 36 semester hours. A core of 15 hours in Leadership Studies is required. A block of Counseling courses consisting of 9 hours relating to the student's needs is also required. An elective block of 12 hours is individualized to meet the career needs and goals of the student.

Program of Studies

LS 532, LS 625, LS 645, LS 615, LS 655	15 hrs.
Select three from COUN 555, COUN 556, COUN 574, COUN 611, COUN 616, COUN 641	9 hrs.
Select twelve hours of electives	12 hrs.
TOTAL	36 hrs.

Leadership Specialist

This program is ideally suited to the needs of students who wish to gain leadership skills and knowledge but do not wish to focus narrowly in one area.

Program of Studies

LS 532, LS 625, LS 645, LS 615	12 hrs.
Select four from EDF 615, EDF 616, EDF 619, EDF 621 CIEC 582, COUN 555, COUN 574, COUN 602	12 hrs.
LS 655 plus 9 hours of electives	12 hrs.
TOTAL	36 hrs.

Higher Education

This program is ideally suited for persons working in Student Personnel, Admissions, Registrar, Continuing Education, Recruitment, Enrollment Management, Academic Affairs, and Advising.

Program of Studies

EDF 621, LS 532, LS 615, LS 625, LS 616, LS 617, LS 618 LS 626, LS 646, LS 647, LS 680, LS 655	
TOTAL	36 hrs.

EDUCATION SPECIALIST DEGREE (Ed.S.)

Degree Requirements

Education Specialist degree (Ed.S.) students follow a planned program of study and must maintain a cumulative Grade Point Average (GPA) of 3.0. Two specializations are offered: Higher Education Administration and PreK-12 Administration.

Program of Studies

LS 703, LS 710, LS 720 or LS 725, LS 740 or LS 745,
LS 760, EDF 625 or EDF 626, EDF 711 or EDF 618, CI 677 or HUM 604, EDF 679
TOTAL 30 hrs

LICENSURE PROGRAMS

Leadership Studies

Principal Licensure and Graduate Certificate Program

This program is designed to serve the needs of students who have completed a master’s degree in education. Students completing the program qualify for professional administrative licensure as a K-12 school principal in West Virginia, Ohio and Kentucky. Those seeking Professional Administrative Licensure as a school principal are required to pass the PRAXIS II (0410) Educational Leadership Administration and Supervision Test. West Virginia students are also required to take the Evaluation Leadership Institution offered by the Professional Development Center.

Program of Studies

LS 510, LS 600, LS 610, LS 612, LS 675, LS 660
TOTAL 18 hrs

Social Services and Attendance Licensure and Graduate Certification Program

This program is designed to provide a concentrated program leading to a license for Social Service and Attendance Personnel. The program is designed primarily for educational personnel who hold a valid license, or for social workers who hold at least a bachelor’s degree.

Program of Studies

COUN 670 or COUN 673, LS 693, LS 691, LS 692
TOTAL 12 hrs

Supervisor of Instruction Licensure

Students completing the Master of Arts Degree in Leadership Studies may take LS 661 to complete the licensure requirements for Supervisor of Instruction PreK-Adult.

DOCTORAL PROGRAM (Ed.D.)

This program is designed to offer eligible students in Southern West Virginia and neighboring states the opportunity to earn the Doctor of Education (Ed.D.) degree in Educational Leadership (public school administration or higher education administration) or in Curriculum and Instruction. The majority of coursework and other requirements will be met on the South Charleston campus, although some coursework is available on the Huntington campus. The mission of the doctoral program in education is to prepare practitioners to be reflective, ethical educators and researchers who contribute to the field of education. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices.

Acceptance into the Program

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty of the department in the form of advising, teaching, chairing or serving on the student’s committee, preparing and evaluating examinations, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit students to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood of the candidate to succeed in all major phases of the degree program. These judgments take into account the applicant’s professional experiences, communication and thinking skills, and other relevant capabilities. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria. An applicant must have earned at least a master’s degree from an accredited institution in Educational Leadership, Curriculum and Instruction, or a related field. Applicants for Public School Administration must have an earned Principal’s Licensure. Details of all admission requirements and other pertinent information can be found at www.marshall.edu/gsped/edd.

MATHEMATICS (MTH)

Course offerings in mathematics may be used to satisfy major requirements in three programs of the Graduate College, or to satisfy minor requirements in all programs.

The Master of Arts degree with a major in mathematics is offered by the Department of Mathematics. An area of emphasis in mathematics is offered in the Master of Arts (Secondary Education) degree. This degree program, offered by the Division of Teacher Education, is intended to meet the needs of public school teachers (1-12).

Master of Arts Degree (Mathematics)

The Mathematics Department offers an M.A. in Mathematics which can prepare students for positions in industry, government agencies, or business, for further graduate study at the doctoral level, and for teaching positions at the secondary or two-year college level.

To be admitted to the program, students must complete the Graduate Record Exam (GRE) and have the score sent to Marshall University. GRE scores are considered when awarding graduate assistantships and during initial advising.

A minimum of 36 hours is required; if the student decides to write a thesis, the minimum is 32 hours, including not more than 6 hours for the thesis. A minor of 6 hours in any related area is permitted, subject to approval by the student's advisor and concurrence of the Math Department Chairperson. A final (oral) comprehensive exam is administered by a committee of 3-5 graduate faculty chosen by the student and his/her advisor.

The following are specific requirements for the program:

(1) at least 18 hours of 600 level courses offered by the Math Department; (2) at least 12 more hours of 500 or higher level courses offered by the Math Department, including MTH 528, 546, and 550 (or equivalents); (3) at least 6 more hours of 500 or higher level courses selected from another department at Marshall offering a graduate program or from the Math Department.

MODERN LANGUAGES

At present the Department of Modern Languages does not offer a graduate major. Courses in French and Spanish are taken as minors by students in other departments, such as History, Journalism, and English. Courses in Modern Languages are also taken by teachers in service who wish to enhance their competence in language and literature.

In cooperation with the Division of Teacher Education, the Department of Modern Languages offers a program leading to the master's degree in secondary education and Spanish.

MUSIC (MUS)

Mission Statement

The Department of Music will prepare students for careers in performance, education and other areas related to music, which will make a positive impact on their artistic discipline in schools and communities. Additionally, the Department will provide enriching experiences for those who will continue their musical activities as an avocation; and will cultivate an increased awareness of educational, cultural and aesthetic aspects of music within the region.

In fulfilling its mission, the department is committed to the following goals:

- To provide a nurturing environment for musical, academic and personal growth.
- To educate students to think critically, work creatively, communicate effectively and become technologically literate.
- To function as a visible, responsible and student-centered department dedicated to academic and performance excellence.
- To maintain a faculty of musicians/teachers who, through dedication to excellence, pedagogy and effective communication, present models that inspires students to achieve their full potential.
- To meet educational research and service needs of the region through collaboration with academic and technical institutions, business, government agencies and cultural organizations.
- To contribute to the cultural life of the university and community by providing concerts, recitals, festivals, joint musical ventures and other services.
- To provide leadership within the university and region in all matters pertaining to music.

To be admitted to graduate programs in music a student must have received a bachelor's degree from an accredited institution with a major in music or the equivalent. A conference and audition with the Department of Music Chair and graduate music faculty members are required as part of the admission procedure. Conditions of admission to specific music programs are defined at this conference. An audition tape or CD may serve to satisfy audition aspects of admission.

Majors in all music programs are given an examination in basic skills and capacities in music prior to completion of twelve semester hours of graduate work and before being admitted to candidacy,

(continued)

including: basic piano proficiency and placement examinations in Music History (including Styles) and Music Theory. Applicants must take placement examinations prior to registering for graduate courses in music.

All graduate students, regardless of area of emphasis must complete both written and oral comprehensive examinations. Requirements for performance levels in applied music as well as more detailed information on requisites for individual options can be found in the Department of Music Handbook. The Department of Music offers the following areas of emphasis within the Master of Arts degree: Music Education, Applied Music Performance, Music History and Literature and Music Composition. Programs require 32 to 36 hours (Thesis or Non-thesis options) including 26 hours in major, cognate and electives areas of music. Normally, no more than 3-4 hours may be earned by a thesis. Thesis may take the form of a written report, graduate recital, or musical composition as determined by one's graduate committee. The Master of Arts in Teaching leading to K-12 certification in music is appropriate for students who have earned a bachelor's degree in music but are not certified in music education. Students wishing to pursue this degree should consult that section of this catalogue and should contact the College of Education and Human Services and the Department of Music for specific entrance and curricular requirements. All full time graduate students are required to participate in a music ensemble during the regular academic year as recommended by their major advisor. No graduate credit is given for this participation.

Master of Arts with Emphasis in Music Education – Thesis Option (32 credits)

Required Courses: (18 credits)

- MUS 622, Styles and Analysis (3)
- MUS 610, History and Philosophy of Music Education (3)
- MUS 611, Music Psychology and Learning Theory (3)
- MUS 616, Curriculum and Administration (3)
- MUS 621, Music Research Methods (3)
- MUS 681, Thesis (3)

Instrumental Specialization (8 credits)

- MUS 615, Advanced Marching Band Techniques (2)
- MUS 620A, Instrumental Techniques and Materials (2)
- MUS 630A, Instrumental Conducting (2)
- MUS 630B, Instrumental Conducting (2)

Choral Specialization (10 credits)

- MUS 604D, Choral Literature (2)
- MUS 619A, Vocal Pedagogy (2)
- MUS 620B, Choral Techniques and Materials (2)
- MUS 629A, Choral Conducting (2)
- MUS 629B, Choral Conducting (2)

Elementary Specialization (9 credits)

- MUS 511, Introduction to Orff (3)
- MUS 670, Advanced Materials and Methods (3)
- MUS 675, Creative Activity for Children (3)

Electives (2-6 credits) to be selected from:

- Graduate Music Courses
- 1-4 credits in Applied Music
- 1-2 credits in ensembles
- Graduate COEHS courses

Master of Arts with Emphasis in Music Education – Non-Thesis Option (36 credits)

Required Courses: (15 credits)

- MUS 622, Styles and Analysis (3)
- MUS 610, History and Philosophy of Music Education (3)
- MUS 611, Music Psychology and Learning Theory (3)
- MUS 616, Curriculum and Administration (3)
- MUS 621, Music Research Methods (3)

Specialization (12-20 credits)

- MUS 511, Introduction to Orff (3)
- MUS 615, Advanced Marching Band Techniques (2)
- MUS 620A, Instrumental Techniques and Materials (2)

MUS 630A, Instrumental Conducting (2)
MUS 630B, Instrumental Conducting (2)
MUS 604D, Choral Literature (2)
MUS 619A, Vocal Pedagogy (2)
MUS 620B, Choral Techniques and Materials (2)
MUS 629A, Choral Conducting (2)
MUS 629B, Choral Conducting (2)
MUS 670, Advanced Materials and Methods (3)
MUS 675, Creative Activity for Children (3)

Electives (1-9 credits)

Graduate Music Courses
1-4 credits in Applied Music
1-2 credits in ensembles
Graduate COEHS courses

Master of Arts with Emphasis in Music History/Literature – Thesis Option (32 credits)

Required Courses (26 credits)

MUS 622, Styles and Analysis (3)
MUS 612, Projects and Problems in Music (2)
MUS 621, Music Research Methods (3)
MUS 640A, Music Theory (3)
4 Music History period courses (12) to be selected from: MUS 510, MUS 526, MUS 654, MUS 655
MUS 681, Thesis (3)

Electives (6 credits)

Graduate Music Courses
1-4 credits in Applied Music
1-2 credits in ensembles

* Students without reading knowledge in German are encouraged to complete appropriate undergraduate courses.

Master of Arts with Emphasis in Music History/Literature – Non-Thesis Option (36 credits)

Required Courses (23 credits)

MUS 622, Styles and Analysis (3)
MUS 612, Projects and Problems in Music (2)
MUS 621, Music Research Methods (3)
MUS 640A, Music Theory (3)
4 Music History period courses (12) to be selected from: MUS 510, MUS 526, MUS 654, MUS 655

Music Electives (7 credits)

Graduate Music Courses
1-4 credits in Applied Music
1-2 credits in ensembles

Non-Music Electives (6 credits)

May be chosen in consultation with advisor from the following areas: Art, Classics, English, Humanities, Languages, Philosophy, Religious Studies, Sociology, Theater

* Students without reading knowledge in German are encouraged to complete appropriate undergraduate courses.

Master of Arts with Emphasis in Music Performance (32 credits)

Required Courses (25 credits)

MUS 622, Styles and Analysis (3)
MUS 621, Music Research Methods (3)
MUS 640A, Music Theory (3)
Applied Music (8)
MUS 604, Literature Courses in Principal Applied Area (2)
Graduate History Course (3)
MUS 681, Thesis-Recital (3)

(continued)

Instrumental Track Electives (7 credits)

Graduate Music Courses
1-2 Graduate Ensemble Courses

Vocal Track Electives (7 credits)

MUS 619A, Vocal Pedagogy (2)
2 Graduate Ensemble Credits
Graduate Music Courses

*Voice performance majors with fewer than 2 semesters study of French, German, or Italian must complete 2 semesters of undergraduate study in one of those languages.

** Students must follow departmental policies in preparing and presenting the graduate performance recital.

Master of Arts with an Emphasis in Music Composition (32 credits)

Required Courses (28 credits)

MUS 532, Electronic Music (2)
MUS 622, Styles and Analysis (3)
MUS 621, Music Research Methods (3)
MUS 640A, Music Theory (3)
MUS 641, Counterpoint (3)
MUS 655, Music Since 1900 (3)
MUS 645, Composition (8)
MUS 681, Thesis-Recital (3)

Electives (4 credits)

MUS 640B, Music Theory (3)
MUS 646, Choral Arranging (2)
MUS 647, Instrumental Arranging (2)
MUS 648, Orchestration (2)
MUS 649, Advanced Jazz Arranging (2)
Additional courses from applied, history, theory, technology
1-4 credits in Applied Music
1-2 credits in ensembles

* Students must follow departmental policies in preparing and presenting the graduate performance recital.

NURSING (NUR)

The College of Health Professions currently offers the Master of Science in Nursing degree with the area of emphasis in: Family Nurse Practitioner, Family Nurse Practitioner with School Nurse Practitioner Specialization, Nursing Administration, or Nursing Education. The College of Health Professions also offers Post Master's Certificates in Family Nurse Practitioner, Nursing Administration, and Nursing Education.

MASTER OF SCIENCE IN NURSING

The purpose of the Master of Science in Nursing program is to prepare graduates for advanced practice nursing in a variety of practice settings, particularly in rural and/or underserved communities. The program also prepares nurses for leadership roles in the administration of clinical services in a variety of community based or acute care provider agencies.

Coursework in the Master of Science in Nursing program incorporates the classroom, laboratory, and clinical modes of instruction. All nursing students have experiences with rural and/or underserved populations as part of the state initiatives for primary health care. The Master of Science in Nursing program requires the completion of a minimum of 42 credit hours for the family nurse practitioner area of emphasis, and 36 credit hours for the nursing administration and nursing education areas of emphasis. Upon successful completion of the MSN-FNP program, and depending on area of emphasis, graduates are eligible to take the American Academy of Nurse Practitioners (AANP) Certification Examination for Adult and Family Nurse Practitioners and/or the American Nurses' Credentialing Center (ANCC) Certification for Family Nurse Practitioners. Graduates of the Post Master's Certificate in Family Nurse Practitioner program are eligible to take the AANP Certification, for Adult and Family Nurse Practitioners and/or the ANCC Certification Examination for Family Nurse Practitioners. Graduates of the MSN-NUR ADM program are eligible to take

the ANCC Certification Examination for Nursing Administration or Nursing Administration Advanced, depending on their experience and stage of professional development. The Master of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006. Phone (212) 363-5555, ext. 153, FAX (212) 989-8264. In addition, the NLNAC is a source for information regarding tuition, fees, and length of the program.

The program purpose is achieved through three program components. The core component (12 credits) focuses on knowledge and skills related to nursing theory, advanced nursing research, leadership, and health care issues.

The area of emphasis component (18 or 24 credits) allows the student to specialize in a particular area. The family nurse practitioner area of emphasis (24 credits) provides students with the opportunity to develop competency as a family nurse practitioner. Students in this area of emphasis may also opt to specialize as school nurse practitioners. The nursing administration area of emphasis (18 credits) provides students with the opportunity to acquire knowledge and skills necessary to administer/manage rural/underserved primary care agencies, home health care, and other health care agencies or units. The Nursing Education area of emphasis (18 credits) gives the student the opportunity to gain the knowledge and skills necessary to be a nurse educator.

The elective component (6 credits) allows students to choose one of four options: 1) thesis, 2) role development courses in teaching, 3) school nurse practitioner courses, or 4) elective courses related to the student's area of interest.

The MSN-FNP program can be completed in two academic years of full-time study or over a period not to exceed 7 calendar years from date of first class enrollment. The MSN-NUR ADM program can be completed in one calendar year of full-time study or over a period not to exceed 7 calendar years from date of first class enrollment. The MSN NUR-NE programs can be completed in 4 semesters of study. Graduate nursing courses are open only to those students admitted to the nursing program.

Course Requirements: Family Nurse Practitioner

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (24 credits)	<i>Hours</i>
NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5
NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
Elective Component Courses (Select 6 credits from the following offerings)	<i>Hours</i>
NUR 681 Thesis	6
NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 642 Organizational Dynamics in Nursing	3
NUR 644 Financial Strategies in Nursing Administration	3
or Other Electives	6
TOTAL	42

Course Requirements: Family Nurse Practitioner with School Nurse Practitioner Specialization

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (24 credits)	
NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5

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NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
Elective Component Courses (6 credits)	
NUR 632 School Nurse Practitioner Role in School Health I	3
NUR 634 School Nurse Practitioner Role in School Health II	3
TOTAL	42

Course Requirements: Nursing Administration

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602 Theoretical Foundations in Nursing	3
NUR 604 Leadership in Nursing	3
NUR 606 Advanced Nursing Research	3
NUR 608 Issues in Health Care	3
Area of Emphasis Component Courses (18 credits)	
NUR 642 Organizational Dynamics in Nursing	3
NUR 644 Financial Strategies in Nursing Administration	3
NUR 646 Nursing Management in Health Care Settings I	6
NUR 648 Nursing Management in Health Care Settings II	6
Elective Component Courses (Select 6 credits from the following offerings)	
NUR 681 Thesis	6
NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 632 School Nurse Practitioner Role in School Health I	3
NUR 634 School Nurse Practitioner Role in School Health II	3
or Other Electives	6
TOTAL	36

Course Requirements: Nursing Education

Core Component Courses (12 credits)	<i>Hours</i>
NUR 602, Theoretical Foundations in Nursing	3
NUR 604, Nursing Leadership in Health Care Settings	3
NUR 606, Advanced Nursing Research	3
NUR 608, Issues in Health Care	3
Area of Concentration Component Courses (18 credits)	
NUR 616, Curriculum Development in Nursing	3
NUR 618, Teaching in Nursing	3
NUR 619, Practicum: Teaching in Nursing	3
EDF 535, Tests and Measurements	3
CIEC 600, Computing and Instructional Design	3
EDF 619, Educational Psychology	3
Elective Course Options	
NUR 681, Thesis	6
OR	
Electives	6

Admission Requirements for MSN Applicants

All applicants must meet the admission requirements of the Marshall University Graduate College. The nursing program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. To be eligible for regular admission to the program, applicants must meet the following admission requirements:

1. Baccalaureate degree with a major in nursing from an NLNAC accredited program.
2. Undergraduate course credit for 3 semester hours of basic statistics and 3 semester hours of basic research.
3. Scholastic achievement as evidenced by an overall undergraduate/graduate Grade Point Average and scores on the Graduate Record Examination as follows:
Before October 2002: GPA 2.5 (4.0=A) and GRE 1500 (total of 3 subtests) *or* GPA 3.0 (4.0=A) and GRE 1200 (total of 3 subtests)
After October 2002: GPA 2.5 (4.0=A) and GRE 800 (total of 2 subtests) and Analytical Writing score of 3 or greater
Note: the GRE requirement is waived for applicants with an undergraduate GPA of 3.25 or higher.
4. Evidence of a current unincumbered license as a registered nurse in a U.S. jurisdiction.
5. It is strongly recommended that all MSN students have two years of full-time nursing practice prior to application to the program. Those who do not meet this criterion will be considered on an individual basis.

An applicant who has a baccalaureate degree in nursing and a master's degree in any field is eligible for regular admission.

Registered nurse applicants with a Master of Science in Nursing degree from an NLNAC accredited program are eligible for regular admission to the MSN program to take any portion of the MSN program, provided space is available.

An applicant may be considered for provisional admission if the:

1. Baccalaureate degree does not meet the criteria for regular admission.
2. Undergraduate/graduate Grade Point Average and Graduate Record Examination (taken before October 2002) fall within the following range:
 GPA 2.25 (4.0=A) and GRE 1500 (total of 3 subtests) *or*
 GPA 2.5 (4.0=A) and GRE 1400 (total of 3 subtests) *or*
 GPA 2.75 (4.0=A) and GRE 1300 (total of 3 subtests) *or*
 GPA 3.5 (4.0=A) and GRE 1100 (total of 3 subtests)
For GRE taken after October 2002:
 GPA 2.25 (4.0=A) and GRE 1000 (total of 2 subtests) and an Analytical Writing score of 3 or higher.
 GPA 2.5 (4.0=A) and GRE 950 (total of 2 subtests) and an Analytical Writing score of 3 or higher
 GPA 2.75 (4.0=A) and GRE 850 (total of 2 subtests) and an Analytical Writing score of 3 or higher
 GPA 3.5 (4.0=A) and GRE 750 (total of 2 subtests) and an Analytical Writing score of 3 or higher
3. Prerequisite coursework or records are incomplete. If a student is accepted for provisional admission, the terms for reclassification as a regular student will be stated in the letter of admission. The provision(s) and the time frame will be stated in the letter of admission. Under no circumstances will the provisional terms be extended beyond the 12th credit hour. The student must maintain a minimum Grade Point Average of 3.0 in all graduate coursework taken during the provisional period. The student who does not meet the provision(s) as stated will be dropped from the program.

Admission Process for MSN Applicants

To apply for admission to the program, the applicant must submit a complete application to the Marshall University Admissions Office by March 1 for the Family Nurse Practitioner area of emphasis and July 1 for the nursing administration area of emphasis. Application must include:

1. Graduate application.
2. Official transcripts of all undergraduate and graduate coursework. These must be sent directly from the college/university to the Admissions Office.

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3. Graduate Record Examination scores. Information regarding this examination may be obtained from the Graduate College or the Admissions Office.
4. Verification of a current unencumbered license as a registered nurse in a U.S. jurisdiction. Verification form may be obtained from the Graduate Nursing Office.

In addition, applicants must submit application and resume to the Graduate Nursing Office on form provided by the College of Health Professions.

POST MASTER'S CERTIFICATE IN FAMILY NURSE PRACTITIONER PROGRAM

The purpose of the Post Master's Certificate in Family Nurse Practitioner program is to prepare nurses, who have a Master of Science in Nursing degree, as family nurse practitioners. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Family Nurse Practitioners.

Course Requirements: Post Master's Certificate in Family Nurse Practitioner Program

NUR 622 Advanced Family Nursing I	5
NUR 624 Advanced Family Nursing II	5
NUR 626 Advanced Family Nursing III	5
NUR 695 Internship: Advanced Family Nursing	6
NUR 662 Pharmacology for Nurses in Advanced Practice	3
TOTAL	24

Additional courses may be taken after consultation with the graduate faculty advisor for family nurse practitioners.

POST MASTER'S CERTIFICATE IN NURSING ADMINISTRATION PROGRAM

The purpose of the Post Master's Certificate in Nursing Administration program is to prepare nurses who have Master of Science in Nursing degrees as nurse administrators. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Nursing Administration or Nursing Administration Advanced.

Course Requirements: Post Master's Certificate in Nursing Administration Program

NUR 642 Organizational Dynamics	3
NUR 644 Financial Strategies	3
NUR 646 Nursing Management in Healthcare Settings I	6
NUR 648 Nursing Management in Healthcare Settings II	6
TOTAL	18

Additional courses may be taken after consultation with the graduate faculty advisor for nursing administration.

POST MASTER'S CERTIFICATE IN NURSING EDUCATION PROGRAM

The purpose of the Post Master's Certificate in Nursing Education program is to prepare nurses who have Master of Science in Nursing degrees as nurse educators.

Course Requirements: Post Master's Certificate in Nursing Education Program

NUR 616 Curriculum Development in Nursing	3
NUR 618 Teaching in Nursing	3
NUR 619 Practicum: Teaching in Nursing	3
EDF 535 Tests and Measurements	3
CIEC 600 Computing and Instructional Design	3
EDF 619 Educational Psychology	3
TOTAL	18

Additional courses may be taken after consultation with the graduate faculty advisor for nursing education.

Admission Requirements for a Post Master's Certificate Program in Family Nurse Practitioner, Nursing Administration, or Nursing Education

All applicants must meet the admission requirements of the Marshall University Graduate College. The Post Master's Certificate program is available to a limited number of qualified applicants. Admission is determined on a competitive basis. Applicants must meet the following minimum requirements.

1. Master of Science in Nursing from an NLNAC accredited program. Applicants who are graduates of programs outside the NLNAC jurisdiction will be evaluated on an individual basis.
2. Evidence of a current unincumbered license as a registered nurse in a U.S. jurisdiction.

**Admission Process for Post Master's Certificate program in Family Nurse Practitioner,
Nursing Administration, or Nursing Education**

To apply for admission to the Post Master's Certificate program, the applicant must submit the following to the Marshall University Admissions Office.

1. Graduate application.
2. Official transcript(s) of graduate coursework. Transcript(s) must be sent directly from the college/university to the Admissions Office.
3. Verification of a current unincumbered license as a registered nurse in a U.S. jurisdiction. Verification form may be obtained from the Graduate Nursing Office.

In addition, applicants must submit application and resume to the Graduate Nursing Office on form provided by the College of Health Professions.

POLICIES

Students in both the MSN and Post Master's Certificate programs are governed by policies stated in the **Marshall University Graduate College Catalog**. Policies specific to the nursing programs are as follows:
Academic Policies:

1. The College of Health Professions reserves the right to require withdrawal from nursing of any student whose health, academic record, clinical performance, or behavior in nursing is judged unsatisfactory.
2. Students who earn more than 6 hours of C may be subject to dismissal from the program.
3. Students may repeat one required course in which they have earned less than a C.
4. Students whose Grade Point Average falls below 3.0 may not progress in nursing courses with a clinical component until a grade point average of 3.0 is attained, and only when space is available.
5. No more than 12 course hours may be accepted as transfer credit.
6. Only 1 re-examination of the comprehensive examination may be taken.
7. Students enrolled in the Post Master's Certificate program must complete the program with a 3.0 Grade Point Average or better on a 4.0 scale.

Other Policies

1. Each student must submit a satisfactory health record prior to registering for his/her first nursing course with a clinical component.
2. Each student is required to have an annual PPD screening test for Tuberculosis.
3. Each student must show evidence of the following prior to registering for any nursing course with a clinical component: Current unincumbered professional nurse licensure in Ohio and West Virginia (both state licenses are required).
4. Current certification in cardiopulmonary resuscitation.
5. Students are responsible for own transportation to and from all clinical assignments.
6. Students are required to be in professional attire for all clinical practica and to wear a name pin. In addition, selected clinical agencies require a white lab coat.
7. For additional policies, see Graduate Nursing Student Handbook.

PHILOSOPHY (PHL)

The Philosophy Department offers a minor at the graduate level.

**PHYSICAL EDUCATION
(See Exercise Science, Sport, and Recreation)**

PHYSICAL SCIENCE (PS)
(Physics and Physical Science Department)

The Master of Science in Physical Science, offered in cooperation with the Departments of Chemistry, Geology, Integrated Science and Technology, and Mathematics, is intended to provide the opportunity for students with diverse qualifications to improve the depth and breadth of their knowledge in the Physical Sciences. The degree offered is a M.S. in Physical Science, with an Area of Emphasis in one of the following: Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics.

The area of emphasis in Geobiophysical Modeling is interdisciplinary, with core courses in Remote Sensing and GIS Modeling. Thereafter, students may chose from areas of concentration in Aquatic, Terrestrial or Biophysical Systems and Models.

Programs will be designed to meet individual needs. Students must consult with their advisor for specific requirements. The writing of a thesis is required in the Geology area of emphasis (see section on geology), but is optional in the other areas. If the thesis option is chosen, a minimum of 32 hours is required, including not more than 6 hours for the thesis. Without the thesis, 36 hours are required.

NOTE: These are general guidelines. Individual departments may have their own requirements.

	<i>Hours</i>
Minimum requirements	32-36
Area of Emphasis (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics)	12-18
Minor area (Chemistry, Geobiophysical Modeling, Geology, Mathematics, Physics)	6
Electives	12-18

The Department of Physics and Physical Science also offers minor fields in physical science and in physics.

POLITICAL SCIENCE (PSC)

The Master of Arts in political science provides a wide range of opportunities for students of various interests or goals. The M.A. program affords both concentration and flexibility so that majors may acquire in-depth knowledge in selected aspects of politics as well as appropriate skills in political analysis. Majors may arrange a program to prepare themselves for such endeavors as law school, further graduate work, teaching, or government service. The curriculum also serves interested students in other majors, such as business, education, economics, English, geography, history, journalism, psychology, social studies or sociology, who wish to enhance their backgrounds by taking a minor or specific coursework.

Completion of the master's degree in political science entails fulfillment of both the general Graduate College requirements, and the specific departmental requirements listed below. A major may select either the thesis, or coursework only option. Once an option has been selected, any change in the option must be approved by the department.

The graduate curriculum in political science is divided into six fields of specialization. The student who elects to write a thesis must take at least nine course hours in one of these, and the topic must be within the field. Under the non-thesis options, at least twelve course hours must be taken within a single field.

Under the non-thesis options the candidate must take a comprehensive written examination. All candidates must take a general oral examination.

General Departmental Requirements

Admission to the graduate program requires the GRE Exam and completion of 12 hours of undergraduate political science coursework with a GPA of 2.5. Each student works closely with a graduate advisor throughout his or her program. Before completion of 18 hours of graduate coursework with at least a 3.0 GPA, the student must file a Plan of Study with the Graduate College. At this time, a specific program for the student is projected which will lead to the M.A. degree.

	<i>Hours</i>
Minimum requirements	32-36
1. Political Science 600 and 604 (required of all majors)	6
2. Field of Concentration (minimum)	9-12
3. Second field	6
4. Minor or cognate	6
5. Thesis	6
6. Electives	6

GRADUATE FIELD CONCENTRATIONS

American State, Local and Urban Politics: 536, 540, 561, 606, 611, 612, 621, 648, 675.
American National Politics: 517, 523, 533, 536, 540, 542, 560, 584, 606, 611, 612, 652.
Constitutional Democracy: See separate section below.
Comparative Politics: 507, 508, 509, 510, 511, 522, 524, 529, 614, 652.
International Politics: 505, 506, 510, 512, 515, 520, 523, 524, 529, 531, 609.
Political Theory: 518, 519, 521, 525, 526, 528, 529, 530, 531, 556, 629.
Public Administration and Public Policy: 531, 533, 550, 552, 553, 554, 618, 660.

Courses numbered Political Science 580 through 583, 601, 650, and 651 may be counted in an appropriate area of specialization upon the approval of the advisor.

The Dr. Simon D. Perry Program on Constitutional Democracy

The Dr. Simon D. Perry Program on Constitutional Democracy, a senior/graduate level program, serves as the academic centerpiece of the John Marshall Research Center. The program, which consists of five core courses as well as eleven other carefully selected offerings from a variety of academic disciplines, represents a unique and dynamic field in constitutional studies, employing a new approach in political science called "historical institutionalism." This program consists of the core and elective courses below and all other requirements of the Department of Political Science and the College of Liberal Arts.

Requirements

Core courses: Any three of the following: PSC 527, PSC 536, PSC 544, PSC 546, PSC 622

Elective courses: Any three of the following: PSC 521, PSC 529, PSC 560, PSC 484; HST 509, HST 562, HST 620; PHL 451; SOC 523

MASTER OF PUBLIC ADMINISTRATION (M.P.A.) (offered by West Virginia University in cooperation with Marshall)

The Master of Public Administration degree program provides graduate coursework to prepare and develop public sector management professionals. The degree program will provide competencies and understanding in public management theory and practice, public financial management, methods for public administration research, legal and political foundations, public budgeting, applied research in public administration, human resource systems, and related areas. These abilities and skills are critical to the effectiveness of individuals who work in public sector organizations and to the effectiveness of the organizations themselves.

The Master of Public Administration degree is the recognized professional preparation for management and leadership positions in state government, county and local governments and the federal government. It also directly addresses professional development for other public sector administrators in public service groups, regional arrangements, non-profit organizations, government relations functions and social service agencies.

The cooperative M.P.A. program offered in Charleston will enhance public management competence and organizational impact, particularly in those individuals working in public organizations and functions.

The M.P.A. degree program serves the traditional students directly out of undergraduate school and nontraditional students who graduated some time ago but desire to enter or upgrade in the job market.

The curriculum of the Master of Public Administration degree is directly focused to:

- Improve professional preparation for public sector employees.
- Provide continuing education for state, local and federal employees.
- Enhance advancement and promotion, particularly for those in public sector.
- Hone public management skills and thus make public sector managers more effective in their important areas of service.

Application Information

Application items:

1. West Virginia University's Application to Graduate School
2. Transcripts of courses and Grade Point Average
3. Graduate Record Examination Scores
4. Three letters of evaluation (references should be from academic and professional sources)
5. Resume (vita)

The Admission Committee prefers the submission of Graduate Record Examination (GRE) scores as part of the application for admission. An exception to this policy may be granted under one of these circumstances:

- Law School Admissions Test (LSAT) or Graduate Management Admissions Test (GMAT) scores may be substituted. A waiver will automatically be granted if LSAT or GMAT scores are submitted.

(continued)

Evidence of graduate level competence is demonstrated by previous graduate work. Persons holding a graduate degree or who have completed at least 18 semester hours in another accredited graduate program may formally request waiver of the GRE requirement by submitting a letter. The Admissions Committee will review the request. Their approval will be based on the quality of the graduate program in question and how successful performance within it evidences aptitude for graduate work in public administration.

M.P.A. Curriculum

The curriculum requirements for the Master of Public Administration program (South Charleston campus) are the same as the accredited West Virginia University M.P.A. program. The course requirements fall into five categories (1) integrative seminars at the beginning and end of the program, (2) foundation courses which are required before advanced and more specialized courses, (3) advanced required courses, (4) specialized and elective courses, and (5) a Public Administration internship. The M.P.A. degree requires completion of 47 semester credit hours. Students with substantial professional experience may have the internship waived (and graduate with 38 credit hours).

	<i>Hours</i>
<i>Minimum Requirements</i>	<i>47*</i>
1. Integrative Seminar: PA 600	2
2. Foundation Courses: PA 610, 620, 630, 640	13
3. Advanced Courses: (required) PA 720, 730, 741	9
<i>(electives) can be taken from other courses offered in Charleston from both West Virginia University and Marshall University. This can include a specialization in programs offered by WVU such as legal studies, social work, healthcare administration, etc., and by MU such as leadership, health care administration, political science, etc.</i>	
4. Internship: PA 751, 752 **	9
5. Integrative Seminar: PA 700	2

* 38 hours with internship waived for those with professional experience
 ** may be waived for students with substantial professional experience

The courses are planned to be offered over a two year cycle. Although some modifications may be required the general schedule for course offerings in Charleston is planned as follows:

Year I

Fall Semester

PA 600, Professional Skills Seminar
 PA 610, Public Management Theory and Practice
 PA 741, Human Resource Systems

Spring Semester

PA 600, Professional Skills Seminar
 PA 640, Legal and Political Foundations
 PA 620, Public Financial Management

Year II

Fall Semester

PA 600, Professional Skills Seminar
 PA 630, Methods for Public Administration Research
 PA 720, Public Budgeting

Spring Semester

PA 600, Professional Skills Seminar
 PA 730 Applied Research in Public Administration
 PA 700, Capstone Seminar: Strategies for Change

Note: The above courses in the PA series are West Virginia University courses. Course descriptions and further information are available in the Political Science department office.

PSYCHOLOGY (PSY)

The Department of Psychology offers the Master of Arts degree in Psychology and the Psy.D. degree in Clinical Psychology (see page 147). Admissions procedures and criteria, curriculum, and other program requirements are distinct for each degree program. Please read the appropriate sections below for information on the program of interest. The following two statements are applicable to all psychology graduate programs:

1. *2-C Rule:* Psychology students cannot be admitted to, or continue in, a graduate program in psychology if they earn more than one grade of “C” or lower in any graduate course in psychology or any course included in the plan of study. Such students will not be permitted to continue taking courses or to work on a thesis.
2. *Ethics and Student Behavior:* Students in all programs are expected to behave in accordance with the APA Ethical Principles and Code of Conduct. Consequences for violations may include

suspension or dismissal from the student's program of study. When students in the clinical area of emphasis (M.A. program) or the Psy.D. program exhibit behavior indicating inability or limited capacity to successfully perform clinical roles and functions, they may be suspended or dismissed from their program of study.

M.A. PROGRAM IN PSYCHOLOGY

1. The M.A. program requires a minimum of 36 graduate credit hours, though students may complete significantly more, depending upon their objectives. A common "core" of 24 credits (see below) is required of all students. The remaining hours are selected in consultation with an advisor to help meet students' academic and professional goals. The Clinical Psychology area of emphasis (see below) requires a minimum of 23 specified credits beyond the core.
2. Admissions Criteria include:
 - a. Completion of the following prerequisite courses: Elementary or Introductory Statistics, Experimental Psychology or Research Methods; Abnormal Psychology; Learning, Social Psychology and Developmental Psychology.
 - b. A minimum undergraduate GPA of 3.0.
 - c. Completion of the Graduate Record Exam (General Test), with scores no lower than 400 on either the Verbal or Quantitative sections, and a minimum total of 900 on those two sections.
 - d. Students may be admitted to the psychology master's program with "Provisional" status if either the GRE admission criterion OR the GPA criterion is met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes (which must include PSY 517 and 506) from the core courses listed below with no grade being below a *B*. A student who earns a *C* or lower in any of the listed core classes during the period of provisional admission will not be permitted to take further graduate hours within the psychology department.

Students receiving provisional admittance must take:

Statistics (PSY 517)

Psychometrics (PSY 506)

And two of the following: Biological Bases of Behavior (PSY 674) Cognitive Psychology (PSY 672) Advanced or Applied Social Psychology (PSY 502 or 503) Advanced or Applied Developmental (PSY 615 or 617)

No student may take more than 18 hours in the psychology department nor take any courses in the clinical concentration without receiving full admission to the department.

Provisional students will be assigned an advisor who must approve all course registrations. Provisional students will have a departmental hold placed on their registration to assure advisor approval and compliance with this policy. This hold will be permanently removed upon full admittance.

Students who meet criteria in b and c above but who are missing no more than two of the required undergraduate prerequisite classes listed above may also receive provisional admission. They will then be able to take some graduate classes with the approval of their advisors while completing the prerequisites. However, they may only enroll in graduate classes for which there is no expectation of having had a required "missing" undergraduate course as a prerequisite. For example, a student who has not had elementary statistics cannot enroll in Intermediate Statistics (PSY 517); a student without an undergraduate social psychology course cannot take Advanced Social Psychology, etc. Students receiving provisional admission only because of missing prerequisites will be fully admitted to the program upon successful completion of the missing prerequisites and of any graduate courses taken during the provisional period.

3. Comprehensive Evaluation: A written comprehensive examination is required of all students in the M.A. program. Details about the exam are available from advisors and the program coordinator. In addition, students in the Clinical Psychology area of emphasis must, as part of their clinical internship, complete a comprehensive evaluation based on identified clinical competencies.
4. Thesis: Students have the option of completing a research thesis. The department has established a set of criteria and procedures for doing a thesis; these are available from advisors. Theses may be good choices for students intending to continue their education in research-oriented Ph. D. programs. This

issue should be carefully discussed with the advisor. Up to 6 credits of PSY 681 (Thesis) may be included as “additional coursework” discussed below.

5. Curriculum

a. Core Requirements:

Intermediate Behavioral Statistics (PSY 517). NOTE: if PSY 417 or its equivalent was completed with a *B* or better as an undergraduate, an additional statistics course must be substituted, in consultation with the student’s advisor.

Biological Bases of Behavior (PSY 674)

Cognitive Psychology (PSY 672)

Advanced or Applied Social Psychology (PSY 502 or PSY 503); NOTE: if either course or its equivalent was completed with a *B* or better as an undergraduate, the student must take the other course at the graduate level.

Advanced or Applied Developmental Psychology (PSY 615 or PSY 617)

Psychometrics (PSY 506). NOTE: If PSY 406 or its equivalent was completed with a *B* or better as an undergraduate, an acceptable alternative must be substituted, in consultation with the student’s advisor.

Ethical and Legal Issues in Psychology (PSY 605)

M.A. Research Seminar (PSY 692)

Total: 24 credits

- b. Additional Coursework: A minimum of 12 additional credit hours from the following list are to be selected in consultation with the advisor. Students may, and often do, take more than 36 credit hours as part of their degree programs; in preparing their plans of study, students should carefully discuss their academic and career goals with their advisors and other faculty members.

Advanced Social Psychology - PSY 502

Applied Social Psychology - PSY 503

Psychometrics - PSY 506

Abnormal Psychology - PSY 508

Child Psychology - PSY 515

Psychology of Personnel - PSY 518

Industrial/Organizational Psychology - PSY 520

Cross Cultural Psychology - PSY 526

Current Models of Psychotherapy - PSY 533

Physiological Psychology - PSY 540

Health Psychology - PSY 543

History and Systems - PSY 560

Teaching of Psychology - PSY 600

Differential Diagnosis and Treatment Planning - PSY 608

Advanced Developmental - PSY 615

Applied Developmental - PSY 617

Experimental Design - PSY 623

Multivariate Analysis - PSY 624

Social Psychological Bases of Groups - PSY 627

Child and Family Diagnosis and Therapy - PSY 635

Seminar in Performance Appraisal - PSY 650

Thesis - PSY 681

Internship in Industrial Organization - PSY 683

With the advisor’s approval, courses from other departments that are consistent with the student’s academic and career goals may be included in the required 12 additional credits.

- c. Clinical Psychology area of emphasis: The Clinical Psychology area of emphasis consists of 23 credit hours of clinical coursework and supervised clinical experience beyond the required department core. (Note: These 23 credits will meet the requirements for 12 additional credits as noted in *b* above.) It is designed to prepare graduates for master’s degree level clinical roles within professional psychology. Any student who is fully admitted to the Psychology M.A. program may choose to enroll in the clinical psychology area of emphasis. **However, it is important to note that students choosing the clinical area of emphasis *must* complete the entire track to receive any letters of support or other indication from individual faculty**

members, the department or the university that the student has achieved appropriate competence in the skills or knowledge bases associated with master's level clinical training, and such students must complete the entire sequence for any indication of the clinical specialty track to appear on their transcripts. A form for enrolling in this specialty track is available from advisors and from the Clinical area coordinator. The following courses are required for the Clinical Psychology area of emphasis. Those marked with * are restricted only to students in the clinical track. Students in the M.A. clinical area of emphasis must take their specialty track courses in South Charleston.

Current Models of Psychotherapy (PSY 533; 3 cr.)
Diagnosis and Treatment Planning (PSY 608; 3 cr.)
Individual Psychotherapy and Interviewing (PSY 633; 3 cr.)*
Assessment of Adults (PSY 610; 3 cr.)*
Assessment of Children (PSY 611; 3 cr.)*
Adult Assessment Practicum (PSY 620; 1 cr.)*
Child Assessment Practicum (PSY 621; 1 cr.)*
Group Therapy (PSY 634, 3 cr.)*
Clinical Practicum (PSY 670; 3 cr.)*
Clinical Internship (PSY 680; 3 cr.)*

DOCTOR OF PSYCHOLOGY (PSY.D.) PROGRAM

Clinical Psychology (Psy.D.) Program Mission

The primary mission of the Clinical Psychology (Psy.D.) Program at Marshall University is to train doctoral-level psychologists who are highly skilled generalists. Training within the program will foster an appreciation for the importance of critical inquiry at all levels of clinical practice. There is a specific emphasis on developing a sensitivity to the needs of rural and underserved people.

Model and Goals

The philosophy of the program follows a practitioner-scholar model of education and training; consequently, graduates of the program are trained as practitioners of clinical psychology as an empirically informed field. Education and training within the program emphasize the importance of critical inquiry at all levels of clinical practice, including treatment planning for individual clients, assessment of program outcomes, and the design and execution of rigorous research. The program is dedicated to educating students for professional practice careers; therefore, the Psy.D. degree is offered. The program faculty has set forth several pertinent goals and objectives to be obtained by students during their time in the program. These goals and objectives are founded on the core competencies of clinical education and training stated by the National Council of Schools in Professional Psychology (NCSPP).

The program exposes students to the following primary clinical orientations: integrative, behavioral, cognitive behavioral, and psychodynamic. In the context of this exposure, we encourage each student to develop an orientation that is best suited to his or her style and situation. We endeavor to support students in their development, whether they prefer to remain eclectic or choose to invest in a particular theoretical orientation. The fact that the faculty represents a variety of orientations fits well with this model. Although the perspectives of clinical faculty vary, they share a common mission to provide education and training that is solidly grounded empirically. We also emphasize that multiple systemic and individual factors must be considered in developing a cooperative relationship between client and therapist that will ultimately lead to more positive life experiences for the client. There is a sharp focus on the impacts of community and culture from a biopsychosocial model of influence on human development. As such, the generalist orientation of the program serves as a model to students that the field of clinical psychology is as diverse as the human population it serves.

Education and Training Goals and Objectives

1. The primary goal of the program is to provide high quality graduate education and training in clinical psychology with an emphasis on the role of empirical knowledge as it pertains to clinical practice. As such, students will develop the specific competencies that are the foundation of the education and training model developed by NCSPP.

Objective 1.1: Relationship competence: Students are expected to develop the ability to form productive partnerships with clients, peers, supervisors, faculty, and community members.

Objective 1.2: Assessment competence: Students are expected to develop competency in clinical assessment as evidenced by knowledge of basic psychometric theory and sound test administration and interpretation skills. In addition, students should be able to demonstrate the use of sound

assessment methodologies that allow them to describe their client as a fully functioning person, to plan a course of intervention, and to assess intervention outcomes.

Objective 1.3: Intervention competence: Students are expected to demonstrate the ability to form a coherent, theoretically based, empirically-supported treatment plan that is refined during the course of intervention.

Objective 1.4. Research and evaluation competence: Students must demonstrate the ability to conceptualize as appropriate a logical research question, frame it in terms of an operational definition, and develop a sound method for addressing the question. Students must be able to execute the plan and analyze the quantitative and/or qualitative data in a rigorous and systematic manner.

Objective 1.5: Consultation and education competence: A rural behavioral health practitioner may often find that the most important function s/he can serve is as a consultant within existing systems. Students will demonstrate competence in distinguishing various types of consultation from direct intervention.

Objective 1.6: Management and supervision competence: Students will become knowledgeable in the areas of organization and supervision of psychological services. Students will demonstrate this knowledge in their ability to provide formal and information supervision to less experienced students. They will also demonstrate this knowledge in their ability to function professionally in at least two different agency settings.

Objective 1.7: Legal and Ethical competence: Students are expected to understand and abide by the APA Code of Ethics in all professional and academic settings.

Objective 1.8: Cultural/Diversity competence: Students will understand the significant impact cultural differences have on clinical practice and be able to articulate those impacts in reference to specific clinical cases. Students will be able to identify cultural differences in an academic sense and demonstrate through program planning and service delivery that the differences are appreciated.

2. The second goal is to ensure that the clinical training of students is thoroughly grounded in the broad scientific areas of psychology.

Objective 2.1: Students will demonstrate knowledge in the following broad areas of scientific psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;

Objective 2.2: Students will demonstrate knowledge in the following scientific, methodological, and theoretical areas of psychology: individual differences in behavior, human development, dysfunctional behavior and analysis, and professional standards of ethics.

3. Rural areas are characterized by unique needs that are not often met by service delivery models and therapeutic modalities developed primarily in urban settings. Therefore, a third goal is to promote an understanding regarding the impact of rural culture on clinical practice.

Objective 3.1: Students will develop an understanding of the diverse forces at work in rural areas that can and do impact various aspects of human development and community functioning.

Objective 3.2: Students will be able to articulate alternative service delivery models that may improve access and use of behavioral health services in rural areas.

Objective 3.3: Students will be encouraged to seek internships in settings that serve rural populations.

4. Finally, the program seeks to nurture in students the spirit of lifelong learning. In the service of this goal, the faculty strives to create an atmosphere of inquiry in which students are encouraged to utilize a variety of means to answer complex questions related to human nature.

Objective 4.1: Faculty and students will regularly engage in formal and informal discussions of current literature and pertinent research issues.

Objective 4.2: Faculty and students will be encouraged to regularly attend conferences and workshops that promote critical thinking regarding issues pertinent to the broad field of psychology.

Program Goals and Objectives

1. The primary program goal is to enhance the scope and quality of services available in rural areas by increasing the likelihood that doctoral students graduating the program will choose to work in rural and underserved regions, particularly those regions in West Virginia.

Objective 1.1: As research has shown that students who are native to rural areas and who train there are more likely to return to those areas to practice, the department has determined that 50% of the slots be reserved within the program for residents of West Virginia and the surrounding region.

Objective 1.2: Quality practicum placements are cultivated in rural settings to allow students to be trained in alternative service delivery models.

2. The second program goal is to promote an understanding of the impact(s) of rural culture, particularly Appalachian culture, on human behavior and behavioral health needs.

Objective 2.1: Faculty and students are encouraged to develop research projects that permit the examination of the impact of rural/Appalachian culture.

Objective 2.2: Faculty and students are encouraged to present their work in conferences and workshops that address issues pertinent to rural populations.

Applying to the Psy. D. Program

Prerequisite Coursework. Applicants must have completed a minimum of 18 undergraduate semester hours of psychology, including statistics, experimental psychology or research methods, personality, abnormal psychology, and psychometrics in order to be considered for admission.

Application Deadline and Materials. Students are admitted to the Psy. D. program once per year for classes starting in the Fall semester. Applicants are required to submit the completed application form with all requested supplemental materials, official transcripts of all previous coursework, official report of the Graduate Record Examination (GRE) General and Psychology Subject tests, and three letters of recommendation. Completed applications along with all supporting materials must be received by the January 15 deadline to be considered for admission the following fall. It should be noted that the application process is competitive. Average scores for successful applicants for the verbal and quantitative sections for the GRE are around 550 and 540 respectively. Grade point averages for successful candidates typically range from 3.2 to 3.6. Application materials and current program information can be obtained by contacting the Marshall University Psychology Department, the Marshall University Graduate College Admissions office, or by consulting the Psychology Department Web site at www.marshall.edu/psych.

Applicant review process. Applicants are divided into two groups as follows:

1. **Post-B.A.:** This track is designed for students who either possess no graduate degree or whose graduate degree is in an area other than psychology. Students who have completed some graduate work towards a master's degree in psychology but will not have completed the degree prior to admission to the Psy. D. program would also be a part of this track. Students accepted into this track are expected to enroll as full-time students throughout the program. A student accepted through this track will earn a master's degree in psychology as he or she makes successful progress toward the Psy.D.
2. **Advanced Standing:** A student who already has a master's degree in psychology can apply for advanced standing in the Psy.D. program. In order to apply for advanced standing, a student must have completed a master's degree in psychology from a regionally accredited institution. Students who are admitted with advanced standing must select to enter in either a full-time track or a part-time track by the end of their first semester of enrollment. These tracks are described below:

Full-time track: Students who apply for advanced standing and the full-time track must be able to document coursework and practicum equivalencies equal to approximately 36 hours of coursework required in the Psy.D. program at Marshall University. Review of equivalencies is described in the next section. Students in the full-time track must commit to a minimum of 9 hours of coursework and practica per semester during the entire time of their enrollment. They must also commit to taking summer coursework as needed. As such, these students can anticipate completing the program in approximately four years. This would assume 5-6 semesters of coursework and a full year for the pre-doctoral internship. Students admitted to the full-time track can apply to change to the part-time track if their circumstances warrant such a change. Although students with extenuating circumstances may drop below full-time for a given semester without changing tracks, they should recognize that this change may impact the time it will take to complete the program. Students in this track desiring to attend part time for more than one semester may be required to switch formally to the part-time track.

Part-time track: Students who apply for advanced standing and the part-time track are not required to document equivalencies at any particular level, although they must still possess a master's degree in psychology from an accredited institution. Students in the part-time track may enroll either full-time or part-time in any given semester with the exception of the residency year, described in the next section. During the residency year, full-time enrollment is required. Students in this track

should anticipate completing the program in no fewer than 5 years and no more than 7 years from the date of enrollment.

Preference will be given to applicants who demonstrate a commitment to delivering services in rural areas as evidenced by career goals, current practice in, or other meaningful connection to such areas. Although several places will be reserved for strong candidates who are West Virginia residents, the department anticipates admitting students who represent a wide range of geographic backgrounds and interests.

Vertical Team Practica: Practica in the program are arranged according to vertical teams. Each team is lead by a clinical faculty member who is a licensed psychologist. Teams are organized around a particular orientation to clinical conceptualization and treatment planning. Teams include students at all levels of training and allow newer students to be exposed to practica in which they may be placed as they progress through the program. Vertical team arrangements also allow more experienced students to become mentors to more junior students.

Comprehensive Evaluation Process: All students admitted to the program must complete the portfolio evaluation review as part of the comprehensive evaluation process. Students who are admitted immediately after their Bachelor's degree will take a written comprehensive prior to being awarded the master's degree.

Doctoral Research Project: All students are required to complete a doctoral research project prior to receiving their Psy.D. degree. Details of the doctoral research process are discussed in the Psy. D. Student Handbook.

Internship Requirement: All students are required to complete a one year, full time (or two year, half time) internship in clinical psychology at an approved internship training site. There are a very limited number of local approved sites and students should anticipate the possibility of relocation during this portion of the training period. Please contact the Psy.D. program coordinator for additional information concerning this requirement.

Residency Requirement: Students in both tracks are required to enroll as full time students for a one year "residency" period. For most students, this will be the 4th year, when students focus on their doctoral research and their rural practicum placements.

Rural Practicum Placement: A key component of our program is training in and supervised delivery of psychological services in rural settings. All students will spend at least one academic year (two sequential full semesters) placed in an approved rural training site. This placement will require driving to the site and may require an overnight stay each week. More information about this part of the program is available from the Psy. D. program coordinator and/or the Practicum Coordinator.

Scheduling of Coursework: Courses are offered during Fall, Spring and Summer terms, with most courses offered no more than once per year. Students must plan to take courses during each term to make appropriate progress through the curriculum.

Other information about program (e.g. comprehensive exams, specific procedures for requesting evaluation of prior graduate coursework, graduate assistantships and other student funding opportunities; the doctoral program fee charged to students each semester of enrollment) are available from the psychology department; please contact the Psy. D. Program Coordinator.

Accreditation

Marshall University's Psy.D. is fully accredited by the American Psychological Association. In addition, Marshall University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504). The Psy.D. program has also been recognized as a designated program by the National Register/Association of State and Provincial Boards of Professional Psychology.

Course Requirements

Below are the courses required for the Psy.D. program. A curriculum by year can be found by visiting the Web site at www.marshall.edu/psych.

I. Foundational Psychotherapy

PSY 633, Individual Interviewing & Psychotherapy (3 cr.)

II Foundational Assessment

PSY 706, Integrated Assessment I (3 cr.)

PSY 707, Integrated Assessment I Practicum (1 cr.)

PSY 708, Integrated Assessment II (3 cr.)

PSY 709, Integrated Assessment II Practicum (1 cr.)

Optional: PSY 710, Advanced Assessment (3 cr.)

III Biological Bases of Behavior

PSY 674, Biological Bases of Behavior (3 cr.)
PSY 618, Psychopharmacology (1 cr.)
PSY 750, Behavioral Health Psychology (3cr.)

IV. Cognitive and Affective Aspects of Behavior

PSY 672, Cognitive Psychology (3 cr.)

V. History and Systems of Behavior

PSY 560, History and Systems of Psychology (3 cr.)

VI. Research Methodology and Data Analysis

PSY 517, Intermediate Statistics (3 cr.)
PSY 723, Clinical Research Methods (3 cr.)

Choose one of the following:

PSY 7__, Advanced Quantitative Methods (3 cr.)
EDF 625, Qualitative Research in Education (3 cr.)
PSY 799, Doctoral Research (6 or more cr.)

VII. Human Development and Individual Differences

PSY 615, Advanced Developmental Psychology (3 cr.)
PSY 712, Geropsychology (3 cr.)
PSY 764, Human Sexuality and Dysfunction (3 cr.)

VII. Psychopathology

PSY 608, Differential Diagnosis and Treatment Planning (3 cr.)

IX. Professional Standards and Ethics

PSY 605, Ethics, Legal, and Professional Issues (3 cr.)

X Social Aspects of Behavior

PSY 502, Advanced Social Psychology (3 cr.)

XI. Cultural and Individual Diversity

PSY 755, Rural/Community Psychology I (3 cr.)
PSY 726, Cross-Cultural Psychology (3 cr.)

XII. Advanced Psychotherapy

PSY 635, Child and Family Therapy (3 cr.)
PSY 732, Behavior Therapy (3 cr.)
PSY 731, Psychodynamic Therapy (3 cr.)
PSY 733, Cognitive Psychotherapy (3 cr.)
PSY 752, Rural/Community Psychology II (3 cr.)
PSY 634, Group Therapy (3 cr.)
PSY 7__, Advanced Seminar in Psychotherapy (3cr.)

XIII. Consultation and Supervision

PSY 753, Supervision in Clinical Psychology (3 cr.)

XIV. Clinical Practica

PSY 670, Practicum I (3 cr.)
PSY 671, Practicum II (3 cr.)
PSY 769, Practicum in Clinical Psychology (3 cr.)
PSY 713, Advanced Assessment Practicum (2 cr.)
PSY 714, Advanced Assessment Practicum (2 cr.)
PSY 770, Advanced Practicum in Clinical Psychology (3 cr.)
PSY 771, Advanced Practicum in Clinical Psychology (3 cr.)
PSY 772, Rural Practicum I (3 cr.)
PSY 773, Rural Practicum II (3 cr.)

XV. Internship

PSY 780-783, Pre-Doctoral Internship (3-9 cr.)

(continued)

XVI. Clinical Seminar

PSY 790-796, Clinical Seminars (1 cr each/4 required)

XVII. Teaching Experience (Optional)

PSY 600, Teaching Seminar (3 cr.)

GRADUATE CERTIFICATE IN BEHAVIORAL STATISTICS

Psychology and behavioral research are based, in part, upon the assumption of an orderly analysis of empirical data. Within psychology, behavioral statistics offer the foundation for discovery and advancement of the profession and provide the support for the demonstrability of treatment programs and other forms of psychological intervention.

The Graduate Certificate in Behavioral Statistics offers a comprehensive array of statistical tools and analyses that will enable those who complete the certificate both private and public sector opportunity. The certificate represents a balance between the large sample parametric statistics of experimental design [ANOVA] and regression and the areas of non-parametric and small or single subject design.

Certificate holders will be able to create, design, and implement real-world statistical paradigms. Employers will benefit from the breadth of the program in the graduates' ability to apply behavioral statistical paradigms to their knowledge base.

Requirements: 12 hours

PSY 517, Intermediate Behavioral Statistics 3 hours

PSY 623, Experimental Design 3 hours

PSY 624, Multivariate Analysis 3 hours

And *one* of the following:

PSY 651, Advanced Nonparametric Statistics 3 hours

PSY 654, Single Subject Analysis 3 hours

Admission Standards:

Admission standards are the same as for the master's degree. All credits earned in the Graduate Certificate Program in Behavioral Statistics may be applied to a master's degree. For example, PSY 517 is a current requirement for the master's degree in Psychology. Other credits earned in the behavioral statistics program may be applied in part to the elective hours required for the M.A. degree in Psychology.

RELIGIOUS STUDIES (RST)

The Department of Religious Studies offers a minor field of study which is open to all majors in all fields.

SAFETY (SFT)

(See Information Technology and Engineering [CITE])

SCHOOL PSYCHOLOGY (Ed.S.)

The Ed.S. program in School Psychology is designed to prepare students to meet the Department of Education requirements for certification in West Virginia and other states. The program consists of 75 hours of required coursework and field experiences. Students who possess graduate degrees in psychology or education are encouraged to apply and enter with advanced standing. The program faculty will review such students' transcripts and determine the extent of credit to be awarded for previous coursework.

Admission is competitive because of the limited number of available internships. Applicants to the Ed.S. program must have a minimum undergraduate and/or graduate GPA of 3.0. Students must also obtain GRE (General Test) scores of no lower than 400 on either the Verbal or Quantitative sections, or a minimum total of 900 on those two sections. As an alternative to the GRE, students may take the Miller Analogies Test. On this test, students must achieve a scaled score of at least 400 (raw score of 40). In addition, students must submit a sample of their professional writing (a scholarly paper on any subject) and a statement of their professional goals (1000 words or fewer).

Creating a diverse student body is a priority and minority applicants are encouraged to apply. Graduate assistantships are available. Students can be accepted into the school psychology program throughout the school year; however, school psychology competency classes begin in the fall semester of each academic year.

Students are expected to have previous coursework in abnormal psychology, tests & measurements, and statistics. Any prerequisite courses must be completed prior to fall enrollment. In addition, each student is required to have a school psychologist mentor (a practicing school psychologist who has volunteered to serve as a mentor for a school psychology graduate student in his or her geographic area) and an adopting school (the adoptive school is a public school that has agreed to serve as a “home” for the student during his or her years in the program as he or she becomes socialized to the role of school psychologist) at the time of admission. Program faculty will help potential students connect with potential mentors in their own areas if needed.

Students are admitted to the Ed.S. program with the expectation that they will complete the program within three to five years, depending on the number of classes in which they enroll each semester. Students are expected to enroll in all three semesters. Failure to make the expected amount of progress may result in reassignment to another internship year.

During the first year, each student is required to complete five courses in the core competencies of school psychology. The final year begins with the summer semester preceding internship in which the student takes the final practicum and completes the thesis requirement. The student then completes the 1200 hour (12 credit hours) internship that is required for certification in school psychology. The internship requires a commitment to a school system for a full academic year. A maximum of 18 students will be admitted to this final-year experience.

The program consists of 63 hours of coursework followed by a year-long internship earning 12 hours of graduate credit. This paid internship must occur within a school setting and meet stringent criteria specified by the program and the National Association of School Psychologists. In addition, students must pass written comprehensive examinations, complete a thesis, and earn a passing score on Praxis I and Praxis II Specialty Area Test in School Psychology before graduation.

Plan of Study: Ed.S. in School Psychology

Requirements:

<i>Course Number/Course Title</i>	<i>Hours</i>
SPSY 616, Psy Foundations I: Typical & Atypical Child Development	3
SPSY 618, Direct Service Delivery I: Instruction & Behavior Mod	3
SPSY 601, Professional Competence I: Schools as Systems	3
CISP 535, Educational Foundations I: General Special Ed Programming	3
PSY 517, Research I: Statistics or EDF 517	3
SPSY 621, Data-Based Decision Making I	3
PSY 674, Psy Foundations II: Biological Bases of Behavior or SPSY 675	3
SPSY 675, Psy Foundations III: Psych Foundations of School Psych	3
PSY 623, Research II: Experimental Design or EDF 621	3
PSY 526, Psy Foundations IV: Cross Cultural Psychology or COUN 574	3
SPSY 603, Professional Competence II: Professional School Psych	3
SPSY 622, Data-Based Decision Making II	3
SPSY 738, Practicum I	3
SPSY 617, Indirect Service Delivery I: Consultation	3
CIRG 636, Educational Foundations II: Developmental Reading	3

Take Comprehensive Written Examination

SPSY 624, Data-Based Decision Making III	3
SPSY 739, Practicum II	3
SPSY 619, Direct Service Delivery II: Individual & Group Counseling	3
SPSY 620, Indirect Service Delivery II: Primary Prevention	3
SPSY 740, Practicum III	3
SPSY 750, Research III: Thesis	3

Defend Thesis

SPSY 745, Internship	6
SPSY 745, Internship	6

Take Praxis II Specialty Examination in School Psychology

Total of 75 hours required

SOCIOLOGY (SOC)

The Department of Sociology focuses on applied sociology and anthropology, especially the analysis of social and cultural issues, policies and trends in Appalachia. We also offer courses in social theory, with an emphasis on inequality.

Applicants for admission to the graduate program are expected to present a minimum of twelve hours of undergraduate sociology courses and Graduate Record Examination. A student must file a Plan of Study with the advisor and the Graduate College office no later than the completion of 12 credit hours, including Sociology 503 and 545.

To complete the requirements for the master's degree, graduate students must select either the thesis or the non-thesis option. The thesis option requires completion of 32 hours of work, including 1-6 hours of thesis in Sociology 681 and a minor of 6 hours. The non-thesis option requires completion of 36 hours, including Sociology 679 and a minor of 6 hours. Sociology 503, 521, 545, and 601 are required for either option.

A minor in sociology is earned by presenting at least two 500- or 600-courses (at least 6 hours total) in Sociology as approved by the student's advisor and the Sociology Department.

SPANISH (SPN)

The Department of Modern Languages offers a minor field of study in Spanish. These courses can also be used in conjunction with a major in Secondary Education.

SPECIAL EDUCATION (See Curriculum and Instruction)

SPEECH (See Communication Studies)

SPEECH PATHOLOGY (See Communication Disorders)

SPORT ADMINISTRATION (See Exercise Science, Sport, and Recreation)

TEACHING (See Education)

TECHNOLOGY MANAGEMENT (TM) (See Information Technology and Engineering [CITE])

THEATRE (THE)

At present the Department of Theatre does not offer a graduate major. Courses in theatre are taken as minors by students in other departments, such as Music, Communication Studies, History, and English. Courses in theatre are also taken by teachers in service who wish to enhance their competence in theatre and to qualify for a higher salary.



Graduate Courses of Instruction

ABBREVIATIONS

PR:	Prerequisite
CR:	Corequisite
REC:	Recommended
I,II,S:	I-Fall semester; II-Spring semester; S-Summer
-lec. -lab	lecture and laboratory hours per week (e.g., 2 lec-4 lab means two hours lecture and four hours laboratory per week)
S/U:	Graded Satisfactory/Unsatisfactory.

A & S	ARTS AND SOCIETY	212	CIVI	CURRICULUM AND INSTRUCTION: VISUAL IMPAIRMENTS	189
ACC	ACCOUNTING	156	CJ	CRIMINAL JUSTICE	178
ATE	ADULT AND TECHNICAL EDUCATION	157	CL	CLASSICS	169
ACB	ANATOMY, CELL AND NEUROBIOLOGY	161	CMM	COMMUNICATION STUDIES ...	171
ANT	ANTHROPOLOGY	162	COUN	COUNSELING	174
ART	ART AND DESIGN	163	CS	COMPUTER SCIENCE	172
ARTS	STUDIO ART	214	CSE	CONTROL SYSTEMS	173
BIC	BIOCHEMISTRY AND MOLECULAR BIOLOGY ..	164	CULS	CULTURAL STUDIES	213
BMS	BIOMEDICAL SCIENCES	167	DTS	DIETETICS	190
BSC	BIOLOGICAL SCIENCES	165	ECN	ECONOMICS	190
CD	COMMUNICATION DISORDERS	169	EDF	EDUCATIONAL FOUNDATIONS	191
CE	CIVIL ENGINEERING	169	EE	ELECTRICAL ENGINEERING ..	193
CHE	CHEMICAL ENGINEERING	168	EM	ENGINEERING MANAGEMENT. .	193
CHM	CHEMISTRY	168	ENG	ENGLISH	194
CI	CURRICULUM AND INSTRUCTION	179	ENGR	ENGINEERING	194
CIDH	CURRICULUM AND INSTRUCTION: DEAF/HARD OF HEARING	182	ENVE	ENVIRONMENTAL ENGINEERING	196
CIEC	CURRICULUM AND INSTRUCTION: EDUCATIONAL COMPUTING ...	182	ES	ENVIRONMENTAL SCIENCE ..	197
CIME	CURRICULUM AND INSTRUCTION: MATHEMATICS EDUCATION ..	184	ESS	EXERCISE SCIENCE AND SPORT	199
CIRG	CURRICULUM AND INSTRUCTION: READING EDUCATION	184	FCS	FAMILY AND CONSUMER SCIENCE	201
CISE	CURRICULUM AND INSTRUCTION: SCIENCE EDUCATION	186	FIN	FINANCE	202
CISL	CURRICULUM AND INSTRUCTION: ENGLISH AS A SECOND LANGUAGE	183	FRN	FRENCH	204
CISP	CURRICULUM AND INSTRUCTION: SPECIAL EDUCATION	186	FSC	FORENSIC SCIENCE	203
			GEO	GEOGRAPHY	205
			GLY	GEOLOGY	206
			HCA	HEALTH CARE ADMINISTRATION	207
			HS	HEALTH SCIENCE	209
			HIST	HISTORICAL STUDIES	214
			HRM	HUMAN RESOURCE MANAGEMENT	215

(continued)

HST	HISTORY	209	PHL	PHILOSOPHY	238
HUMN	HUMANITIES	212	PHS	PHYSIOLOGY	240
IE	INDUSTRIAL ENGINEERING ..	216	PHY	PHYSICS	239
IS	INFORMATION SYSTEMS	216	PLS	PARK RESOURCES AND LEISURE SERVICES	236
ITL	INSTRUCTIONAL TECHNOLOGY AND LIBRARY SCIENCE	218	PMC	PHARMACOLOGY	237
JMC	JOURNALISM AND MASS COMMUNICATIONS	218	PS	PHYSICAL SCIENCE	238
LAT	LATIN	220	PSC	POLITICAL SCIENCE	240
LE	LEGAL ENVIRONMENT	225	PSY	PSYCHOLOGY	243
LITS	LITERARY STUDIES	214	PTH	PATHOLOGY	237
LS	LEADERSHIP STUDIES	221	QA	QUALITY ASSURANCE	247
MCB	MICROBIOLOGY, IMMUNOLOGY AND MOLECULAR GENETICS	229	RST	RELIGIOUS STUDIES	248
MGT	MANAGEMENT	224	SFT	SAFETY TECHNOLOGY	248
MIS	MANAGEMENT INFORMATION SYSTEMS	225	SOC	SOCIOLOGY	251
MKT	MARKETING	225	SPN	SPANISH	252
MSF	MINE SAFETY	230	SPSY	SCHOOL PSYCHOLOGY	250
MTH	MATHEMATICS	228	TE	TECHNOLOGY AND ENGINEERING	255
MUS	MUSIC	231	THE	THEATRE	256
NUR	NURSING	234	TM	TECHNOLOGY MANAGEMENT	255

ACCOUNTING (ACC)

- 510 Survey of Accounting. 3 hrs.**
Application of accounting as an information development and communication function that supports economic decision making. Topics include principles, concepts, problems, financial analysis, personal and organizational decisions, business entities, and government.
- 580-583 Special Topics. 4 hrs.**
- 612 Accounting Functions in Business. 3 hrs.**
A study of the generation, transformation, and presentation of quantitative data produced by the accounting process. Emphasis is given to the modern accounting system that generates information (1) for marketing, production, and financial executives in planning and controlling business operations, and (2) by investors, creditors, governmental agencies, and other external groups having an interest in the operating results and financial position of business firms. (PR: Full M.B.A. admission or permission of GSM academic advisor)
- 613 Profit Planning and Controls. 3 hrs.**
Determination, analysis, and reporting of data for planning and controlling operations. Includes flexible budgets, standard costs, and systems of determining historical costs. (PR: Full M.B.A. admission or permission of GSM academic advisor)
- 614 Theory of Accounting. 3 hrs.**
History and development of accounting principles; intensive study of theoretical problems related to determination of income and presentation of financial conditions. (PR: Accounting 613 and full M.B.A. admission or permission of GSM academic advisor)
- 615 Auditing Theory and Practice. 3 hrs.**
Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors. (PR: ACC 429 and full M.B.A. admission or permission of GSM academic advisor)
- 616 Advanced Income Tax Procedure. 3 hrs.**
A study of selected topics in the Internal Revenue code and regulations with emphasis on tax accounting and research. (PR: ACC 348 and full M.B.A. admission or permission of GSM academic advisor)
- 617 Advanced Controllership. 3 hrs.**
Functions of the modern corporate controller. Topics and problems demonstrating the integrative nature of the controller's role are investigated. The use of the computer is integrated into the course. (PR: ACC 613 and full M.B.A. admission or permission of GSM academic advisor)
- 618 Accounting Research. 3 hrs.**
Examination and evaluation of current theories, issues, and problems relating to accounting. Primary emphasis on accounting theory and research. (PR: ACC 312 and full M.B.A. admission or permission of GSM academic advisor)

- 648 Tax Research. 3 hrs.**
Examines the primary and secondary sources of income tax law. Assignments will address using paper and electronic research tools to locate, understand, and interpret primary and secondary source materials.
- 650 Special Topics. 1-3, 1-3 hrs.**
(PR: Permission of the division head and full M.B.A. admission)
- 660 Independent Study. 1-4 hrs.**
Independent study of a specific nature under the supervision of a faculty member with graduate status. Hours determined by the magnitude of the project. (PR: Permission of the division head and full M.B.A. admission or permission of GSM academic advisor)

ADULT AND TECHNICAL EDUCATION (ATE)

- 503 Introduction to Adult Learning Theory. 3 hrs.**
Designed to acquaint the student with the field of adult education and its underpinnings and the various adult learning theories and/or approaches.
- 505 Instructional Methods in Technical Training. 3 hrs.**
Unit and lesson planning; cooperative education as a method of instruction, project plan of instruction, classroom management and control, demonstration techniques, evaluation methods, field experience in Marketing Education classroom.
- 508 Teaching Methods in Career and Technical Education. 3 hrs.**
Correlating lab instruction with classroom instruction; individual and group instruction sheets and materials; the four teaching steps in career and technical education; physical factors relating to classroom and lab.
- 510 Developing Selling Curriculum. 3 hrs.**
Conduct library research, review selling content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 511 Introduction to Career and Technical Education. 3 hrs.**
Designed as a follow-up to Teaching Methods in Career and Technical Education and intended to provide the new teacher guidance and supervision in developing teacher competence.
- 512 Course Construction and Planning in Career and Technical Education. 3 hrs.**
Analysis procedures for determining career and technical curriculum content; determination of program goals and objectives; involvement of advisory committees; factors, principles, and techniques of developing a course of study.
- 513 Organization and Management of School Shops and Laboratories. 3 hrs.**
Responsibilities as a manager; methods of handling tools, equipment, and supplies; project instructional resource needs and reporting; improvement of facilities; filing system, and career and technical laboratory.
- 520 Principles of Cooperative Education. 3 hrs.**
Principles for planning, implementing, and evaluating the cooperative design within the various service areas of technical education; analysis of factors which must be considered in selection of the cooperative design.
- 521 Occupational Analysis. 3 hrs.**
Assist the instructor in analyzing an occupation; goals and objectives to form a basis for vocational curriculum; classifying and describing occupations; analysis procedures; course content, and technical skills and knowledge.
- 522 Administration of Cooperative Programs. 3 hrs.**
Administering cooperative education programs, recruiting, and selecting students; selecting training agencies and placing students; conducting public relations activities for the program; and advising the student organization.
- 524 Safety in Career and Technical Education. 3 hrs.**
Responsibilities of the teacher in providing a safe learning/working environment; effective approaches to accident prevention; laws and regulatory agencies regarding safety management in the classroom and laboratory.
- 525 Computer Applications in Business and Marketing Education. 3 hrs.**
Study of computer applications and software for Business and Marketing Education.
- 535 Methods of Examination in Career and Technical Education. 3 hrs.**
Develop written and performance evaluation instruments; develop and use progress charts; determine appropriate grading procedures. Develop rating scales, objectives tests, classroom tests, and manipulative tests. Introduction to statistics.
- 536 Coordination of Cooperative Career and Technical Education. 3 hrs.**
Background of coordination; methods of techniques for evaluating and selecting work stations; student selection, placement, and follow-up; role of advisory committees; methods of evaluating cooperative work experience.

- 540 Developing Merchandising/Sales Promotion Curriculum. 3 hrs.**
Conduct library research, review merchandising and sales promotion content, objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 542 Principles of Prevocational Exploration. 3 hrs.**
Study of the prevocational exploration delivery system. Develop instructional units which include goals, objectives, and criteria for evaluation of students.
- 544 Practicum in Prevocational Exploration, I. 3 hrs.**
Participants make revisions to instructional units, organize a Career Exploration Club, and recognize apprenticeship opportunities.
- 546 Practicum in Prevocational Exploration, II. 3 hrs.**
Participants modify the 36-lesson plan project, incorporate additional “hands-on” activities, examine teaching strategies, and design activities for community involvement utilizing an advisory committee.
- 547 Computer Applications in Career and Technical Education. 3 hrs.**
Designed to introduce modern instructional technology in today’s classrooms and labs. Introduction to disk operating systems; application software for instruction and instructional management; student evaluation; record keeping, and work processing.
- 548 Applications of Basic Skills in Career and Technical Education. 3 hrs.**
Methods, techniques, and strategies for incorporating basic skills in career and technical instruction; emphasis on reading, writing, math, oral communication, and critical thinking skills; job-seeking and job-keeping skills.
- 549 Occupational Analysis and Instructional Design. 3 hrs.**
Analyzing an occupation to identify knowledge and skills; use of the analysis to develop problem solving objectives and instructional plans; emphasis on approach to facilitate student achievement of objectives.
- 550 Interpersonal Skills in the Workplace. 3 hrs.**
Course is designed to provide opportunities to learn in preparation for career success with supervisors, co-workers, clients, and customers. Human relations skills are examined and related to business success.
- 552 History and Philosophy of Career and Technical Education. 3 hrs.**
Historical influences in the development of workforce education in America and Europe; motivating influences and the implications of philosophy in modern career and technical education.
- 559 Coordination of Career and Technical Youth Activities. 3 hrs.**
Organize and develop co-curricular student organization; defining the purpose of the organization; plan application and integration into the vocational program; competencies in leadership and team building.
- 560-563 Professional Development. 1-4 hrs.**
- 565 Career Exploration and Development. 3 hrs.**
Exploring principles and techniques for career planning and job search. An overview of strategies for gaining a competitive edge in the labor market and for experiencing a successful career beginning.
- 569 Business and Occupational Teaching Methods. 3 hrs.**
Survey materials and methods for developing competencies in teaching business education and/or occupational training programs.
- 570 Practicum in Adult and Technical Education. 1-4 hrs.**
Individually designed field experience under supervision of the faculty; such experience related to the student’s future professional role.
- 580-584 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 591-594 Workshop. 1-4 hrs.**
- 589 Grant Proposal Writing for Business and Industry. 3 hrs.**
This course provides a step-by-step guide to the proposal writing process, from the initial stages of planning, to writing the first draft, to preparing the final document.
- 595 Historical Developments in Workforce Preparation. 3 hrs.**
An overview of the historical evolution of technical education legislation; analysis of Technical Education Acts as they relate to state and local planning of technical education programs.
- 600 Aspects of Training and Development. 3 hrs.**
Overview of the training and development profession and theories that support the profession; emphasis on the variety of solutions used by HRD professionals to help improve individual and organizational performance.
- 601 Philosophy of Workforce Preparation 3 hrs.**
Overview of the historical origins of technical education and their relationship to educational philosophies; foundations of areas of technical education; analysis of questions fundamental to a philosophy of technical education.

- 603 Introduction to Adult Education and Adult Learners. 3 hrs.**
Designed to acquaint the student with the field of adult and continuing education, its foundations and development in this country and future trends.
- 605 Foundations of Business and Marketing Education. 3 hrs.**
Application of philosophy and principles of business and marketing education to the objectives, curriculum, guidance, and teacher preparation, emphasizing the techniques for coordination of federally aided programs.
- 609 Developing Training Plans for Business and Industry. 3 hrs.**
Analysis of factors in developing local plans for business and industry; emphasis on implications of federal guidelines; factors which impinge upon programs during implementation; developing evaluation procedures.
- 610 Current Issues in Business and Marketing Education. 3 hrs.**
Individual and group analysis of current issues in business and marketing; identification of issues significant to the direction of sound business education and marketing education programs.
- 614 Adult/Technical Education and Economic Development. 3 hrs.**
Study of the sources of data on employment needs; relationship to planning techniques for conducting a community survey; organizing data for analysis and applying the findings to the planning process.
- 615 Student Career Organizations. 3 hrs.**
A study of various facets of existing state/national student organizations. Special emphasis is placed upon the organizations of student career organizations and parliamentary procedures. (PR: ATE 542 or equivalent)
- 616 Community Relations in Adult/Technical Programs. 3 hrs.**
Study of community organization and the relationship of adult/technical education; consideration of models for analyzing employment opportunities and occupational training needs and the process in securing community commitment.
- 618 Literature of Adult and Continuing Education. 3 hrs.**
A program of readings and reports on specific areas in adult education or particular problems within an area of adult and continuing education. Readings to be selected cooperatively with advisor.
- 628 Adult Instruction: Environmental and Personal Aspects. 3 hrs.**
The course examines both environmental and personal factors which may impact on the adult learning process and is designed to foster awareness, which will be translated into appropriate intervention strategies.
- 631 Survey Practicum in Computer Applications in Business and Industry. 3 hrs.**
An introductory course for persons who want to become familiar with the application of computers in the business/industrial fields represented by adult and technical education.
- 635 Specialized Practicum in Computer Applications in Business and Industry. 3 hrs.**
An advanced course for persons who want to further their knowledge of the application of computers in the business/industrial fields represented by adult and technical education.
- 637 Individual Computer Program Applications. 3 hrs.**
Individually designed learning activities that involve the application of previously learned theories, processes, operations, techniques or systems. The applications are studied, analyzed, and evaluated.
- 640 Program Design in Technical Education. 3 hrs.**
An overview of technical education history, philosophy, legislation, certification, evaluation, and operations. Comparison to academic programs to emphasize similarities and differences.
- 643 Teaching EFL Abroad. 3 hrs.**
Designed to explore the educational history of teaching a foreign language in different countries. (PR: CISL 550 and CISL 551)
- 650 Career Education Curriculum Development. 3 hrs.**
Instructional unit is developed to assist children and youth achieve academic, general, or technical education and also career education goals; includes goals, objectives, procedures, student activities, resources, and evaluation.
- 651 Developing Marketing Curriculum. 3 hrs.**
Conduct library research, review marketing content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 652 Field Based Job Analysis and Curriculum Design. 3 hrs.**
Field study of job analysis, curriculum, course, and program design.
- 653 Developing Management Curriculum. 3 hrs.**
Conduct library research, review management content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.
- 655 Developing Human Resources Curriculum. 3 hrs.**
Conduct library research, review personnel content, select content objectives, identify content appropriate for the target group, prepare teaching outlines, and design evaluation instruments.

- 656 Instructional Planning for Adult Populations. 3 hrs.**
An examination and application of the process involved in the development, operation, and evaluation of adult programs in the community, business, and industry.
- 659 EFL Methods. 3 hrs.**
Designed to provide students with the latest methodologies associated with teaching EFL to the adult learner. (PR: ATE 643)
- 661 Practicum in Adult and Continuing Education. 3 hrs.**
Individually designed to provide field experience under the supervision of the faculty, such experience to be related to the student's project role in adult and continuing education.
- 662 Applied Field Experience in Prevocational Exploration. 3 hrs.**
Participants are assisted in making revisions in instructional units, organizing an advisory committee, and organizing a Career Exploration Club as an integral part of the classroom instruction. (PR: ATE 542)
- 663 EFL Practicum. 3 hrs.**
Designed to engage the student in hands-on teaching in a classroom setting. (PR: ATE 659)
- 664 Technical Education Practicum. 3 hrs.**
Individually designed to provide field experience under the supervision of the faculty, such experience to be related to the student's profession.
- 667 Cooperative Education Workforce Experience. 1-10 hrs.**
Alternating or parallel periods of study and paid employment for experiential learning related to student's academic and/or professional goals (Min. 50 hours of paid work experience per credit hour)
- 668 Field Based Internship in Business and Industry. 3 hrs.**
Internship in the technical content areas of marketing, merchandising, management or technology; evaluating methods, and procedures in marketing, merchandising, management, or technology. (PR: ATE 609, 628, 652 and 656)
- 671 Evaluation of Adult and Technical Instruction. 3 hrs.**
An examination of the design and evaluation processes used in adult learning areas with emphasis on the T&D and technical fields as well as the general field.
- 673 Assessment in Adult/Technical Education. 3 hrs.**
Evaluation procedures in adult/technical education including principles of test construction; survey of standardized and published tests; utilization in the classroom or training department; review of statistical methods.
- 675 Literature and Applied Research in Adult/Technical Education. 3 hrs.**
Program of readings and reports on specific areas of adult/Technical education or particular problems within an area of adult and technical education; reading selected cooperatively with advisor.
- 677 Research Methodology and Design in Adult/Technical Education. 3 hrs.**
Study of methodology, application, analysis and synthesis of research; a review of current studies with attention to statistical techniques, data collecting, data handling, and the impact of particular research.
- 679 Problem Report. 1-6 hrs.**
- 680 International Workforce Development. 3 hrs.**
This course is designed for students in technical and social fields who are interested in workforce development. It has three components: education and training, collaborative research, and technical assistance.
- 681 Thesis. 1-6 hrs.**
- 690-692 Seminar. 1-4 hrs.**
- 701 The Community and Technical College. 3 hrs.**
History, functions, and unique characteristics of the two-year college in the American education system.
- 702 Analysis of Literature on Community and Technical College Teaching. 3 hrs.**
Identification and analysis of current issues in community technical college teaching with application of procedures for investigation, accompanied by a critical examination of findings and their application to local programs.
- 703 Interpretation and Utilization of Applied Research in Community and Technical College Teaching.**
Students will learn how to choose the appropriate statistics, interpret the outputs, and develop skills in writing about the meaning of the results.
- 707 Professional Seminar I. 1 hr.**
Selected topics in program and institutional assessments related to community and technical colleges.
- 708 Professional Seminar II. 1 hr.**
Selected topics in thesis proposal, overview of grantsmanship, and funding sources. Discussion of the effects of new technologies and the Internet on the proposal process.
- 709 Professional Seminar III. 1 hr.**
Provides students an opportunity to synthesize prior course experiences and to prepare and present a draft thesis prospectus.

- 712 Classroom Assessment for Community and Technical College Students. 3 hrs.**
Presentation of assessment principles that clearly and specifically relate to instruction, current research and new directions in the assessment field, and practical and realistic examples and suggestions.
- 714 Community and Technical College Curriculum Design. 3 hrs.**
Study of the major curricular programs of the comprehensive community college, including factors that influence the design and implementation, processes for assessing, and strategies for changing the curriculum for open access colleges.
- 718 Education and Employment Preparation for Diverse Populations. 3 hrs.**
The needs of diverse/special needs populations, including youth and adults with disabilities, disadvantaged, limited English proficient, displaced workers, minorities, incarcerated, and single teen parents. Specific attention to federal legislation.
- 723 Perspectives and Strategies for Teaching Workforce Education. 3 hrs.**
Teaching/learning process and consideration of teaching methods employed to encourage, guide, and evaluate community and technical college students' learning.
- 726 Funding, Planning, and Administrative Issues of Community and Technical Colleges. 3 hrs.**
Governance and administration of the contemporary community and technical college in the United States with a focus on planning, funding, and selected administrative issues.
- 781 Thesis. 6 hrs.**
Individual research in a selected field of community and technical college teaching under the direction of a graduate faculty member of the department.

ANATOMY, CELL AND NEUROBIOLOGY (ACB)

- 620 Gross Anatomy/Embryology. 8 hrs. I.**
The course presents a comprehensive study of the structures of the human body and their development. Although the course is centered in dissection, additional learning resources include examination of non-invasive images such as CAT scans, MR images and radiographs, and the study of models and the use of computer programs. Clinical correlates and cases are used to establish the anatomical basis of the practice of medicine.
- 624 Microscopic Anatomy and Ultrastructure. 4 hrs. II.**
Students study the functional and microscopic aspects of cell and tissue types found in different regions of the human body. Presentation of topics correlates with the physiology course, which runs concurrently and provides an organ system approach to the material. In the laboratory portion of the course, tissues from medical histology slide sets and electron micrographs are studied.
- 626 Advanced Histological Techniques. 4 hrs., II.**
Advanced techniques of tissue preparation, staining, histochemistry and immune localization. (PR: Consent of instructor)
- 628 Anatomy of the Nervous System. 4 hrs. II.**
The gross and fine structure of the nervous system is correlated with function at each level of the spinal cord and brain. Lectures are supplemented in the laboratory by the study of microscopic sections and gross sections of the spinal cord, brain stem and whole brain. (PR: Consent of instructor)
- 632 Principles of Mammalian Development. 3 hrs. I.**
A course designed to present the salient features of normal human development so that students will have a basis for comprehending normal adult anatomic relations and variations, and a basis for interpreting congenital pathologic conditions. (PR: Consent of instructor)
- 639 Neuroanatomy Research Techniques. 3 hrs. S.**
Students rotate through neuroanatomy faculty research laboratories where they have the opportunity to see state-of-the-art neuroanatomy research skills demonstrated. Each student has the opportunity to participate in neuroanatomical research. (PR: Consent of instructor)
- 640 Current Topics in Cellular Biology. 1-3 hrs. II.**
Students carry out a guided comprehensive review of the literature on a current research topic. The topic is selected by agreement of the student and faculty member. Consent of instructor is required.
- 641 Electron Microscopy. 3 hrs. I.**
The theory and practice of transmission electron microscopy (TEM). Sample preparation, TEM operation, darkroom work, manuscript preparation, and an individualized research project. (PR: Consent of instructor)
- 643 Independent Study in Electron Microscopy. 1-5 hrs. II.**
Supervised individual research projects in electron microscopy and advanced EM Techniques: STEM, SEM, Diffraction, Darkfield. (PR: ACB 641 or approval of instructor)
- 650 Research in Cellular Processes. 1-4 hrs. II.**
Provides the student with an introduction to research in cellular biology and neurobiology. The education program is arranged in consultation with an individual faculty member. Consent of instructor required.

- 655 Digital Video Imaging. 3 hrs. I, II.**
An in-depth study of the theory and practice of fluorescence and confocal microscopy (including Image Deconvolution, Multiphoton Imaging, FRET, FRAP, and GFPs), intracellular ion measurements and Immunocytochemistry. (PR: Consent of instructor)
- 660 Current Topics in Neurobiology. 1-3 hrs. II.**
Students carry out a guided comprehensive review of the literature on a current research topic in neurobiology. The topic is selected by agreement of the student and faculty. Consent of instructor required.
- 675 Special Topics. 1-4 hrs. I, II.**
Present course material on special areas of research or topics which are not routinely covered in existing courses. Consent of instructor is required.
- 676 Special Topics. 1-4 hrs. I, II.**
Present course material on special areas of research or topics which are not routinely covered in existing courses. Consent of instructor is required.
- 677 Special Topics. 1-4 hrs. I, II.**
Present course material on special areas of research or topics which are not routinely covered in existing courses. Consent of instructor is required.

ANTHROPOLOGY (ANT)

(See Sociology)

- 505 Applied Anthropology. 3 hrs.**
Principles of applied anthropology in community development. (PR: 6 hours of anthropology or sociology or equivalent)
- 526 African Cultures. 3 hrs.**
Comparative analysis of the tribal cultures of Africa. (PR: 6 hours of anthropology, or equivalent)
- 527 Ethnic Relations. 3 hrs.**
Analysis of cultural contact situations with emphasis on the role of western Europe cultures. (PR: 6 hours of anthropology or equivalent)
- 530 The American Indian. 3 hrs.**
Comparative analysis of Indian tribal cultures of the Americas. (PR: 6 hours of anthropology or equivalent)
- 537 World Cultures: An Anthropological View. 3 hrs.**
Anthropological analysis of the major culture areas of the world. (PR: 6 hours of anthropology or permission)
- 541 Oceania. 3 hrs.**
Comparative analysis of the original cultures of the Pacific Islands area. (PR: 6 hours of anthropology or permission)
- 543 Anthropological Theory. 3 hrs.**
Introduction to ethnological theory and to the development of grounded theory. (PR: 6 credit hours of anthropology or departmental permission)
- 551 Anthropological Analysis. 3 hrs.**
Examination of the analytical procedures utilized in ethnographic and comparative approaches to anthropological data, and an introduction to computer processing of cross-cultural data using the Human Relations Area Files. (PR: ANT 201)
- 553 Cognitive Anthropology. 3 hrs.**
Analysis of the relations between cultural, social and personality systems. (PR: 6 hours of sociology or anthropology, 6 hours of psychology or equivalent)
- 555 Appalachian Cultures. 3 hrs.**
Analysis of the Cultures of Appalachia. (PR: 6 hours of anthropology or departmental permission)
- 561 Theory and Analysis in Archaeology. 3 hrs.**
An introduction to archaeological theory and its application to the material record of cultures, past and present (PR: 6 credit hours of anthropology or departmental permission)
- 570 Appalachian Field Experience I. 3 hrs.**
Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. Four afternoons each week plus one class hour. (PR: ANT 455, or equivalent)
- 571 Appalachian Field Experience II. 3 hrs.**
Supervised field work in an Appalachian community studying the social and cultural characteristics of the area. Four afternoons each week plus one class hour. (PR: ANT 555)
- 580-583 Special Topics. 1-4 hrs.**
Study of topics of interest not covered in regularly scheduled classes. (PR: Graduate status and permission)

- 585-588 Independent Study. 1-4 hrs.**
Individual study of topics not offered in regularly scheduled classes. (PR: Graduate status and permission)
- 597-598 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 600 Ethnographic Methods. 3 hrs.**
Introduction to anthropological data-gathering and interviewing methods (PR: ANT 201; for students who have not had ANT 333 and 343)

ART AND DESIGN (ART)

- 500 Co-Curricular Experiences in the Visual Arts. 0 hrs.**
Students attend distinguished lectures, exhibitions, workshops, field trips, and other co-curricular visual arts events as part of their requirement for graduation.
- 504 Iconography of Mary. 3 hrs.**
Traces the sources and evolution of Catholic doctrine and images of the Virgin Mary.
- 505 Art in the United States. 3 hrs. I or II or S.**
A survey of the development of architecture, painting, and sculpture from colonial times to the present.
- 506 Figure Drawing. 3 hrs. I or II or S.**
Practice in drawing from the posed human figure.
- 507 Tribal Arts. 3 hrs. I or II or S.**
An introduction to the unique Arts of so-called precivilized peoples with a twofold emphasis: First, the European Pre-Historic; Second, the Non-European Primitive.
- 508 Art and Architecture of Ancient Egypt. 3 hrs.**
History of the visual arts and architecture in Ancient Mesopotamia, Egypt, Greece and Rome.
- 509 Nineteenth Century Art. 3 hrs. I or II or S.**
A survey of the development of architecture, painting, and sculpture in the western world during the 19th century.
- 510 Art and Architecture of Ancient Greece. 3 hrs.**
Explores the art and architecture of the ancient Greek world in light of social and religious influences.
- 511 Art and Architecture of Ancient Rome. 3 hrs.**
Explores the art and architecture of ancient Rome in light of social and religious influences.
- 512 20th Century Art. 3 hrs.**
A survey of the development of architecture, painting and sculpture in the Western World from 1900 to 2000.
- 513 Contemporary Art. 3 hrs.**
A survey of the development of architecture, painting and sculpture in the Western World from World War II to the present.
- 514 Art and Architecture of the Italian Renaissance. 3 hrs. I or II or S.**
Explores the art and architecture of the Italian Renaissance in light of social and religious influences.
- 515 Art of the Renaissance in Northern Europe. 3 hrs.**
Explores the art of northern Europe during the Renaissance in light of social and religious influences.
- 516 Baroque Art. 3 hrs.**
Analyzes Baroque art and social milieu that influenced, commissioned, financed, and produced it.
- 519 Spinning, Dyeing, and Tapestry. 3 hrs. I or II or S.**
Basic procedures in hand spinning, dyeing and tapestry weaving.
- 524 Women and Art. 3 hrs.**
Explores the relationship of women to art historically: as artists, as subject matter, and as patrons/consumers.
- 540 Advanced Graphic Design. 3 hrs.**
Directed study in which student may select subject from any area of commercial design with the goal of developing specific area of expertise. Emphasis on original design and research.
- 548 Ceramic Materials and Processes. 3 hrs.**
Practical and empirical investigation of ceramic materials, techniques and approaches to their use in clay and glazes.
- 550 2 & 3 Dimensional Designs for Fabrics. 3 hrs.**
Exploring the potentialities of fabric as an art experience in two and three dimensional art form.

- 554 Designing for Multimedia. 3 hrs.**
Current topics and techniques in multimedia design. Topics include animation, incorporating digital video and sound, interaction design, information design, Web site design and advanced image processing.
- 555-556 Painting: Acrylic and Oil. 3; 3 hrs. I, II, S.**
Study and practice of painting in expressing still life, landscape and the human figure.
- 557 Figure Painting. 3 hrs. S.**
Painting the nude model using modern and classical methods.
- 560 History and Philosophy of Art Education, 3 hrs. I.**
A survey of the evolution of art education and philosophy, and a study of problems related to art education on the elementary and high school level.
- 566 Problems in Curriculum Development for Public School Art K-12, 3 hrs.**
Exploring considerations for curriculum development in Art Education, developing individualized curriculum for specific situations on grade levels K-6 or 7-12.
- 569 Printmaking Processes. 3 hrs. I, II, S.**
Experiments in the media of Intaglio, Lithography, Serigraphy, Relief, Collagraphs and new techniques of printmaking.
- 570-573 Practicum. 3 hrs. I, II, S.**
To be used for learning activities that involve the application of previously learned processes, theories, systems or techniques
- 580-583 Special Topics. 1-4 hrs.**
To be used for experimental courses. By permission only.
- 585-588 Independent Studies. 1-4 hrs.**
To be reserved for tutorials, directed and independent research and readings, problem reports, and other activities designed to fit the needs of individual students within the major.
- 601 Advanced Problems in Art Education (Grades K-12). 3 hrs. I, II, S.**
For graduate students with limited experience in the arts and crafts wishing to familiarize themselves with methods and materials used in art education.
- 650-656 Advanced Studio Sequence. 3; 3; 3; 3; 3; 3 hrs. I, II, S.**
The student will select special studies from art education, art history, drawing, painting, sculpture, ceramics, graphics, and other related approved projects.
- 670 Seminar. 3 hrs. II. Even years only.**
Discussion and research in selected areas of art.
- 679 Problem Report. 1-3 hrs. I or II or S.**
- 681 Thesis. 1-6 hrs. I or II or S.**

BIOCHEMISTRY AND MOLECULAR BIOLOGY (BIC)

- 620 Human Biochemistry. 6 hrs. I.**
A study of structure and metabolism of biological compounds with special reference to the human. Must be taken concurrently with BIC 621. (PR: Organic chemistry and consent of instructor; CR: BIC 621)
- 621 Human Biochemistry Discussion. 1 hr. CR/NC.**
Co-requisite weekly discussion group for Human Biochemistry. Selected topics from the lecture course will be covered in greater depth. Must be taken concurrently with BIC 620. (CR: BIC 620)
- 634 Lipid Biochemistry. 2 hrs. II.**
Advanced study of lipid structure and metabolism. (PR: Biochemistry and consent of instructor)
- 636 Enzymology. 3 hrs. I.**
A study of enzyme structure and function, including purification, kinetics, pH and temperature effects, molecular chaperones, degradation, protein engineering, and enzymes important in the cell cycle and regulation of gene expression. (PR: Biochemistry and consent)
- 638 Nucleic Acids and Protein Synthesis. 3 hrs. II.**
An advanced course in molecular biology and molecular genetics emphasizing current research in these areas. (PR: Biochemistry and consent of instructor)
- 643 Molecular Signal Transduction. 3 hrs.**
An advanced exploration of the newest information on cellular signalling pathways. Special emphasis will be placed on current literature in following signal transduction from the plasma membrane to the nucleus. (PR: BMS 600 or equivalent)
- 675 Special Topics. 1-4 hrs.**
Present course material on special areas of research or topics which are not routinely covered in existing courses.

BIOLOGICAL SCIENCES (BSC)

- 501 Ichthyology. 4 hrs. II. (Alternate years)**
Anatomy, physiology, ecology, zoogeography, economic importance and classification of major groups and representative local species of fishes. 2 lec-4 lab and field. (PR: BSC 120-121, 214 or 310)
- 504 Cellular Physiology. 4 hrs.**
The physio-chemical nature of intracellular processes in plant and animal cells with emphasis on the functional significance of microscopic and submicroscopic structure and organization. 3 lec-3 lab. (REC: Background in chemistry and physics; PR: 12 hours biological sciences)
- 505 Economic Botany. 3 hrs.**
Plants used by man for food, ornamental purposes, building materials, textiles and other industrial purposes: economic importance of conservation. No laboratory. (PR: BSC 120-121 or equivalent)
- 506 Herpetology. 4 hrs. II. (Alternate years)**
A survey of the reptiles and amphibians of the world with special emphasis placed on forms resident to West Virginia including aspects of zoogeography, morphology, taxonomy, and behavior. 2 lec-4 lab. (PR: BSC 120-121, 214)
- 507 Genetics. 4 hrs. I, II.**
The fundamental principles and mechanisms of inheritance. 3 lec-4 lab. (PR: BSC 120-121 or equivalent)
- 508 Ornithology. 4 hrs. II. (Alternate years)**
An introduction to avian biology: Identification, distribution, migration and breeding activities of birds. 2 lec-4 lab. (PR: BSC 120, 121; REC: BSC 214)
- 509 Mammalogy. 4 hrs. I (Alternate years).**
Study of morphology, evolution and classification, zoogeography, ecology, economic importance; survey techniques and recognition of native mammals of West Virginia. (PR: BSC 121 plus an additional 8 hours of BSC courses)
- 510 Remote Sensing/GIS Applications. 4 hrs. I.**
A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using image processing/geographic information/spatial computer software systems with earth resources applications. (PR: PHY 203-204, MTH 225 or permission)
- 511 Digital Image Processing/GIS Model. 4 hrs. II.**
A study of image processing/geographic information/spatial analysis systems, concurrent and parallel image processing 3-D modeling scenarios utilizing geophysical data for computer simulation modeling. (PR: BSC/PS 410 or BSC 510)
- 513 Principles of Organic Evolution. 3 hrs. II.**
The facts and possible mechanisms underlying the unity and diversity of life with emphasis on Neo-Darwinian concepts of the role of species in evolutionary phenomena. (PR: 16 hours BSC)
- 514 Entomology. 4 hrs.**
Entomology, anatomy, physiology, identification, classification, life histories and economic importance of representative insect groups. 2 lec-4 lab. (PR: BSC 120-121 or equivalent)
- 515 Morphology of Plants and Fungi. 4 hrs. I, II, S.**
Form, structure, and development of plants and fungi. 2 lec-4 lab.. (PR: BSC 120, 121 or equivalent_
- 516 Plant Taxonomy. 4 hrs. I, II, S.**
Identification and classification of seed plants and ferns of eastern United States. Readings in history and principles of taxonomy, rules of nomenclature and related topics. 2 lec-4 lab. (PR: BSC 120-121 or equivalent)
- 517 Biostatistics. 3 hrs.**
Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP. Same as MTH 518. (PR: Permission)
- 518 Mycology. 4 hrs. I.**
Nature, cause and control of plant diseases. 2 lec-4 lab. (PR: BSC 120-121)
- 519 Plant Anatomy. 4 hrs. II.**
Investigations in plant anatomy with emphasis on seed plants. 2 lec-4 lab. (PR: BSC 120 and 121 or permission)
- 520 Plant Physiology. 4 hrs. II. (Alternate years)**
Experimental study of plant life processes to include applicable biophysical and biochemical principles, water relations, molecular biology, stress physiology, and growth and development. (PR: BSC 322 or equivalent)
- 521 Phycology. 4 hrs.**
Taxonomy and morphology of algae. Techniques used in the study of algae with emphasis upon application of ecological principles to current water quality problems. 2 lec-4 lab. (PR: BSC 105 or 121)

- 522 Animal Physiology. 4 hrs. I.**
Physiological principles operating in the organ systems of vertebrate animals. (PR: BSC 120, 121 or equivalent; BSC 322)
- 524 Animal Parasitology. 4 hrs. I, S.**
Morphology, life histories, classification, and host relationships of common parasites. 2 lec-4 lab. (REC: BSC 212 or equivalent)
- 526 Medical Entomology. 4 hrs. II, S.**
The characteristics and control of certain insects and other arthropods which transmit disease-causing organisms. 2 lec-4 lab. (REC: BSC 212 or equivalent)
- 530 Plant Ecology. 4 hrs. II.**
The study of plants and their interactions with their environment at different levels of ecological organization: individuals, populations, communities, and ecosystems. Emphasis on quantitative analysis of ecological data.
- 531 Limnology. 4 hrs. I, S.**
The study of inland waters; ecological factors affecting lake and stream productivity and various aquatic communities. 2 lec-4 lab. (PR: BSC 120-121 or equivalent; REC: BSC 212)
- 542 Advanced Microbiology. 4 hrs.**
An advanced treatment of microbiology with emphasis on the molecular aspects of anatomy, taxonomy, and physiology of microorganisms. 2 lec-4 lab. (PR: BSC 302)
- 545 Microbial Ecology. 3 hrs. II.**
This course introduces students to the vital roles that microbes play in sustaining life on earth. Includes both theoretical and practical concepts ranging from the origin of life to biodegradation. (PR: BSC 121 or permission)
- 546 Microbial Ecology Lab. 2 hrs. II.**
A laboratory course emphasizing the recovery, cultivation, enumeration, and identification of bacteria from environmental samples. Also introduces students to molecular-based methods for studying microbial community structure and dynamics. (PR: BSC 121, CR: BSC 545 or consent)
- 550 Molecular Biology. 3 hrs. II.**
Advanced principles in molecular function emphasizing current research using recombinant DNA methodology. (PR: BSC 322 or equivalent)
- 560 Conservation of Forests, Soil and Wildlife. 3 hrs. I.**
Primarily for students in the biological sciences, general and applied sciences. Includes fieldwork, seminars, and demonstrations related to conservation. 2 lec-4 lab. (PR: BSC 105 or 121 or equivalent)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs. CR/NC**
(PR: Permission)
- 601 Vertebrate Embryology. 4 hrs. I.**
Vertebrate development based on frog, chick and pig embryos. 2 lec-4 lab.
- 608 Plant Physiology: Growth and Development. 4 hrs. II. (Alternate years)**
Comprehensive advanced study of correlative growth in plants with emphasis on germination, dormancy, growth substances and physiological phenomena associated with phases of development. (PR: BSC 322 or 420 or 520)
- 620-622 Taxonomy of Vascular Plants. 1-2; 1-2; 1-2 hrs.**
Field studies in the taxonomy of higher plants. (Limited to 4 hours credit per student). (PR: BSC 516 or equivalent)
- 625 Advanced Physiology. 4 hrs.**
Lecture, current literature and introduction to research in physiological systems. 3 lec-3 lab. (PR: 4 hrs. physiology or permission)
- 626 Protozoology. 4 hrs. (Offered every third semester)**
A study of free-living and parasitic protozoa important to agriculture, wildlife, and man. Morphology, physiology, reproduction, ecology, and life histories of parasitic protozoa will be emphasized.
- 631 Animal Ecology. 4 hrs. I.**
A study of population and behavior ecology; community dynamics and field techniques. 2 lec-4 lab.
- 650-652 Special Problems. 1-3; 1-3; 1-3 hrs.**
By permission of adviser, graded CR/NC.
- 661 Seminar I. 2 hrs. I.**
In depth group discussion of current biological issues.
- 662 Seminar II. 1 hr. II.**
Oral presentation of individual topics. (PR: BSC 661)
- 679 Problem Report. 1-4 hrs.**
Preparation and completion of a written report from experimental or field research in biological sciences. (PR: permission)

- 680 Special Topics. 1-4 hrs.**
- 681 Thesis. 1-6 hrs.**
(PR: By permission of advisor).
- 716 Cellular Physiology for Nurse Anesthesia. 2 hrs.**
Study of structure and function of human cells, including protein synthesis, metabolism and reproduction, Study of genetic disorders and anesthesia, Study of anti-cancer drugs. (PR: Admission to DMPNA program)
- 717 Anatomy and Physiology I for Nurse Anesthesia. 3 hrs.**
Anatomy, physiology, pathophysiology, and anesthetic considerations related to respiratory and renal systems. (PR: Admission to DMPNA program)
- 718 Anatomy and Physiology II for Nurse Anesthesia. 3 hrs.**
Anatomy, physiology, pathophysiology, and anesthetic considerations related to cardiovascular system. (PR: Admission to DMPNA program)
- 719 Anatomy and Physiology III for Nurse Anesthesia. 3 hrs.**
Anatomy, physiology, pathophysiology, and anesthetic considerations related to the nervous and endocrine systems.(PR: Admission to DMPNA program)

BIOMEDICAL SCIENCE (BMS)

- 600 Cellular and Molecular Biology. 3 hrs. I.**
A study of the molecular biology of the cell and its organelles, cell interactions and evolution. (PR: One year of Biology and Organic Chemistry and consent of instructor)
- 614 Basic Human Genetics. 2 hrs. II.**
This course will focus on the study of heritable human diseases. Major topics include the metabolic/molecular basis and detection of inherited disease, gene mapping and genetic risk assessment. (PR: BIC 620 or permission of instructor)
- 624 Human Genetics. 4 hrs., II.**
An introduction to the study of heritable diseases, their molecular basis and their detection and treatment. Clinical cases will be presented in the second half of the class. (PR: Graduate status in one of the biomedical sciences)
- 630 Neuroscience. 5 hrs., II.**
The structure and function of the nervous system. (PR: Permission of instructor)
- 631 Neuroscience and Developmental Biology Literature Review. 1 hr.**
A seminar course where published articles in the fields of neuroscience and developmental biology will be presented by students and faculty. (PR: Permission of instructor)
- 632 Neuroscience Research Techniques. 3 hrs.**
Class participants will be exposed to state-of-the-art neuroscience research techniques while in the laboratories of the neuroscience faculty. (PR: Permission of instructor)
- 641 Molecular Developmental Biology. 3 hrs.**
An in-depth discussion of current literature in developmental biology with emphasis on early embryo development, morphogenesis, lineage determination and regulation of developmental processes. (PR: Permission of instructor)
- 651 Cancer Biology. 4 hrs.**
This is an advanced graduate course on the core principles underlying the initiation, progression, treatment and prevention of cancer, based on the most current literature in the field. (PR: BMS 600, BIC 620, and permission of instructor)
- 660 Communication Skills for Biomedical Sciences I. 1 hr.**
Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.
- 661 Communication Skills for Biomedical Sciences I. 1 hr.**
Biomedical graduate students are trained to plan, prepare, and deliver effective scientific presentations.
- 670 Basic Methods in Molecular Cloning. 2 hrs. II.**
This course is designed to expose students to basic molecular cloning techniques, such as genomic library construction, preparation of plasmid DNA, subcloning, nucleic acid hybridization and DNA sequencing. (PR: Undergraduate biology or chemistry majors or graduate student status in one of the biomedical sciences or third year medical student and permission of instructor.)
- 679 Special Problems. I, II, S. CR/NC**
Intensive study of a selected topic or problem. Emphasizes independent study. (PR: Consent of advisor)
- 680 Seminar. 1 hr. I, II. CR/NC**
Study and discussion of current topics related to the Biomedical Sciences.
- 681 Thesis. 1-6 hrs. I, II, S. CR/NC.**

- 685 Introduction to Research. 1-6 hrs. I, II, S. CR/NC**
Directed research activities requiring a completed prospectus for an advanced research project, a written report, or a research thesis. A minimum of three (3) hours required for all M.S. candidates. (PR: Consent of instructor)
- 882 Research. 1-15 hrs. I, II, S. CR/NC**

CHEMICAL ENGINEERING (CHE)

- 650-653 Special Topics. 1-4 hrs.**
Designed to increase the depth of study in a specialized area of chemical engineering. (PR: Consent)

CHEMISTRY (CHM)

- 510 Advanced Synthesis and Analysis. 4 hrs.**
Advanced problems in synthesis, separation and analysis with emphasis on modern instrumental methods. 1 lec-6 lab. (REC: CHM 356 or equivalent)
- 511 Modern Instrumental Methods in Chemistry and Biochemistry. 4 hrs.**
This course investigates the theory and functional aspects of modern analytical instrumentation. Emphasis is placed on components of instruments and the applicability of various techniques to specific analytical problems.
- 520 Fundamentals of Chemistry. 4 hrs. S. Offered on demand.**
An introductory chemistry course for College of Education graduate students.
- 522 Spectrophotometric Methods of Analysis. 3 hrs.**
Modern theories and methods of spectrophotometric analysis, including atomic absorption, infrared, UV-visible and colorimetric methods. 1 1/2 lec.-3 lab. (PR: CHM 345 and 307 or 358)
- 523 Environmental Analytical chemistry. 4 hrs.**
Sampling and modern instrumental analysis of water, air and sediments according to EPA methodology. (PR: Graduate standing; C or better in CHM 345 or equivalent experience.)
- 526 Chromatographic Methods of Analysis. 3 hrs.**
Modern theories and methods of chemical separations with emphasis on gas and liquid chromatography. (PR: 345, 356, 307 or 357) 2 lec.-2 lab.
- 530 Introduction to Polymer Chemistry. 3 hrs.**
Properties of macromolecules. Methods of preparation and characterization. Industrial applications and processes. (PR: CHM 307 or 357, and 356 or permission of instructor)
- 540 Thermodynamics. 3 hrs.**
An introduction to chemical thermodynamics and statistical mechanics. (REC: CHM 358 or equivalent)
- 542 Quantum Mechanics. 3 hrs.**
An introductory course in quantum mechanics. (REC: MTH 231 or equivalent)
- 548 Advanced Inorganic Chemistry I. 4 hrs.**
Study of physical properties and periodic relationships of inorganic materials. 3 lec-2 lab. (PR: CHM 356 and 307 or 357)
- 549 Advanced Inorganic Chemistry II. 3 hrs.**
A detailed consideration of bonding, structure, reaction rates and equilibrium involving inorganic materials. (PR: CHM 448 or equivalent)
- 550 Industrial Chemistry. 3 hrs.**
Modern industrial processes for making chemicals, with emphasis on petrochemicals. An introduction to the engineering, economic, and environmental aspects of these processes. (PR: CHM 307 or 357, and 356 or permission of instructor)
- 553 Magnetic Resonance in Chemistry. 3 hrs.**
Applications of analysis by magnetic resonance. Emphasis will be placed on proton and heteronuclear magnetic resonance theory and applications. 2 lec.-2 lab. (PR: CHM 356)
- 562 Nuclear Chemistry and Physics. 3 hrs.**
An introduction to the phenomena of nuclear physics and chemistry. (REC: MTH 231 or equivalent)
- 563 Nuclear Chemistry and Physics Laboratory. 2 hrs. 4 lab.**
(REC: CHM 462 or equivalent)
- 565 Advanced Organic Chemistry I. 3 hrs. I.**
Studies of the dynamics of organic reactions with emphasis on mechanisms and stereochemistry. (REC: CHM 356 or equivalent)
- 566 Advanced Organic Chemistry II. 3 hrs.**
A continuation of Chemistry 565 with emphasis on synthetic methods. (PR: CHM 565)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 604 Theories of Analytical Chemistry. 2 hrs.**
Offered on demand. (PR: CHM 556)

- 607 Theoretical Organic Chemistry. 2 hrs.**
The application of quantitative methods to problems in structure and dynamics. (PR: CHM 565)
- 618 Kinetics. 3 hrs.**
An advanced study of reaction rates and mechanisms.
- 627 Physical Chemistry for Teachers. 3-5 hrs. S.**
Offered on demand. 3 lec-6 lab. (PR: CHM 520 or equivalent)
- 628 Special Topics (Inorganic). 1-3 hrs. Offered on demand.**
- 629 Special Topics (Organic). 1-3 hrs. Offered on demand**
- 630 Special Topics (Physical). 1-3 hrs. Offered on demand**
- 631-632 Seminar. 1; 1 hr. I, II.**
- 679 Problem Report. 3 hrs.**
Preparation of a comprehensive written report on a topic in Chemistry of current importance. Registration only by permission of Department.
- 682 Research. 1-12 hrs. I, II, S.**
Credit in the course is earned by pursuing a directed original investigation in a field of chemistry. Twelve semester hours credit in research are applied toward the M.S. degree. Students may sign for one or more credit hours per semester depending upon the time to be spent on research. A grade of PR may be reported at the close of each term or semester. (PR: Approval of Department Chairman)
- 723 Chemistry and Physics for Nurse Anesthesia. 3 hrs.**
Scientific principles and chemical application of properties of matter, gas laws, vaporization, fluid dynamics, explosion hazards, electrical safety, acid-base balance, blood gas analysis, biochemistry in anesthesia, mechanisms of narcosis. (PR: Admission to DMPNA program)

CIVIL ENGINEERING (CE)

- 650-653 Special Topics. 1-4 hrs.**
Formal study of civil engineering topics of current interest. (PR: Consent)

CLASSICS (CL)

These courses are given in English and require no knowledge of Greek or Latin.

- 535 Greek Civilization. 3 hrs.**
Study of ancient Greek culture, emphasizing parallels with present-day issues.
- 536 Roman Civilization. 3 hrs.**
Study of ancient Roman culture, emphasizing parallels with present-day issues.
- 560 Ancient Goddess Religions. 3 hrs.**
Study of the mythology and cults of the goddesses of Greece, Crete, Asia Minor, and Rome, with a view to discovering cultural contexts.
- 570 Transformations of Myth. 3 hrs.**
An examination of how ancient myth transforms into the psychological and fictional works of more modern times.
- 580-583 Special Topics in Classics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Consent of the instructor)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 599 Humanities Seminar. 3 hrs.**
- 620 Theoretical Approaches to Ancient Literature. 3 hrs.**
A close study of ancient and modern literary approaches to and theories about ancient literature with emphasis on genre and cultural contexts.

COMMUNICATION DISORDERS (CD)

- 518 Communication Disorders of School Children. 3 hrs.**
A survey of the causes, symptoms, and treatment of communication disorders encountered in the classroom. Not open to communication disorders majors.
- 524 Diagnostic Processes with Communication Disorders. 3 hrs.**
Evaluation of procedures for securing behavioral information to differentiate among various communication disorders; a study of symptom complexes. (PR: Permission of instructor and graduate standing)
- 524L Diagnostic Processes with Communication Disorders. 3 hrs.**
Observation and practice in evaluating individuals with communication disorders (PR: Permission of instructor and graduate standing)
- 526 Therapeutic Procedures I. 3 hrs.**
Examination of therapeutic procedures relative to developmental speech disorders. (PR: Permission of instructor and graduate standing)

- 526L Therapeutic Procedures I. 1 hrs.**
Observation of individuals with communication disorders and introduction to analysis of the Clinical process. (PR: Permission of instructor and graduate standing)
- 527 Therapeutic Procedures II. 3 hrs.**
Examination of therapeutic procedures relative to speech and language disorders. Investigation into the clinician's role in case management as well as behavior management techniques. (PR: Permission of instructor and graduate standing)
- 527L Therapeutic Procedures Laboratory II. 1 hr.**
Observation and in-depth analysis of the clinical process . (PR: Permission of instructor and graduate standing)
- 570-571 Clinical Practicum. 1-3 hrs.**
Supervised clinical practicum in the Marshall University Speech and Hearing Center. (PR: Permission of instructor)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 585-588 Independent Study. 1-4 hrs.**
(PR: Permission of chair)
- 601 Introduction to Graduate Studies. 3 hrs.**
An introduction to graduate studies, including clinical and research applications; quantitative and qualitative research methodology; critical analysis of clinical instruments and research literature. (PR: Permission of instructor)
- 620 Communication Disorders Related to Cleft Palate and Voice. 3 hrs.**
Intensive study of the anatomy and physiology of laryngeal and maxillofacial structures; voice production and resonance; nature and etiology of voice and resonance disorders; principles of assessment and treatment. (PR: Permission of instructor)
- 622 Phonological Processes and Disorders. 3 hrs.**
Advanced study of the phonological component of the linguistic system. Emphasis on phonological disorders in children; social dialects; critical analysis of literature. (PR: Permission of instructor)
- 623 Fluency Disorders. 3 hrs.**
Detailed evaluation of theories of fluency disorders and relevant therapies; critical analyses of research literature. (PR: Permission of instructor)
- 624 Motor Speech Disorders. 3 hrs.**
Study of the neurological bases of speech; etiologies and symptoms of dysarthrias and apraxias; principles of assessment and treatment. (PR: Permission of instructor)
- 625 Acquired Aphasia. 3 hrs.**
Advanced study of the acquired aphasia; critical analysis of research literature. (PR: Permission of instructor)
- 628 Child Language Disorders: Infancy through Preschool. 3 hrs.**
Advanced study of the characteristics and etiology of language disorders in young children. Special emphasis will be placed on diagnosis and treatment of young children with language disorders. Helping children with language disorders acquire the oral language skills they need to successfully acquire literate language also will be covered (PR: Permission of instructor).
- 629 Child Language Disorders: School-Age through Adolescence. 3 hrs.**
Advanced study of the characteristics and etiology of language disorders in school-aged and adolescence children. Special emphasis will be placed on diagnosis and treatment of language disorders in these children (PR: Permission of instructor).
- 630 Communication Disorders Associated with Neuropathologies. 3 hrs.**
Intensive study of the nature and etiology of communication disorders associated with traumatic brain injury, right hemisphere lesions, dementia, and other neuropathologies; diagnosis and treatment; critical analysis of research literature. (PR: Permission of instructor)
- 660 Professional Issues. 3 hrs.**
Examination of current trends in contemporary professional issues and practices. (PR: Permission of instructor)
- 670-671 Advanced Clinical Practicum. 1-6 hrs.**
Supervised clinical practicum in the Marshall University Speech and Hearing Center and in affiliated educational, rehabilitation and medical settings. (CD 671 may be repeated but cannot be applied to a master's degree in accordance with the American Speech-Language-Hearing Association's standard regarding application of practicum credits to master's degree programs. Clinical Clock hours will apply for certification. (PR: CD 570 or equivalent; Permission of instructor)
- 672-673 Clinical Practicum in the Schools. 3-6 hrs.**
Supervised clinical practicum with school-aged children; fulfills student teaching requirements for West Virginia Certification as a Speech Language Pathologist. (PR: Permission of instructor)

- 677-678 Special Topics. 1-4 hrs. I, II.**
Program of study not normally covered in other courses. Topics vary from semester to semester. (PR: Permission of chair)
- 681 Thesis. 1-6 hrs. I, II.**
(PR: Permission of chair)
- 685-688 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 691 Dysphagia. 3 hrs.**
Study of the nature of normal and disordered swallowing, including critical analysis of the literature.
(PR: Permission of instructor)
- 690,692-3 Seminar. 1-4; 1-4; 1-4 hrs.**
Topics in communication disorders not covered in other courses; topics vary from semester to semester. (PR: permission of chair)

COMMUNICATION STUDIES (CMM)

- 501 Organizational Communication. 3 hrs.**
Investigation of information flow in organizations with emphasis on identifying communication problems.
- 502 Rhetorical Theory. 3 hrs.**
An exploration of theories of rhetoric from the Greek philosophers to the present. This course will examine the strategic use of symbols in persuasive discourse.
- 506 Interviewing. 3 hrs.**
Skill development in the question-answer-response process as it applies to a variety of interviewing situations.
- 508 Leadership and Group Communication. 3 hrs.**
A study of the variables affecting, and affected by, the communication process in small groups, with particular emphasis upon leadership variables.
- 509 Theories of Persuasion and Change. 3 hrs.**
Study of the relationship between persuasion and social change, including theories of attitude and behavioral change and contemporary theories of persuasion.
- 511 Communication Study and Research. 3 hrs.**
Introduction to the advanced study of theory and research areas with emphasis on communication research methods and reporting.
- 513 Theories of Interpersonal Communication. 3 hrs.**
A survey and analysis of theories related to interpersonal communication in relationships. Emphasis is on the communication processes and contingencies underlying relationship development, maintenance, and disengagement in various interpersonal contexts.
- 520 Communication and Conflict. 3 hrs.**
An exploration of the theory, research, and practice of communication in understanding and negotiating interpersonal conflict.
- 521 Gender and Communication. 3 hrs.**
An exploration of gender as an organizing principle for communication.
- 541 Development and Appreciation of Film Since 1930. 3 hrs.**
A study of important directions in modern film, including style, genre, and the relationship to contemporary society. A variety of films will be viewed for analysis.
- 550 Direction of Speech Activities. 3 hrs.**
Direction of extracurricular speech activities/assemblies, forensic events, etc. (PR: Fifteen hours of speech or permission of departmental chairman)
- 556 Computer-Mediated Communication. 3 hrs.**
This course explores the impact of computer-mediated communication on human organization. (PR: E-mail capability; web search capability)
- 574 Health Communication. 3 hrs.**
Explores communication demands of human health care and health care promotion; examines communication controversies in the modern health care system, and examines communication strategies to resolve health care problems.
- 576 Communication for Classroom Teachers. 3 hrs.**
Knowledge and utilization of interpersonal communication skills in all teaching-learning environments.
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 585-588 Independent Study. 1-4 hrs.**
(PR: Permission of chair)

- 597-598 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 601 Problems and Methods in Communication Research. 3 hrs.**
- 602 Communication Consultation Strategies. 3 hrs.**
An in-depth analysis of diagnostic and intervention strategies employed by communication consultants. Strategies include communication network analysis, communication process observation and consultation, communication role and norm negotiation, and team building.
- 603 Nonverbal Communication. 3 hrs.**
Examines the major dimensions and functions of nonverbal communication with a focus on what constitutes nonverbal competence in a variety of contexts.
- 606 Studies in Communication Theory. 3 hrs.**
An extensive investigation into the major concepts of contemporary communication theory.
- 650 Leaders and Movements in Communication Education. 3 hrs.**
The study of speech-communication education from the time of the Greeks to the present, with emphasis upon the evolution of communication education to meet the needs of contemporary society.
- 656 Seminar in Public Communication. 3 hrs.**
- 673 Seminar in Interpersonal Communication. 3 hrs.**
Intensive treatment of principles and processes underlying dyadic communication. Designed to enable the student to diagnose and intervene to resolve communication problems.
- 674 Seminar in Communication Pedagogy. 3 hrs.**
Primarily for graduate teaching assistants to develop instructional skills of preparation, presentation and evaluation; to understand instructor duties and requirements, and to exemplify interpersonal skills in dealing with students.
- 675-676 Seminar. 1-3; 1-3 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester.
- 677-678 Special Topics. 1-3; 1-3 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester.
- 681 Thesis. 1-6 hrs.**
- 685-688 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of chair)
- 689 Internship. 1-3 hrs.**
Supervised work experience in communication.

COMPUTER SCIENCE (CS)

Please see Information Systems and Technology Management for degree programs.

- 529 Introduction to Computer Graphics. 3 hrs. II.**
Introduction to underlying theory and techniques of computer graphics. Historical perspective. Display hardware technology, 2D raster operations, 2D and 3D geometric transformations, and 3D projection and viewing techniques. Project participation. (PR: MTH 330 or equivalent, or permission of instructor)
- 539 Introduction to Artificial Intelligence. 3 hrs. I.**
Concepts and methods. Heuristic search, planning, hypothesis formation, modeling, knowledge acquisition and representation. Languages, methodologies, tools. Applications including automatic programming, theorem proving, machine vision, game playing, robots. Project participation. (PR: CSD 240 or equivalent, or permission of instructor)
- 542 Communication Networks and Distributed Systems. 3 hrs. II.**
Network structures, architectures, topology. Layers, protocols, interfaces, local area networks. Coverage of current networks. Distributed processing concepts; architectural trade-offs, distributed databases. Operating system and application software issues. Project participation. (PR: CSD 322 or equivalent, or permission of instructor)
- 549 Formal Languages and Automata Theory. 3 hrs. I.**
Concepts and formalisms of formal languages and automata theory. Fundamental mathematical concepts. Grammars and corresponding automata. Deterministic parsing of programming languages. (PR: MTH 340 ,or equivalent, or permission of instructor)
- 557 Database Systems, 3 hrs. II.**
Basic concepts, semantic models. Data models: object-oriented and relational, lesser emphasis on network and hierarchical. Query languages and normal forms. Design issues. Security and integrity issues. (PR: Permission of instructor)

- 559 Computer Simulation and Modeling. 3 hrs. I.**
Concepts of model building and computer-based discrete simulation. Special-purpose simulation languages. Experimental design, analysis of results. Statistical aspects, random number generation. Model validation issues and methods. Project participation. (PR: MTH 445 or equivalent, or permission of instructor)
- 567 Compiler Design. 3 hrs. I.**
Compilation of modules, expressions, and statements. Organization of a compiler including compile-time and run-time aspects; symbol tables, lexical analysis, syntax analysis, semantic analysis, optimization, object-code generation, error diagnostics. Compiler writing tools. Participation project. (PR: CSD 325 or equivalent, or permission of instructor)
- 568 Image Processing. 3 hrs.**
Image Processing focuses on the application of technology to scientific analysis of images. Topics include: measurement techniques, scientific methods of reconstruction and interpretation of images and video. (PR: Graduate standing in COS or the Medical School)
- 570 Introduction to Applied Automation. 3 hrs. I.**
Introduction to production economics; programmable logic control, sensors and actuators, digital and analog I/O design. Introduction to robotics and flexible manufacturing systems. (PR: Permission of instructor)
- 579 Software Engineering. 3 hrs.**
Current techniques in software design and development using Ada, Modula-2, or C for software projects. Formal models of structured programming, top-down design, data structure design, object-oriented design, program verification methods. (PR: CSD 239 and 320)
- 580-583 Special Topics. 1-4 hrs.**
(PR: Permission of instructor)
- 585-588 Independent Study. 1-4 hrs.**
(PR: Permission of instructor)
- 603 Advanced Educational Computing. 3 hrs.**
Allows the educator to develop a more in-depth understanding of the 'BASIC programming' language and become familiar with other languages used on microcomputer.
- 610 Using the Computer as a Decision-Making Tool. 3 hrs.**
Introduction to statistical software packages and packaged microcomputer software serving as a productivity tool for lower and middle level managers. Spreadsheet, text-editing and file management packages for microcomputers. Open to all graduate students.

CONTROL SYSTEMS (CSE)

- 601 Advanced Differential Equations. 3 hrs.**
Systems of linear ordinary differential equations and nonlinear equations. Linearization, approximation, and stability. Use of dynamic simulation software.
- 602 Modeling and Simulation. 3 hrs.**
Process models for flow, heat transfer, mass transfer, and reactions. Analysis includes various lumped parameter and distributed parameter methods.
- 611 State Space Control-Continuous. 3 hrs.**
State space representation of dynamic systems; dynamics of linear systems; frequency domain analyses; controllability and observability; shaping the dynamic response; linear observers and compensator design; linear, quadratic optimum control.
- 620 Digital Control. 3 hrs.**
Discrete time systems and the Z transform; sampling and reconstruction; open-loop and closed-loop discrete systems. System time response characteristics; stability analysis techniques. Pole assignment design and state estimation.
- 621 Control Systems Design. 3 hrs.**
Design of simple control systems. Multivariable control systems. Periodic processing. The concepts will be illustrated using chemical, electrical and mechanical engineering processes.
- 624 Advanced Control. 3 hrs.**
Specific advanced control topics such as dead time compensation, inverse response, cascade control, ratio control, adaptive control, inferential control, decoupling control, process identification, and optimal control.
- 626 Non-Deterministic Systems. 3 hrs.**
Probability models used in engineering, transformations of random variables, multivariate random variables, application of statistical process control. Stochastic processes for engineering applications, linear least-square estimation and regression analysis.

- 629 Nonlinear Control. 3 hrs.**
Methods for analysis and design of nonlinear control systems. State space models, phase plane limit cycles, stability, describing functions, relay system stabilization theory, variable structure systems and advanced topics.
- 630 Optimal Control. 3 hrs.**
General theory of optimal control; calculus of variations; Pontryagin's maximum principle; Hamilton-Jacobi theory, application of optimal control theory to design of feedback systems, using several performance criteria; advanced topics.
- 631 Adaptive Control. 3 hrs.**
Study of developments in the field of adaptive control; stability, convergence of adaptive systems, model reference, self-tuning and robust adaptive control, adaptive observer, autotuning and gain scheduling, and advanced topics.
- 650-653 Special Topics. 3 hrs.**
Designed to increase the depth of study in a specialized area of control systems. (PR: Consent)

COUNSELING (COUN)

- 545 Beginning Manual Communication. 3 hrs.**
This course provides a beginning study of the psychological characteristics of the hearing impaired and fundamental techniques of manual communication.
- 554 Advanced Manual Communication. 3 hrs.**
This is the follow-up course to COUN 618 and provides an advanced study of the grammar, syntax and idioms of American Sign Language (ASL) and a comprehensive overview of the effect of hearing impairment. Emphasis will be upon communicating in ASL. (PR: COUN 545)
- 555 Crisis Intervention and Conflict Resolution. 3 hrs.**
Students explore various types of crises such as situational and developmental. Specific topics include suicide and sexual assault. Requirements include a class presentation, and 30 supervised clinical hours in a crisis setting approved by instructor.
- 556 Death and Grief Counseling. 3 hrs.**
A study of the stages of death, dying and the grief process are presented in practical, theoretical, social, and psychological aspects. Emphasis is on counseling relating to various forms of loss.
- 574 Social & Cultural Foundations. 3 hrs.**
Examines the use of appropriate resources for effective counseling of individuals of different cultural, ethnic, social, racial, geographic, or other backgrounds. Personal, social, and cultural sources contributing to social and emotional disenfranchisement are explored, as well as the impact of using stereotypes and practicing discrimination in society and human service delivery systems. (PR: program admission or permission.)
- 575 Prevention and Treatment of Addictions. 3 hrs.**
Course surveys the field of addictions covering assessment, treatment, prevention, and education. It will explore the development of addiction theory and with particular focus on the bio-psycho-social model. (PR: COUN 600 & 603)
- 577 Stress Management Counseling. 3 hrs.**
This course provides counseling students and others with a comprehensive analysis of stress in contemporary society. Of particular emphasis is an orientation to stress management as a counselor helping intervention. Students explore theoretical and practical alternative in helping the stressed client.
- 579 Pharmacology in Counseling. 3 hrs.**
Provides basic understanding of the role of therapeutic drugs in the treatment of psychiatric disorders, familiarizes with most commonly used drugs, side effects, and adverse reactions in specific mental illness. (PR: COUN 600 & 601)
- 580 - 583 Special Topics. 1-4 hrs.**
Study, reading, and research in specialized areas of counseling and human relations. Areas of interest are offered at various times by the faculty to provide specialized study for advanced students or practicing professionals in the field of counseling. (PR: Consent)
- 585-588 Independent Study. 1-4 hrs.**
Individual or group study and research of various issues and fields of emphasis in counseling. (PR: Consent)
- 600 Professional Orientation. 1-3 hrs.**
This course provides an understanding of all aspects of professional helping in mental health including history, roles, ethics, standards and credentialing. (PR: Program admission or permission)
- 601 Counselors in Consulting Roles. 3 hrs.**
This course provides an exploration of consultation roles that are integrated into the various settings in which counselors work. Content includes an orientation to consultation and its historical development, theory and practice issues, and major models. Of special emphasis is the focus upon case applications and presentations. (PR: COUN 600)

- 602 Human Development and Psychopathology. 3 hrs.**
The course will explore human growth/development from birth through adulthood. Theories of character development, social maturation, abnormalities and variations in development due to gender, culture, and environmental factors will be covered. The change processes, helping relationships, and strategies for facilitating development appropriate to various phases of the life span will be addressed. (PR: program admission or permission)
- 603 Counseling Theories. 3 hrs.**
Survey of classical and contemporary counseling philosophies, history, and techniques as related to interpersonal relationships in the counseling process. (PR: COUN 574, 600, 602, EDF 621)
- 604 Group Counseling & Theories. 3 hrs.**
An examination of group dynamics and theories of group counseling with demonstrations of specific group techniques and the practice of popular approaches in group counseling. (PR: COUN 574, 600, 602, EDF 621)
- 605 Theory and Practice of Human Appraisal. 3 hrs.**
Provide an understanding of individual and group approaches to assessment and evaluation including history, theoretical and statistical aspects, applications to special populations, and legal and ethical concerns and issues. (PR: COUN 574, 600, 602, EDF 621)
- 606 Career and Lifestyle Development. 3 hrs.**
A study of career development theories and decision-making models that impact career development and related life factors. (PR: COUN 603, 604, 605, and 607)
- 607 Counseling Techniques in Human Relationships. 3 hrs.**
Study of a variety of counseling and therapeutic techniques within the framework of a systematic counseling model. Emphasis on basic interviewing, assessment and counseling skills that facilitate the helping process through integration of various theoretical orientations. (PR: COUN 574, 600, 602, EDF 621))
- 608 Practicum. 3 hrs.**
A clinical experience under professional supervision preparing the student for internship; audio and video tapes, group supervision and feedback are used to achieve competency in the application of a counseling process. Students must achieve a minimum grade of B. (PR: COUN 603, 604, 605, 607)
- 611 Foundations of Community Counseling. 3 hrs.**
Examines the history of deinstitutionalization in human services with an emphasis on prevention in the delivery of such services in community agencies. Proposal writing for grants and needs assessment processes and procedures will be emphasized. (PR: COUN 603)
- 616 Domestic Violence. 3 hrs.**
An introduction to the epidemiology, dynamics, clinical interventions and treatment of domestic violence.
- 617 Seminar in Counseling. 1 -6 hrs.**
For students in degree programs or in post-master's work who wish to discuss and study theory, principles, and techniques of counseling or other special topics. Instructor will indicate in course syllabus whether class is letter graded or S/U. (PR: Consent)
- 620 Workshop. 1 - 6 hrs.**
Special workshops and short intensive courses on theory, methods, supervision and other special topics in counseling, designed for advanced students and professionals in the counseling field or related fields. (PR: Consent)
- 621 Introduction to Child Abuse & Neglect. 1 hr.**
Introduction to the dynamics of child abuse and neglect and to the legal and ethical issues of persons mandated to report child abuse and neglect. (PR: COUN 600 & 603)
- 622 Parent Education. 3 hrs.**
Study of family education skills training for conducting family education groups and parent training.
- 630 Introduction to Mental Health Counseling. 3 hrs.**
Provides an introduction to the foundations and contextual dimensions of mental health counseling. Emphasis is given to an exploration of mental health counseling roles and functions, theories and techniques, professional standards and operations, administration, evaluation, and special issues. (PR: COUN 603 and 607)
- 631 Diagnosis and Treatment Planning in Mental Health Counseling. 3 hrs.**
Provides an in-depth exploration of the knowledge and skills necessary for the practice of mental health counseling. Emphasis is given to the principles and practices that relate to psychopathology, DSM diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short and long-term interventions. (PR: COUN 600, 603, and 607)
- 632 Introduction to Marriage, Couple, and Family Counseling. 3 hrs.**
A comprehensive survey of the major theoretical models of marriage, couple, and family therapy from a systems perspective and the applied practices evolving from each orientation.

- 635 Core Functions of Addiction Counseling . 3 hrs.**
Advanced course designed to prepare students for work with clients presenting with substance abuse, and addiction disorders. The course will address the nature and treatment of addiction with attention to the core functions of the addiction counselor. (PR: COUN 575)
- 636 Couple Counseling. 3 hrs.**
A comprehensive survey of the major theoretical models of couple counseling and the applied practices evolving from each orientation.
- 637 Adult and Family Development and Transition. 3 hrs.**
An in-depth study of various theories of family development and interaction. Focus will be on theoretical understanding of family relationships across the stages of the family life cycle and related treatment strategies.
- 638 Interventions: Marriage, Couple, and Family Counseling. 3 hrs.**
An intensive practical experience in marriage, couple, and family therapy techniques to prepare the student to enter the supervised internship of the program. (PR: Students must have achieved minimum grades of B in COUN 622, 632, 636, and 637)
- 641 Correctional Counseling Seminar. 1-9 hrs.**
A critical examination of counseling models in corrections and an appraisal of current professional trends in community corrections. The course may include field experience in correctional settings. The course is designed for visiting professors and/or consultants who offer an expertise in a correctional setting. (PR: COUN 600 & 603 or Consent)
- 646 Correctional Counseling: Client Advocacy. 3 hrs.**
Designed to provide the counselor in a correctional setting with an integration of current contributions from related disciplines. Emphasis will be upon client advocacy, as well as the public, administrative, and legal responsibilities of correctional counselors and others who work with correctional clients. (PR: Consent)
- 651 Seminar in Career Counseling. 3 hrs.**
For students in career counseling who wish to discuss and study theory, principles, and techniques of career counseling or to study specific topics and issues in the field of career counseling. (PR: Consent)
- 652 Career Counseling with Special Populations. 3 hrs.**
Introduction to the special career development needs and concerns of various groups of people in a variety of settings. Emphasis will be given to the special concerns of women, various ethnic groups, the physically and mentally challenged, and person at various stages of vocational maturity. (PR: COUN 600 & 603)
- 653 Career Assessment Techniques and Report Writing. 3 hrs.**
A study of career assessment tools needed to assist individuals in making career choices. Focus will be given to the administering, scoring, and interpreting of vocational and career instruments utilized in career decision making. (PR: COUN 605 and 606)
- 654 Ecology of Domestic Violence. 3 hrs.**
The course will examine domestic violence from an ecological and sociocultural perspective in the context of the community infrastructure, and its response to victims, child safety, and batterer accountability.
- 655 DV 1 - Working with Victims. 3 hrs.**
This course will focus on victim dynamics, diagnostic indicators that victims may present without revealing an abusive relationship, and interventions that empower and focus on victim strengths.
- 656 DVII - Working with Perpetrators. 3 hrs.**
This course will focus on working with the domestic violence perpetrators, by providing guidelines for interviewing, assessment, and interventions for the cessation of violence toward victims.
- 657 DVIII - Working with Children. 3 hrs.**
This course will address issues related to the cognitive, behavioral and emotional problems of children who witness and/or experience domestic violence, and explore appropriate interventions.
- 660 Introduction to Student Affairs. 3 hrs.**
Provides a broad, comprehensive introduction to the field of college student affairs and its role with the context of American higher education. Various student affairs functional areas, historical, and philosophical foundations of the field, professional standards, guiding theories, and models, and competencies needed to work with diverse student populations are examined. (PR: COUN 603)
- 662 Current Issues in Student Affairs. 3 hrs.**
To enhance the student's awareness and understanding of the educational, environmental, administrative, legal, and ethical issues in the field of Student Affairs in colleges and universities, this course provides the opportunity to discover, discuss and analyze current issues impacting student affairs practices both nationally and internationally. (PR: COUN 603 and 607)

- 670 Interventions for Current Issues in School Counseling. 3 hrs.**
An in-depth examination of effective strategies for dealing with current issues in K-12 environment. Issues such as academic failure, substance abuse, loss, violence, multicultural factors, etc. will be explored. (PR: COUN 603 and 607)
- 672 Organization and Administration of School Counseling Programs. 3 hrs.**
Operation and administration of elementary and secondary school counseling programs in terms of personnel functions, relationships, physical facilities, instructional integration, financial standards, laws, and regulation. (PR: COUN 670)
- 673 Counseling Children, Adolescents, and Parents. 3 hrs.**
Consideration of effective counseling strategies and techniques appropriate for children, adolescents and parents through lecture, demonstration and laboratory experiences. Personal, social, career, academic and family related issues and dynamics will be explored. (PR: COUN 600 & 603)
- 675 Legal and Ethical Issues for School Counselors. 3 hrs.**
An overview of professional issues in the field of counseling, mental health and education; an overview of legal and ethical issues specific to the field of school counseling; an overview of international, national, regional and state legal and ethical cases effecting the field of school counseling; an introduction to ethical and legal issues including an ethical and legal decision making models, licensure and Certification requirements, confidentiality, etc. (PR: COUN 600 and COUN 603)
- 691 Internship in Mental Health Counseling . 3 - 9 hrs.**
Supervised experience in mental health counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 631 with minimum grade of *B* or permission)
- 692 Internship in Community Counseling. 3-6 hrs.**
Supervised experience in community counseling. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a minimum grade of *B* or permission)
- 693 Internship in Marriage and Family Counseling. 3 - 9 hrs.**
Supervised experience in marriage and family counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: Student must have achieved a minimum grade of *B* in COUN 638)
- 695 Internship in Corrections Counseling. 3 - 6 hrs.**
Supervised experience in corrections counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 641 with a minimum grade of *B* or permission)
- 696 Internship in Career Counseling. 3 - 6 hrs.**
Supervised experience in career counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 653 with a minimum grade of *B* or permission)
- 697 Internship in Student Affairs Counseling. 3 - 6 hrs.**
Supervised experience in student affairs counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 with a minimum grade of *B* or permission)
- 698 Internship in School Counseling. 3 - 6 hrs.**
Supervised experience in school counseling. Participation in seminars on specified topics. Minimum 100 clock hours for each semester hour credit. (PR: COUN 608 and 673 with a minimum grade of *B* or permission)
- 740 Internship. 1-12 hrs.**
A course designed to offer advanced graduate students an opportunity to practice under close supervision the professional skills required in the broad field of counseling in school and community settings. Instructor will indicate in course syllabus whether class is letter graded or S/U. (PR: Consent)
- 742 Current Issues in Counseling. 3 hrs.**
An examination of current issues affecting professional counselors and training in effectively dealing with the issues. Selected readings, guest speakers, and class discussion will center around professional issues relevant to counselors in various settings (i.e., legal and ethical considerations). (PR: Consent)
- 746 Systems Intervention 3 hrs.**
Examination of the major systems which may require intervention by a supervisor of counselors and training in effective intervention strategies. (PR: Consent)
- 747 Advanced Group Counseling 3 hrs.**
The application of counseling theories in group settings, including supervised group leadership experiences. (PR: Consent)

- 750 Seminar 3 hrs.**
For students in post-master's work who wish to discuss and study theory, principles, and techniques of counseling or other special topics. Instructor will indicate in course syllabus whether class is letter graded of S/U. (PR: Consent)
- 755 Models of Counselor Supervision 3 hrs.**
A survey of theoretical approaches and techniques counseling supervision. Emphasis is placed on supervision of counselors in various settings. (PR: Consent)
- 756 Residency in Counselor Supervision 6 hrs.**
Supervised application of the knowledge and skills gained in the Ed.S. Program. Students will supervise practicing counselors in approved settings. (PR: Acceptance into the Ed.S. Program, completion of all other Ed.S. academic requirements, and consent)
- 760 Special Topics 3-6 hrs.**
Study, reading, and research in specialized areas of counseling, human relations, guidance or other special topics.

CRIMINAL JUSTICE (CJ)

- 500 Applied Ethics in Criminal Justice. 3 hrs.**
Examines ethical issues and moral dilemmas faced by criminal justice professionals. Traditional ethical theories and practices designed to foster public trust in the criminal justice system are examined and applied.
- 501 Teaching and Training in Criminal Justice. 3 hrs.**
Students examine various theories and techniques used in teaching and training criminal justice professionals, develop lesson plans, and use technology based presentation media to present information.
- 504 Theoretical Criminology. 3 hrs.**
A critical analysis of the major criminological theories and their empirical foundations. Current theory and research receive greater emphasis than historical development.
- 506 Race, Ethnicity, Gender, & Crime. 3 hrs.**
Examines the impact of race, ethnicity, and culture within the criminal justice system. Explores minorities and women as victims, witnesses, and offenders.
- 510 Police Administration. 3 hrs.**
This course studies the functions and activities of police agencies, including police department organizations and responsibilities of police administrators. Current administrative and management techniques and theories are also explored.
- 512 Community Relations. 3 hrs.**
Law enforcement and the community; relation to schools, public education functions of law enforcement personnel; community attitudes. (PR: CJ 211 or consent of instructor)
- 521 Corrections and the Law. 3 hrs.**
Review of legal principles relating to convicted criminals, including plea negotiations, sentencing, post-conviction remedies, constitutional rights of inmates, and conditions of confinement.
- 522 Law of Evidence. 3 hrs.**
Leading rules and principles of exclusion and selection; burden of proof, nature and effect of presumptions; proof of authenticity and contents of writings; examinations, competency and privilege of witnesses. (PR: CJ 200 or permission)
- 526 Civil Liability Issues in Criminal Justice. 3 hrs.**
This course examines various theories of civil liability that relate to Criminal Justice professionals, the civil justice system, and preventing and defending civil liability claims.
- 531 Criminal Rehabilitation. 3 hrs.**
Legal and historical background of rehabilitation; roles of correctional workers; and nature of the rehabilitation process. (PR: CJ 231 or permission)
- 533 Correctional Administration. 3 hrs.**
Objectives of correctional institutions; records; personnel, program development, security; educational programs. (PR: CJ 231 or permission)
- 550 Business and Industry Security. 3 hrs.**
Selection, training and staffing of a security force; security devices available, techniques of internal security; ground security; security techniques applicable to personnel selection; legal problems. (PR: majors only)
- 553 Seminar in Crime Prevention. 3 hrs.**
This course examines theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Techniques for crime prevention are analyzed from various orientations, including environmental design.(PR: permission)

- 580-583 Special Topics in Criminal Justice. 1-4; 1-4; 1-4; 1-4 hrs.**
A study of special interest criminal justice topics under the supervision of a qualified faculty member. (PR: Consent of instructor)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
This course permits the student to undertake supervised research (field or library) in any area where there is no appropriate course. (PR: Consent of instructor)
- 590 Internship. 1-6 hrs.**
The placement of an individual into a criminal justice agency (police, probation, courts, jails) to observe and participate in its operation. Grading is CR/NC. (PR: Consent of instructor)
- 601 Seminar in Criminal Justice. 3 hrs.**
A forum to acquaint students, faculty and guests with each others' research and experiences in dealing with criminal justice issues.
- 602 Law and Social Control. 3 hrs.**
An examination of the nature of law and crime with a view towards determining the nature of control of social behavior by the legal system.
- 603 Criminal Justice Planning. 3 hrs.**
A systematic review of procedures to plan and evaluate criminal justice organizations and their operations.
- 604 Advanced Theory in Criminal Justice. 3 hrs.**
Course is designed to provide the student already familiar with the basic concepts of criminological theory the opportunity to examine in depth a selected set of theories (PR: CJ 504, its equivalent, or permission of instructor)
- 605 Juvenile Delinquency. 3 hrs.**
Juvenile delinquency in the modern world; nature, extent, causes, treatment, and control.
- 620 Criminology. 3 hrs.**
Seminar in crime and delinquency.
- 621 Advanced Criminal Law and Procedure. 3 hrs.**
A review of contemporary legislation and court decisions relating to criminal law and procedure. (CJ 322 or permission)
- 632 Community Corrections. 3 hrs.**
A survey of probation, parole, pre-release centers, halfway houses and other forms of community corrections as elements of a total correctional system. Historical development, contemporary organization, and legal issues are emphasized.
- 655 Research Methods in Criminal Justice. 3 hrs.**
Elements of scientific research; interaction between research and theory; use of data processing resources. (PR: Undergraduate research methodology course, undergraduate statistics course, and permission)
- 656 Applied Statistics in Criminal Justice. 3 hrs.**
Principles of statistical techniques with emphasis upon their application in the Criminal Justice system. (PR: Undergraduate statistics course, CJ 655, and permission)
- 679 Problem Report. 3 hrs.**
The preparation of a written report on a research problem or field study in Criminal Justice. (PR: CJ 655 and permission)
- 681 Thesis, 1-6 hrs.**

CURRICULUM AND INSTRUCTION (CI)

- 501 Middle Childhood Curriculum. 3 hrs. I, II, S.**
The study of procedures for creating a functional middle childhood curriculum with emphasis upon the needs of middle childhood learners.
- 503 Methods and Materials of Teaching in the Middle Childhood Grades. 3 hrs. I, II, S.**
The study of methods appropriate for teaching in the middle childhood grades and the production and utilization of materials and resources in these grades.
- 511 Analysis of Teaching in Early Years. 2 hrs.**
The analysis and appraisal of teaching strategies employed in the teaching of young children. (CR: CI 630)
- 515 Integrated Methods and Materials: Secondary Education. 3 hrs.**
General secondary/middle school course with emphasis on instructional standards and objectives, methods, and materials of the disciplines. A clinical experience provides observation and teaching. *MAT students only.* (PR: EDF 537; CR: EDF 637)
- 517 Comprehensive Classroom Discipline Techniques. 3 hrs.**
Identification of common classroom discipline problems and techniques for dealing with behavioral incidents in school settings K-12.

- 518 Classroom Motivation. 1-3 hrs. I, II, S.**
Classroom motivation with an emphasis on theoretical constructs and practical applications for teachers of students from early childhood through adolescence.
- 539 Language Arts and Literature. 3 hrs.**
An examination of theory, research, and practical strategies for integrating language arts and teaching literature for students K-8.
- 542 Instructional and Classroom Management in Elementary Education. 3 hrs.**
This course allows elementary education students to critically examine a variety of classroom management strategies and educational issues that impact instruction.
- 549 Instructional and Classroom Management in Secondary Education. 3 hrs.**
Classroom management with an emphasis on practical techniques for dealing with management problems in secondary and middle school settings.
- 550 Writing in an Integrated Literacy Framework. 3 hrs.**
Views writing from an integrated literacy framework emphasizing multiple methods of writing and writing assessment.
- 551 Writing to Learn in Content Areas. 3 hrs.**
Designed to introduce teachers to successful approaches and strategies to foster thinking and learning through writing, and experiment with a variety of approaches and techniques in their classrooms.
- 552 Summer Institute: The National Writing Project Model. 6 hrs.**
Participants will examine problems in the teaching of writing, present and demonstrate approaches to the teaching of writing, study current and past research in the field.
- 557 Elementary Education: Teaching Contemporary Mathematics. 3 hrs.**
Application of modern methods and techniques in the implementation of a contemporary elementary mathematics program.
- 559 Multicultural Influences in Education: Materials and Techniques. 3 hrs. I, S.**
Multicultural education with an emphasis on methods and materials for teaching students from diverse cultural backgrounds.
- 560-564 Staff Development: (Identifying content title to be added). I-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
Courses and activities designed to meet the specific inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrading if approved but not in degree programs. CR/NC grading.
- 580-583 Special Topics. 1-6 hrs. I, II, S.**
- 585-588 Independent Study. 1-4 hrs. I, II, S.**
Permission of Chair and GPA 3.0 to take class. Limit of 6 hrs. of Independent Study to be used in master's degree program.
- 591-594 Workshop. 1-4 hrs.**
A study of practical applications in teacher education and related fields for advanced students and professionals. Experience in new techniques and application of new knowledge.
- 597-598 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 609 Elementary Education: Curriculum in the Modern Elementary School. 3 hrs. I, II, S.**
Examination of traditional and current assumptions undergirding the modern elementary school curriculum with emphasis on converting theoretical bases into plans for curriculum change and modernization.
- 610 Secondary Education: Curriculum in the Modern Secondary School. 3 hrs. II, S.**
Analysis of the social and political factors which affect secondary school curriculum with emphasis upon trends and developments in high schools today.
- 618 Elementary Education: Informal Learning in Primary and Middle Schools. 3 hrs.**
Informal learning in the primary and middle school with emphasis on the significance of natural child development, learning through games and play, and the British model for infant and junior schools, and related activities for the middle years (ages 10-14) in middle school settings.
- 623 Instructional Models and Assessment Techniques. 3 hrs.**
Selected teaching models are analyzed with implications for the role of the teacher; assessment of influences of the teacher.
- 624 Advanced Instructional Strategies. 3 hrs.**
Performance-based laboratory experiences in a micro-teaching laboratory development of a personalized teaching repertoire.
- 630 Early Childhood Education: Practicum in Early Childhood Education. 1-4 hrs.**
Supervised experience in teaching kindergarten with a concurrent seminar in organization and administration.

- 631 Early Childhood Education: Current Influences on Early Childhood Education. 3 hrs.**
A study of recent findings in the behavioral sciences and their implications for early childhood education.
- 632 Early Childhood Education: Early Childhood Programs. 3 hrs.**
An examination of past and present programs for young children with opportunity provided for curriculum development.
- 633 Early Childhood Education: Adult Involvement in Early Education. 3 hrs.**
Ways of communicating and involving paraprofessionals, parents, volunteers, staff in the education of young children.
- 634 Language and Cognition in Early Childhood. 3 hrs.**
Examination of selected studies in language acquisition and cognitive development of children from birth to eight years of age.
- 638 Curriculum Planning. 3 hrs.**
A study of the fundamental skills needed to evaluate educational progress at the classroom, program, and school levels.
- 640 Literature. 1-3 hrs. I, II, S.**
A program of reading, either extensive or intensive, and reports on a group of outstanding contributions to education; readings selected with guidance of advisor. Only one registration for Curriculum and Instruction 640 is permitted. (PR: Permission of chair)
- 641 Seminar. 3 hrs. I, II, S.**
A guided program of readings, reports and discussions. No student may register for this course a second time. (PR: Permission of chair)
- 656 Elementary Education: Teaching Language Arts. 3 hrs.**
A unified Reading-Language instructional approach to develop a basic understanding of reading-language related principles derived from disciplines, research, and innovative classroom practices.
- 657 Elementary Education: Advanced Techniques in Teaching Elementary Mathematics. 3 hrs. II, S.**
Historical, social, psychological, and philosophical foundations of mathematics education; investigation of current trends and issues in contemporary programs.
- 659 Symposium-Elementary and Secondary Education, Part I. 3 hrs.**
The symposium is the culmination of the master's degree program in Elementary Education, Secondary Education, and Early Childhood Education. This is the first of a two-part sequence. (PR: Consent)
- 670 Elementary Education: Teaching Social Studies in Elementary Schools. 3 hrs.**
Materials and procedures for teaching social studies with emphasis on a survey of successful programs of instruction.
- 671 Elementary Education: Advanced Techniques in Teaching Science. 3 hrs.**
Intensive concentration on helping children inquire into the earth, physical, and biological sciences through modern methods and media.
- 672 Practicum in Education. 3-6 hrs.**
Clinical Experience: Directed activity in a clinical setting. (PR: Permission)
- 675 Curriculum Theory. 3 hrs.**
Analysis of the assumptions undergirding curriculum development.
- 676 Program Evaluation. 1 hr.**
An examination of program evaluation models and techniques for instructional supervisors.
- 677 Writing for Publication in Professional Education. 3 hrs.**
For professional educators and students who wish to study and practice writing articles for publication in scholarly journals in the field of education.
- 678 The Supervising Teacher. 3 hrs.**
Duties and responsibilities of the teacher who supervises student teachers.
- 679 Classroom Management for Elementary Teachers. 3 hrs.**
This course is designed for elementary teachers. The content includes methods of managing the physical and social environment in the classroom.
- 680 Symposium-Elementary and Secondary Education, Part II. 3 hrs.**
The comprehensive assessment requirement is met within the framework of this course. (PR: Consent.)
- 681 Thesis. 1-6 hrs. I, II, S.**
Students completing 681 must defend their thesis in an oral examination.
- 701 Curriculum Development. 3 hrs.**
This course is designed to review curriculum development and planning from the historical perspective - the four foundations of curriculum that can be translated into instructional design. (PR: Admission to C&I doctoral program or permission)
- 702 Curriculum Theories. 3 hrs.**
This course will give the student a foundation in the theories and paradigms underlying curriculum from the past, present and future. (PR: Admission to C&I doctoral program or permission)

- 703 Theories, Models, and Research of Teaching. 3 hrs.**
This course will analyze and synthesize the historical development of curriculum and the implications on instructional design. Behaviorism, cognitivism, constructivism, humanism, brain-based learning, and multiple intelligences will be examined. (PR: Admission to C&I doctoral program or permission)
- 704 Social and Political Determinants of Curriculum Development. 3 hrs.**
The goal of this course is to help the student develop a critical analysis of the social, political, and cultural determinants of curriculum design. (PR: Admission to C&I doctoral program or permission)
- 705 Higher Education Curriculum. 3 hrs.**
This course is an introduction to the development and management of the curriculum in higher education institutions.
- 706 Multicultural and Diversity Issues in Curriculum and Instruction. 3 hrs.**
This course attempts to understand the issue of differences and equity through personal and critical analyses of the philosophical, social, and cultural perspectives that inform and shape curriculum and teaching.
- 707 Curriculum Change. 3 hrs.**
This course will explore current developments in curriculum transformation and change theory. This course will examine the impact of change theory on curriculum development.
- 780 Special Topics in Curriculum and Instruction. 1-9 hrs.**
This course requires study, reading and research in an advisor/chair approved area of curriculum and instruction. This course is limited to Ed.D. and Ed.S. students. (PR: Permission)
- 797 Curriculum and Instruction Dissertation Research. 1-12 hrs.**
This course is designed to support the student's doctoral research. The major focus is completion of the dissertation. (PR: Admitted to candidacy of C & I doctoral program)

CURRICULUM AND INSTRUCTION: DEAF AND HARD OF HEARING (CIDH)

- 501 American Sign Language (ASL) I. 3 hrs.**
This course emphasizes the learning of basic person-to-person conversational signing skills as a second language, including use and comprehension of ASL vocabulary, syntax, and fingerspelling.
- 502 American Sign Language (ASL) II. 3 hrs.**
For professionals serving deaf/hard of hearing (D/HH) individuals. Includes deaf culture, functional language, and legal issues in deaf education.
- 503 American Sign Language (ASL) III. 3 hrs.**
For professionals serving deaf/hard of hearing (D/HH). Includes deaf culture, the impact of cross-cultural perspectives on D/HH children, language in the Deaf Education classroom.
- 504 Auditory Habilitation: Communication Approaches and Sensory Devices for Children with Hearing Loss. 3 hrs.**
Course will consist of lecture, demonstration discussion, and student presentations. Graduate students in the course will be required to develop a Web-based instructional module illustrating one of the major communication approaches used with children with hearing loss.
- 505 Introduction to Deaf and Hard of Hearing. 3 hrs.**
Introduction to the education of deaf and hard of hearing students. (PreK-12) for prospective teachers and other professionals serving deaf/hard of hearing students.
- 506 Curriculum and Methods for Deaf and Hard of Hearing Students. 3 hrs.**
Study of curriculum, methods, techniques, and materials used in the education of deaf/hard of hearing students. Includes information on classroom organization, classroom management.
- 601 Teaching Internship and Practicum (Deaf/Hard of Hearing) I (Residential). 3 hrs.**
This course represents a residential placement in which the students works with deaf and hard of hearing students in a classroom under the direction of a licensed teacher.
- 602 Teaching Internship and Practicum (Deaf/Hard of Hearing) I (Local School District). 3 hrs.**
This course represents a residential placement in which the students works with deaf and hard of hearing students in a classroom under the direction of a licensed teacher.
- 607 Development and Remediation of Reading, Writing, and Discourse for the Deaf and Hard of Hearing. 3 hrs.**
Study of complex nature of language acquisition, reading, and writing in deaf/hard of hearing students and techniques for enhancing language and teaching reading in this population.

CURRICULUM AND INSTRUCTION: EDUCATIONAL COMPUTING (CIEC)

- 530 Computer Software and Methodology in Education. 3 hrs.**
This course is designed for inservice teachers who want to become familiar with how to use the microcomputer to improve their instruction.

- 534 Applications Software in the Classroom Curriculum Area. 3 hrs.**
A hands-on overview of major classes of applications software. A range of computing topics such as hardware, communications, ethics, and types of software will be discussed.
- 560-564 Staff Development. 1-4 hrs.**
Courses and activities designed to meet the inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrades if approved, but may not be used a degree programs. CR\NC grading.
- 580-583 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 591-594 Workshop. 1-4 hrs.**
- 600 Computing and Instructional Design. 3 hrs.**
An analysis of current systems of educational computing based on models of instruction, learning modalities, and desired learning outcomes. (PR: CIEC 534 or equivalent or consent).
- 610 Local Area Networks and Telecommunications in the School. 3 hrs.**
A hands-on approach to managing and using local area networks and telecommunications to meet the instructional needs of the school. (PR: CIEC 534 or equivalent or consent).
- 620 Software Evaluation and Selection. 3 hrs.**
In-depth evaluation of software based on student-developed criteria. (PR: CIEC 600 or equivalent).
- 630 Authoring Systems and Multimedia. 3 hrs.**
A hands-on approach to authoring systems, including stackware, and the integration of other technologies such as CD-ROM, video disk, still video, and video and audio cassette recordings. (PR: CIEC 620 or equivalent).
- 635 The Internet in the K-12 Classroom. 3 hrs.**
This course provides an introduction to the Internet, with an emphasis on the World Wide Web and its potential uses in the K-12 classroom.
- 660 Using Computers to Improve Instruction in the Classroom. 3 hrs.**
This course is designed for inservice teachers who are familiar with the "BASIC programming" language and who want to learn how the microcomputer can be utilized in a content area. (PR: CI 530)
- 699 Final Project in Curriculum Area. 3 hrs.**
A final project related to the student's curriculum area which demonstrates the ability to design and implement a computer-based curriculum application. (PR: CIEC 630 or equivalent).
- 700 Technology and Curriculum. 3 hrs.**
This course provides an overview of current issues related to technology in education while also providing participants with the opportunity to improve personal technology skills and use.

CURRICULUM AND INSTRUCTION: ENGLISH AS A SECOND LANGUAGE (CISL)

- CISL 550 Second Language Acquisition. 3 hrs.**
This course examines current theories of second language acquisition and their implications for second language teaching and learning.
- CISL 551 Linguistics for ESL. 3 hrs.**
This course examines major linguistic theories on first- and second-language acquisition, emphasizing acquisition of English by non-native students in prekindergarten through twelfth grade. (PR: CISL 550)
- CISL 552 Intercultural Communication. 3 hrs.**
This course focuses on the interrelationship of language and culture and includes analyses of world cultures, with literature and arts as bridges. Participants develop teaching materials for ESL classrooms.
- CISL 653 Methods and Materials for ESL: Language Development. 3 hrs.**
Approaches to developing and assessing listening and speaking skills among second language populations at different stages in academic development, with an overview of traditional ESL methods. (PR: CISL 550)
- CISL 654 Methods and Materials for ESL: Literacy Acquisition. 3 hrs.**
Approaches to developing and assessing writing and reading skills among second language populations at different stages in academic development. Focus also includes literacy acquisition in content areas. (PR: CISL 550)
- CISL 655 ESL Practicum for Teaching ESL. 3 hrs.**
A culminating practicum that involves participation in ESL curriculum evaluation and development. (PR: CISL 550, 551, 552, 553, 554)

CURRICULUM AND INSTRUCTION: MATH EDUCATION (CIME)

- 500 Mathematics for the Elementary Teacher I. 3 hrs.**
Systems of numeration, sets, relations, binary operations, decimal and other base systems, natural numbers, integers, rational numbers, and real numbers with emphasis on the algebraic structure.
- 501 Mathematics for the Elementary Teacher II. 3 hrs.**
Continuation of CIME 500. PR: CIME 500
- 555 Technical Mathematics for Mathematics Educators. 3 hrs.**
Specialized mathematical knowledge for teaching: an in-depth analysis of the foundations of mathematics: numbers and operations, ratio and proportion, and numbering systems, with emphasis on workplace applications and mathematical tools.
- 556 Finite Mathematics for Mathematics Educators. 3 hrs.**
Specialized mathematical knowledge for teaching: a study of set theory; probability; data analysis; elements of discrete mathematics, such as combinatorics and graph theory; and the mathematics of finance.
- 560-564 Staff Development. 1-4 hrs.**
Courses and activities designed to meet the inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrades if approved, but may not be used a degree programs. CR\NC grading.
- 580-582 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 591-594 Workshop. 1-4 hrs.**
- 650 Algebra for Mathematics Educators. 3 hrs.**
Specialized mathematical knowledge for teaching: an in-depth study of topics typically found in a college algebra course. (PR: CIME 555 and CIME 556)
- 657 Precalculus for Mathematics Educators. 4 hrs.**
Specialized mathematical knowledge for teaching: a study of advanced algebraic structures and functions of change, including an introduction to calculus. (PR: CIME 650 or permission).
- 658 Geometry for Mathematics Educators. 3 hrs.**
Specialized mathematical knowledge for teaching: basic concepts of logic and mathematical proofs. Topics include angle relationships, parallel, and perpendicular lines, circles, polygons, solids, triangles, elementary trigonometry, and use of geometry software. (PR: CIME 657)
- 670 Teaching Mathematics. 3 hrs.**
Emphasis will be on planning for instruction based on how students learn mathematics, state or district standards, research on best practices, NCLB goals, and data from a variety of assessments. (PR: CIME 555 and CIME 556)
- 675 Supervised Field Practicum/Seminar in Mathematics, 5-9. 3 hrs.**
Supervised practicum in which the student demonstrates and is assessed in mathematics teaching skills in a clinical setting in grades 5-9. (PR: any two of the following—CIME 555, 556, 557, 558; or permission)
- 677 Supervised Field Practicum/Seminar in Mathematics, 5-12. 3 hrs.**
Supervised practicum in which the student demonstrates and is assessed in mathematics teaching skills in a clinical setting in grades 5-12. (PR: CIME 670 and any two of the following: CIME 555, 556, 650, 657, or 658; or permission).

CURRICULUM AND INSTRUCTION: READING EDUCATION (CIRG)

- 500 Building Supportive Classrooms for Early Literacy Learning. 3 hrs.**
This is a field-based course designed for schools that are adjusting the literacy curriculum to support literacy acquisition. Participants learn to provide appropriate assessment and instruction to foster the development of learning strategies for reading and writing for their pupils.
- 506 Introduction to Reading Recovery. 3 hrs.**
A course designed for Reading Recovery Teachers-in-Training including the basic concepts, practices, theory, and philosophy. Participants will administer, score, and interpret an observation survey.
- 507 Reading Recovery: Theory and Practice. 6 hrs.**
Provides information, direction, and supervision in implementing Reading Recovery within the school setting. This course includes a daily practicum and weekly seminar session relating theory to practice. (PR: CIRG 506)
- 560-564 Staff Development. 1-4 hrs.**
Courses and activities designed to meet the inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrades if approved, but may not be used a degree programs. CR\NC grading.

- 565 Reading for Supervisors of Instruction. 1 hr**
A course for individuals seeking certification as a supervisor of instruction. Attention will be given to comprehensive reading programs, approaches to reading instruction, and inservice programs. (PR: Consent)
- 580-583 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 613 Children's Literature. 3 hrs.**
An examination of teaching methods and of children's literature that are conducive to promoting permanent interests, skills, and interests in reading for ECE and MCE.
- 614 Adolescent Literature. 3 hrs.**
Analysis of the roles of the teacher in developing a reading program for the late adolescent and adult. The utilization of children's literature as a medium for bridging the content fields with the process of reading will be a major concept that will be utilized.
- 619 Reading Leadership: Roles, Responsibilities, and Problems. 3 hrs. S.**
Analyses of administrators/supervisor's roles, responsibilities, problems, and practices in reading programs K-12. Presents practical solutions for problems encountered in a comprehensive reading program.
- 621 Current Issues and Problems in Reading. 3 hrs.**
A seminar course especially designed to explore problems and issues in reading, K-12. Professional literature, empirical research, and practical experience will be used to identify problems and solutions. (PR: CIRG 643)
- 622 The Use of Technology for Literacy Instruction. 3 hrs.**
Candidates will plan for literacy instruction and use literacy technology in their classrooms. Emphasis will be given to the Internet and educational software.
- 623 Reading Instruction for Literacy Facilitators: A Practicum. 3 hrs.**
Practicum experiences requiring demonstration of literacy leadership including demonstration teaching, classroom support of literacy instruction, and developing, implementing, and evaluating the literacy curriculum within the school setting. (PR: CIRG 654)
- 636 Developmental Reading. 3 hrs.**
Principles and practices of teaching developmental reading.
- 637 Literacy Assessment. 3 hrs.**
Study and the causes of reading difficulties, diagnostic devices and techniques, and theory related to assessing literacy development.
- 639 Reading Education Seminar: Planning, Organizing and Supervising a Reading Program. 3 hrs.**
This course is designed as an in-depth study and analysis of the planning and organizing of reading programs at various administrative levels. (PR: CI 643)
- 642 Reading Education Seminar: Reading Instruction for Individuals with Special Needs. 3 hrs.**
Study of research findings, methodology and instructional materials for atypical learners, illiterate adults and others.
- 643 Teaching Struggling Readers: A Practicum. 3 hrs.**
Clinical experiences in the diagnosis and corrective treatment of reading disabilities. (PR: CIRG 654)
- 644 Literacy in the Content Area. 3 hrs.**
Principles underlying the teaching of reading in the content fields.
- 653 Literacy Acquisition. 3 hrs.**
Literacy acquisition is a foundation course open to professionals whose interests require understanding of the process involved in becoming literate.
- 654 Aligning Assessment with Instruction. 3 hrs.**
Experiences in analyzing diagnostic test results, preparing diagnostic reports, and selecting appropriate materials and procedures to meet specific reading needs. (PR: CIRG 637)
- 701 Reading Education Seminar I. 3 hrs.**
An investigation of research in reading that has made a difference in education, pupil achievement in reading, the role of reading, and the role of the reading specialist. (PR: Master's degree, consent of instructor)
- 702 Reading Education Seminar II. 3 hrs.**
An examination of research that has the potential to bring about changes in reading education and school curriculum.
- 703 Reading and Reading-Related Tests and Techniques. 3 hrs.**
An examination of research related to the development of reading and reading-related diagnostic procedures. Detailed study will be made of standardized tests, the Informal Reading Inventory (IRI) and other similar diagnostic measures and competency-based instruments.

- 704 Advanced Instructional Reading Processes. 3 hrs.**
A study of advanced instructional techniques in reading. Attention will be given to such concepts as self-concept, intelligence, nature/nurture, interaction, perception, physiological differences, and exceptionalities.
- 705-706 Applied Research in Reading Education I and II. 3-6 hrs.**
Planning and implementing a study investigating aspects of reading theory. The study will necessitate deriving empirical data under field conditions.
- 707 Issues in Reading. 3 hrs.**
A review of trends and issues in reading education focusing on the complexity of the reading process.
- 708 Philosophy and History of Reading Education. 3 hrs.**
A study of the philosophical foundation of current reading programs. This course will review the historical background and progress in reading education.
- 709 Field Experience: An Aspect of Reading Education. 3 hrs.**
A field-based course designed to study the theory, preparation, presentation, and evaluation of inservice education. Emphasis will be placed on the refinement of teacher education in specialized areas of the curriculum.
- 710 Independent Study. 3 hrs.**
Individualized study of advanced topics in reading.

CURRICULUM AND INSTRUCTION: SCIENCE EDUCATION (CISE)

- 560-564 Professional Development. 1-4 hrs.**
Courses and activities designed to meet the inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrades if approved, but may not be used a degree programs. CR\NC grading.
- 570 Flora and Fauna for the Elementary/Middle School. 3 hrs.**
A study of the flora, fauna, and physical geography of West Virginia. Field-based experiences will lead to a greater understanding of the forces that shaped Appalachia and the flora and fauna that live here.
- 571 Developing Thematic Science in the Elementary/Middle School. 3 hrs.**
A study of the strategies and techniques needed to plan, implement and evaluate a thematic, coordinated, and integrated science program in the schools.
- 572 Environmental Education for the Elementary/Middle School Teacher. 3 hrs.**
A study of man's interactions with the environment. Awareness, conservation, problem-solving and stressed using strategies and techniques appropriate for the elementary/middle school student.
- 573 Chemistry for the Elementary/Middle School. 3 hrs.**
A study of the fundamental principles of chemistry focusing on developmentally appropriate methods, strategies and techniques to assist with concept development and attainment.
- 574 Integrated Science for the Elementary School. 3 hrs.**
Study and application of the concepts and activities included in an integrated science program for the elementary school.
- 575 Integrated Science for the Middle School. 3 hrs.**
Study and applications of the concepts and activities included in an integrated science program for the middle school.
- 576 Wave Phenomena and Electricity for the Elementary/Middle School. 3 hrs.**
A study of the fundamental principals of physics focusing on wave phenomena and electricity for the elementary/middle school teacher.
- 577 Energy and Matter for the Elementary/Middle School. 3 hrs.**
A study of the fundamental principles of physics focusing on energy and matter for elementary and middle school teachers.
- 580-582 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 591-594 Workshop. 1-4 hrs.**

CURRICULUM AND INSTRUCTION: SPECIAL EDUCATION (CISP)

- 510 Introduction to Instruction Practices/Exceptional Children. 3 hrs.**
An introductory course on applied planning and instructional approaches for the exceptional child. The course will introduce students to validated instructional practices for the beginning classroom teacher.
- 520 Introduction to Exceptional Children. 3 hrs.**
An introduction to the study of children who deviate from the average in mental, physical, and social characteristics, including a study of the characteristics of such children and the adaptation of educational procedures to their abilities and disabilities.

- 521 Children with Exceptionalities. 3 hrs.**
Behavioral characteristics of children with exceptional development, dynamics of family- community interaction, and attitudes toward exceptional conditions. Implications for amelioration and educational planning.
- 523 Introduction to Learning Disabilities. 3 hrs.**
An integrated, concise overview of specific learning disabilities; definitions, etiology; observable and identifiable symptoms and implications for amelioration.
- 524 Introduction to Emotional Disturbances. 3 hrs.**
Characteristics of emotional-social disturbances in children; dysfunction in behavior, academic achievement, and social relationships, etiology and educational implications are presented.
- 526 Introduction to the Gifted. 3 hrs.**
An overview of giftedness in children, definitions, etiology, observable characteristics and implications for educational agencies.
- 527 Introduction to Autism. 3 hrs.**
This is a lecture-discussion course designed to survey current autism definitions, rates of incidence conceptual models and educational designs relating to autistic children, youth, and adults. (PR: Permission)
- 529 Introduction to the Physically Handicapped. 3 hrs.**
An introduction to the characteristics and needs of crippled and other health impaired children. The medical aspects of physically handicapping conditions are considered. (PR: CI 520; CR: Field Experience)
- 533 Special Education: Introduction to Mental Retardation. 3 hrs.**
Acquaints teachers with the characteristics and needs of the mentally retarded child. The status of the mentally retarded in our society and the impact of mental retardation on education (PR: CI 520. CR: Field Experience)
- 535 General Special Education Programming. 3 hrs.**
Address the educational/curricular needs of students with mild learning problems in the categorical areas of mental retardation, behavior disorders, and specific learning disabilities.
- 553 Characteristics/Methods Mentally Impaired. 3 hrs.**
Principles and current trends in curriculum development are reviewed and evaluated toward the development of specific curricula for the mentally retarded. Methods and materials are presented in relation to this development.
- 554 Working with Families of Exceptional Students. 3 hrs.**
Principles and information designed to give the student an understanding of the needs and rights of parents of exceptional children and techniques to involve parents successfully in their child's education.
- 560-564 Staff Development. 1-4 hrs.**
Courses and activities designed to meet the inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrades if approved, but may not be used a degree programs. CR\NC grading.
- 580-583 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 600 Grant Writing in Special Education. 3 hrs.**
A review of the federal and state guidelines for writing grants in Special Education. The priority areas of special education in which monies are currently available will also be examined.
- 601 Psychological Foundations of Giftedness. 3 hrs.**
A study of measures used to identify the gifted and interpretation of results, psychological development of the gifted and psychological pressures, problems and adjustments strategies towards mental health in the gifted child.
- 602 Education of the Gifted. 3 hrs.**
Educational models, identification techniques, teaching strategies and resources available for gifted children. Current trends in curriculum development for the gifted are also examined. (PR: CISP 526)
- 603 Field Experience: Gifted. 3 hrs.**
Supervised experiences (one semester) in field work with children who exhibit potential giftedness.
- 604 Practicum in Emotional Disturbances. 3 hrs.**
An initial participation and observation experience with children experiencing behavior problems. Course evolves around bi-weekly seminar and selected projects.
- 606 Reading Strategies for Exceptional Students. 3 hrs.**
This course examines the purposes, findings and recommendations from the National Reading Panel (NRP) (2001) report. This report is the basis for the reform of instruction currently being carried out throughout the United States and is related to the "No Child Left Behind" legislation. In addition to examining this content of the NRP report, candidates will engage students with assessment and instructional strategies identified as having facilitative effects.

- 607 Math Strategies for Exceptional Students. 3 hrs.**
This course examines the characteristics and mathematics performance of mildly-disabled students. In addition, teachers will explore those interventions which have been found to be effective in critical areas of mathematics instruction that will permit special education students to acquire those skills and strategies necessary for access to the general education curriculum, including higher-level courses. All course content will address and adhere to the curriculum and evaluation standards established in the Principles and Standards for School Mathematics (NCTM, 2000).
- 611 Special Education Research, Part I. 3 hrs.**
The study of problems related to the area of exceptionality receiving emphasis in the student's degree program. (PR: CISP 603, 649, 651 or 647)
- 615 Special Education Research, Part II. 3 hrs.**
As a part of the requirements for this course, the student will submit a written, bound document, which will be added to the college library collection. (PR: CISP 611)
- 626 Special Education: Diagnostic-Clinical Practices. 3 hrs.**
Collaborative/consultative multi-disciplinary and curriculum-based assessment process and their use in developing appropriate interventions linking instruction to content standards and objectives. (PR: CISP 520)
- 627 Trends and Issues in Special Education. 3 hrs.**
An in-depth look at current issues affecting all areas of special education as well as issues specific to each special education category.
- 629 Special Education: Seminar 3 hrs.**
Research methods and current significant findings in special education. Guest speakers. Advanced special education students only.
- 645 Characteristics/Methods Emotionally Disturbed. 3 hrs.**
Recognition of emotional-social, disturbances, assessment of educational needs, establishment of programs to implement behavioral change and provide necessary modification in educational programs to remediate learning and behavioral difficulties of children.
- 646 Special Education: Field Experiences: Learning Disabilities. 3 hrs. S.**
Field Experience (practicum) affords graduate students an opportunity to demonstrate the skill-based competencies required by CEC standards and to qualify for an LD teaching license.
- 647 Characteristics/Methods Specific Learning Disabilities. 3 hrs. I.**
Theories, diagnosis, and teaching strategies concerning children who exhibit any or several learning disabilities.
- 649 Special Education: Field Experiences: Emotional Disturbances. 3 hrs.**
Supervised field experiences (one semester) working with children who exhibit symptoms of emotional disturbances-behavioral disorders. (PR: CISP 645)
- 650 Special Education: Diagnostic Evaluation and Prescriptive Teaching Techniques. 3 hrs.**
Educational assessment and diagnostic evaluation for remediation-amelioration; advanced course for providing understanding and utilization of evaluation, teacher assessment, and analysis for programming for exceptional individuals. (PR: CISP 626)
- 651 Field Experience: Mental Impairment (Mild/Moderate). 3 hrs.**
All-day supervised teaching in special classes in the public schools required of all students who are completing curriculum for teachers of mentally retarded children. (PR: CISP 553)
- 655 Field Experience: Multi-categorical: Mild/Moderate MI, LD, BD. 3 hrs.**
Field Experience (practicum) affords graduate students an opportunity to demonstrate the skill-based competencies required by CEC Standards and to qualify for the multi-categorical teaching license. (PR: CISP 647, 649 and 651)
- 661 Introduction to Preschool Special Education. 3 hrs.**
An overview of early childhood special education programs including historical events, legislation, the population served, program models and components and current issues and trends.
- 662 Instructional Characteristics of Autism. 3 hrs.**
This course is designed to provide students with practical information on classroom arrangement, teaching techniques, and how to support students with autism who have diverse behavioral and educational need. There is an emphasis on current developments in the field of autism which are presented through reading research articles, viewing videotapes, and reading the textbooks. Because the literature related to the educational treatment of autism has suggested that a behavioral approach to autism is most effective, the course will rely heavily on material from the field of Applied Behavior Analysis. (PR: CISP 527)
- 663 Developmental Issues in Preschool Special Education. 3 hrs.**
An examination of the normal development of young children, the interrelated effects of impairment in various areas of development and strategies for intervention.

- 664 **Practicum in Autism. 3 hrs.****
This course contains two components: a competency-based practicum experience with autistic students and a seminar with regular discussions and readings on practical issues concerning the education of autistic children. (PR: CISP 527 and 662)
- 665 **Assessment in Preschool Special Education. 3 hrs.****
An overview of issues in the identification, screening and assessment of young handicapped children, specific assessment techniques for working with families and interdisciplinary teams in the assessment process.
- 666 **Curriculum and Methods in Preschool Special Education. 3 hrs.****
A review of curriculum development and methodology used to teach young children with handicaps. Evaluation techniques, program development and management, adaptation of materials and equipment and program models are presented.
- 673 **Field Experience: Preschool Special Education. 3 hrs.****
Supervised participation and directed teaching activities in an early childhood special education program across ages, disabilities and severity levels. Activities with non-handicapped preschoolers are also required.
- 674 **Practicum: Preschool Special Education. 3 hrs.****
Supervised teaching in a variety of early childhood special education programs across ages, disabilities, and severity levels. Experiences with non-handicapped preschoolers are required. Specific competencies will be individually determined.

CURRICULUM AND INSTRUCTION: VISUAL IMPAIRMENTS (CIVI)

- 500 **Introduction to Visual Impairments. 3 hrs.****
Introduction to educational programs and services for students with visual impairments, history, definitions, incidence and prevalence, development, psychosocial aspects, service delivery models, issues, and professionalism.
- 501 **Reading and Writing Strategies/Instruction for Students with Visual Impairments. 3 hrs.****
Knowledge and skills in reading and writing literary braille code, braillewriter, slate and stylus, proofreading, interlining, basic Nemeth mathematics code, textbook formatting, computer translation, overview of other braille codes.
- 502 **Structures and Functions of the Human Visual System. 3 hrs.****
Structure and function of the eye, development of the visual system, causes of eye conditions, vision assessments, environmental modifications, relationship to other disabilities, and neurological aspects of visual impairment.
- 503 **Assessment and Program Planning of Students with Visual Impairments. 3 hrs.****
Design and adaptation of instruction for students with visual impairments, expanded core curriculum, teaching literacy and other communication skills, assessment, early childhood intervention, parent involvement, and collaboration.
- 504 **Assessment and Program Planning of Students with Visual Impairments and Additional Disabilities. 3 hrs.****
Strategies for students with visual impairments and severe/multiple disabilities, interaction of sensory disabilities with other disabilities, functional curricula, alternative communication and mobility systems, and collaboration.
- 507 **Advanced Braille and Technology for Teaching Students with Visual Impairments. 3 hrs.****
Codes and techniques for advanced braille. Essential skills in transcribing Nemeth code for mathematics and science, formatting techniques, and computer translation. (PR: CIVI 501 or equivalent)
- 600 **Math Methods for Visually Impaired. 3 hrs.****
An exploration of scientifically-based instructional math research will be developed and applied to the visually impaired. Emphasis will be placed on Nemeth Code and linkage to content standards and objectives.(PR: CIVI 500 and CIVI 501)
- 601 **Practicum in Visual Impairment I. 3 hrs.****
Three hundred documented hours of supervised practicum experiences with students with visual impairments, including those with severe/multiple disabilities ranging from infancy to early adulthood. (PR: Permission of instructor)
- 602 **Practicum in Visual Impairment II. 3 hrs.****
The graduate student will complete an advanced selection of experiences in inclusive and residential settings in order to demonstrate competence as an entry-level teacher. (PR: Permission of instructor)
- 603 **Basic Orientation and Mobility Skills. 3 hrs.****
Strategies for teaching and reinforcing orientation mobility skills, basic concept development, movement, exploration of space in the home an school environment, environmental orientation, and collaboration with O & M specialists.

DIETETICS (DTS)

- 560 Professional Development. 1-4 hrs.**
Activities designed to meet the supervised practice needs of dietetic interns. CR/NC grading.
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 591-594 Workshop. 2-3; 2-3; 2-3; 2-3 hrs.**
Workshop in selected areas of dietetics.
- 670 Nutrition Intervention in Dietetics. 3 hrs.**
Integrates normal and clinical nutrition with behavioral, natural, and social sciences to enhance dietary compliance among populations at nutritional risk. Systematic approach to assessment, instruction, and evaluation. Applied research in dietetics. (PR: Dietetic Internship Students or permission)
- 673 Administrative Dietetics. 3 hrs.**
Overview of management/administrative concepts for directing resources within a variety of food and nutritional service/programs. Planning, implementing, and evaluation techniques to measure organizational performance. Applied research in dietetics. (PR: Dietetic Internship Students or permission)
- 675 Dietetic Internship Practicum I. 3 hrs.**
Supervised practice experience focusing on the nutritional screening assessment and education of individuals and groups across the lifespan in a variety of community and long-term settings.
- 676 Dietetic Internship Practicum II. 3 hrs.**
Supervised practice experience focusing on the procurement, production, distribution, and service within school- and hospital-based food service management systems.
- 677 Dietetic Internship Practicum III. 3 hrs.**
Supervised practice experience focusing on skills required to become a dietitian in a clinical setting. Nutritional screening, assessment, and education of individuals with complex medical conditions will be emphasized.
- 679 Nutrition Interventions II. 3 hrs.**
Utilizes current technologies for information and communication related to selected acute and chronic diseases. Individual educational plans are designed and implemented.
- 681 Thesis. 1-6 hrs.**
Individual research in a selected field of dietetics under the direction of a graduate faculty member.
- 690 Seminar in Research and Communication. 1-3; 1-3 hrs.**
Extensive reading and reports from current literature in selected areas of dietetics.

ECONOMICS (ECN)

- 501 Economic Analysis. 3 hrs.**
Overview of the basic principles of both microeconomics and macroeconomics.
- 505 Environmental Economics. 3 hrs.**
The application of basic economic theory to a wide range of environmental problems, including pollution, natural resource exhaustion, population and economic growth. (PR: ECN 253 or permission of GSM academic advisor)
- 508 Comparative Economic Systems. 3 hrs.**
Marxism, capitalism, communism, fascism and socialism considered as theories, movements and actual political economics. (PR: ECN 253, or permission of GSM academic advisor)
- 515 Regional Economics. 3 hrs.**
A study of location theory and regional development within a framework of economic theory. (PR: ECN 253 or permission of GSM academic advisor)
- 520 International Economics. 3 hrs.**
Movement of goods and balance of payments among nations; exchange rates; exchange controls and tariffs; problems and policies. (PR: ECN 253 or permission of GSM academic advisor)
- 522 Introduction to Mathematical Economics. 3 hrs.**
Modern mathematical methods for use in economics and other social sciences. (PR: ECN 253 and Mathematics 203, or permission of GSM academic advisor)
- 540 History of Economic Thought. 3 hrs.**
Economic theories and ideas from the earliest economists to those of Marshall and Keynes. (PR: ECN 253 or permission of GSM academic advisor)
- 550 Public Finance. 3 hrs.**
Analysis of governmental activities pertaining to raising of revenue and expenditure of monies; analysis of public debt and fiscal programs at all levels of government. (PR: ECN 253 or permission of GSM academic advisor)

- 560 Economic Development. 3 hrs.**
A study of the problems, dynamics and policies of economic growth and development in underdeveloped and developed countries. (PR: ECN 253 or permission of GSM academic advisor)
- 561 Economics Education Workshop. 3 hrs.**
Intensive review of subject matter and teaching methods in economics for elementary and high school teachers. (PR: Consent of instructor or grant scholarship)
- 562 Economics Education Workshop 1-3 hrs.**
Intensive review of subject matter and teaching methods in economics for elementary and high school teachers. (PR: Consent of instructor or grant scholarship)
Note: Students who have taken the Social Studies workshop in American Capitalism Seminar for credit may not take ECN 561 and 562, American Capitalism Seminar, for credit.
- 620 The United States and The Global Economy. 3 hrs.**
A study of the interdependent and transnational nature of the global economy with an emphasis on contemporary global economic issues, commercial policies, trading blocs, developing countries and world economic agencies. (PR: GSM admission)
- 630 Managerial Economics. 3 hrs.**
Utilization of microeconomic theory and optimization techniques for management decision making. (PR: Full M.B.A. admission)
- 650-651 Special Topics. 1-3; 1-3 hrs.**
Members of the department may teach, when necessary, any economics subject not listed among current course offerings. (PR: Nine hours of economics and permission of division head and of GSM academic advisor)
- 656 Labor Economics. 3 hrs.**
Theoretical and empirical analysis of labor markets, wage determination, hours of work, unemployment and inflation, unions and collective bargaining and related subjects in their social and legal contexts. (PR: Full M.B.A. admission)
- 660 Independent Study. 1-4 hrs.**
Independent study of a specific nature under the supervision of a qualified faculty member. Hours of credit are determined by the magnitude of the project. (PR: Permission of division head and of GSM academic advisor)

EDUCATION (See Curriculum and Instruction)

EDUCATIONAL FOUNDATIONS (EDF)

- 502 Psychology of the Middle Childhood Student. 3 hrs.**
A course in the study of developmental principles relating to the physical, cognitive, social, and moral development of the middle childhood student 10-14 years old.
- 510 Contemporary Issues in Education. 3 hrs.**
The impact of contemporary forces in education with emphasis on current educational issues.
- 513 Human Growth and Development Birth-8. 3 hrs.**
A study of various topics and instructional implications for birth-8
- 514 Human Growth and Development Adolescents. 3 hrs.**
A study of various topics and instructional implications for adolescents.
- 515 History of Modern Education. 3 hrs.**
Our debt to the ancient Hebrews, Greeks, and Romans. Emphasis also is placed upon the movements since the beginning of the Renaissance.
- 517 Statistical Methods. 3 hrs.**
A foundation course in descriptive and inferential statistics as applied in education and the social sciences.
- 535 Classroom Assessment. 3 hrs.**
History, philosophy and elementary statistical methods for testing, measuring and evaluating pupil behavior are studied.
- 537 MAT Level I Clinical Experience. 0 hrs.**
Twenty-hour public school clinical experience in middle/secondary schools designed to provide an opportunity for MAT students to work with faculty, staff and students in a teaching environment. (CR: EDF 616)
- 580-583 Special Topics. 1-4 hrs.**
- 585-588 Independent Studies. 1-4 hrs.**

- 610 Trends and Issues in Education. 3 hrs.**
An investigation of current trends and issues in education through extensive reading, research and discussions. Implications for schools, classrooms, and teachers are the focus of the course.
- 612 Educational Evaluation. 3 hrs.**
A study of the fundamental skills needed to evaluate educational progress at the individual, classroom, program, and school levels.
- 615 History of Education in the United States. 3 hrs.**
Development of public and private educational systems in the United States.
- 616 Advanced Studies in Human Development. 3 hrs.**
The nature of human growth and development from infancy through adulthood. *MAT students only.* (CR: EDF 537)
- 617 Multiple Regression. 3 hrs.**
A first course in Multiple Regression Analysis and its application. Designed to be cross-disciplinary. Of interest to students in Education, the Social, Behavioral and Natural Sciences.
- 618 Multilevel Analysis and Growth Models. 3 hrs.**
An introduction to applied multilevel analysis and growth curve modeling for nested educational data. The nested data may have a repeated measures dependent variable.
- 619 Educational Psychology. 3 hrs.**
Study of learning theories and their applications to teaching.
- 621 Educational Research and Writing. 3 hrs.**
Research methods, techniques, and their application to education.
- 625 Qualitative Research in Education. 3 hrs.**
Study of qualitative research methods: understanding historical and philosophical foundations of qualitative research and developing expertise in qualitative research strategies including participant observation, interviewing and inductive content analysis of data.
- 626 Advanced Qualitative Research in Education. 3 hrs.**
Advanced study of selected topics in qualitative research. Emphasis on application of qualitative research knowledge and skills. (PR: EDF 625)
- 630 Comparative Education. 3 hrs.**
The study of the origins, nature, scope, basic literature and methodology of comparative education.
- 631 Gender and Education. 3 hrs.**
The course focuses on gender relations in education and schooling. The course addresses gender in relation to curriculum and knowledge, pedagogy and instructional arrangements, and administration and policy issues. (PR: EDF 621 or equivalent)
- 635 Policy Studies in Education. 3 hrs.**
The course focuses on current policy issues facing educators today. The course offers conceptual and analytical tools for a critical examination of the uncertain political environment of schooling.
- 637 MAT Level II Clinical Experience. 0 hrs.**
Sixty-hour secondary public school experience provides opportunity for preservice, master's-level teachers to put theory into classroom practice through observation, participation, reflection, individual/small group teaching, and up-front classroom teaching. (PR: EDF 537; CR: CI 515)
- 640 Literature. 1-3 hrs.**
A program of reading, either extensive or intensive, and reports on a group of outstanding contributions to education; readings selected with guidance of advisor. Only one registration for this course is permitted. (CR: Permission of instructor)
- 641 Seminar. 2-3 hrs.**
A guided program of readings, reports and discussions. No student may register for this course a second time.
- 660 Philosophy of Education. 3 hrs.**
Surveys basic philosophy schools and concepts and their application to educational practice.
- 665 Sociology of American Schools. 3 hrs.**
American school organizational patterns interpreted sociologically; role of power and bureaucracy, social and cultural change, stratification and social mobility, and values; analysis of school rituals and ceremonies.
- 677 MAT Level III Clinical Experience. 3-6 hrs.**
Culminating clinical experience through directed activity in a clinical setting for MAT students. (PR: EDF 537 and EDF 637)
- 679 Problem Report. 1-3 hrs.**
The preparation of a written report on a research problem, experiment or field project in education. This report is not a thesis; students must complete an additional 33 credit hours unless 697 is followed by 681 for 3 hours credit.

681 Thesis. 3-6 hrs.
May be taken for 3 hours of credit by students whose reports in 679 were excellent and are of such character as to warrant further research. Students completing 679 and 681 for a total of 6 hours may qualify for the master's degree by earning an additional 26 hours of credit. Students completing 681 must defend their theses in an oral examination.

711 Survey Research in Education. 3 hrs.
Advanced research, theories, methods, and procedures for conducting survey research in education.

ELECTRICAL ENGINEERING (EE)

650-653 Special Topics. 1-4 hrs.
Formal study of electrical engineering topics of current interest. (PR: Consent)

ENGINEERING (ENGR)

610 Applied Statistics 3 hrs.
Practical application of statistical techniques to decision-making, forecasting, optimization, experimental design. Interpretation of data using central tendency and dispersion, t-test, F-test, variance analysis, correlation, and linear regression. (PR: Permission)

620 Computer Applications 3 hrs.
Introduction to current software technology to solve problems of interest to technical professionals. Covers the use of tables, databases, modeling, curve fitting, and solution of equations. (PR: Permission)

650-653 Special Topics. 1-4 hrs.
Formal study of engineering topics of current interest. (PR: Consent)

685-688 Independent Study. 1-4 hrs.
An approved study of special interest concerning engineering, under the supervision of a faculty member. (PR: Consent)

ENGINEERING MANAGEMENT (EM)

620 Management of Technical Human Resources and Organizations. 3 hrs.
Principles leading to better management and development of technical human resources and organizations. Included are concepts technical managers need to change themselves positively and to lead others toward desired behaviors.

650-653 Special Topics. 1-4 hrs.
Study of special topics of an advanced nature. (PR: Consent)

660 Project Management. 3 hrs.
Provides the student with a practical knowledge of how to integrate effectively the functional efforts of many in the execution of programs and projects.

661 Advanced Project Management. 3 hrs.
Course is designed to increase proficiency in the advanced aspects of project management. Participants will become aware of all the project management processes in PMI's *Project Management Body of Knowledge*. (PR: EM 660)

664 Management of Research & Development Organizations. 3 hrs.
Techniques and methods for effective management of research and development organizations, projects, and personnel. (PR: EM 601)

665 Management of Engineering Organizations. 3 hrs.
Techniques and methods for effective management of engineering firms, departments, and personnel. (PR: EM 601)

670 Seminar in Engineering Management. 3 hrs.
Provides the student an opportunity to examine issues in engineering management and to evaluate their consequences in organizations, in the profession, and in society. (PR: Consent)

675 Engineering Economics. 3 hrs.
The concepts and methods for the financial calculations involving time value of money and uncertainty. Capital and departmental budgeting processes and engineering inputs to cost accounting. (PR: Consent)

694 Engineering Law. 3 hrs.
The American legal system, contracts and specifications, liability of professional engineers, product liability, agency relationships, patent and proprietary rights, and special problems in contracts are studied.

ENGLISH (ENG)

- 502 Composition and Rhetoric for Teachers. 3 hrs. S.**
Study of rhetorical invention and models of composing process, with intensive practice in writing.
- 508 Advanced Expository Writing. 3 hrs.**
An advanced general composition course. Practice in the rhetorical types and styles used by professionals in all fields. Assignments adapted to the student's major.
- 509 Milton. 3 hrs.**
Biographical and critical study, including Milton's English poetry and prose, and his literary and intellectual milieu.
- 510 Shakespeare's Comedies, Tragicomedies, and Romances. 3 hrs.**
Intensive study of Shakespeare's comedies, tragicomedies, and late romances. Also includes the Sonnets and Venus and Adonis.
- 511 Chaucer. 3 hrs.**
The poetry of Chaucer, including the Canterbury Tales, in the light of medieval tradition and critical analysis.
- 512 Shakespeare's Histories and Tragedies. 3 hrs.**
Intensive study of Shakespeare's Histories and Tragedies.
- 513 English Novel to 1800. 3 hrs.**
Defoe, Richardson, Fielding, Smollett, and Sterne, with supporting study of their most important predecessors and contemporaries.
- 514 Nineteenth Century English Novel. 3 hrs.**
Austen, Scott, the Brontes, Eliot, Dickens, Thackeray, Trollope, Meredith, Hardy, Butler, Wilde, and their contemporaries.
- 515 Victorian Poetry. 3 hrs.**
Emphasis on Tennyson, the Brownings, Arnold, Hopkins, Christina Rossetti, Hardy and the pre-Raphaelites.
- 517 English Drama to 1642. 3 hrs.**
Non-Shakespearean English drama from its beginnings to the closing of the theatres.
- 519 Approaches to Teaching Literature. 3 hrs.**
The intensive study of the pedagogy of literature and literary critical theory and its classroom applications.
- 521 American Literature to 1830. 3 hrs.**
Study of American literature of the Puritan, Colonial, and Federal periods, including such authors as Jonathan Edwards, Edward Taylor, Anne Bradstreet, Benjamin Franklin, Phillis Wheatley, Washington Irving, and Catharine Maria Sedgwick.
- 522 American Literature, 1830-1865. 3 hrs.**
American literature of the Romantic Period, including such authors as Emerson, Poe, Melville, Hawthorne, Dickinson, Whitman, Fuller, Douglass, Stowe, and other figures of the period.
- 523 American Literature, 1865-1914. 3 hrs.**
American literature of the Realistic and Naturalistic periods, including such authors as Howells, Twain, James, Dreiser, Chesnut, Wharton, Crane, and Chopin.
- 524 American Literature, 1914-1945. 3 hrs.**
A survey of American writers of the Modern period to World War II.
- 525 Southern Writers. 3 hrs.**
A survey of the poetry, fiction, nonfiction, and drama indigenous to the American South, including Old South, post-Civil War, and Modern periods, and emphasizing the Southern Literary Renaissance.
- 528 International Literature. 3 hrs.**
Readings in contemporary literature from the non Anglo-European world. Texts by Asian, African, South American, Australian, and other authors.
- 533 Contemporary British Poetry. 3 hrs.**
British poetry since the Victorian period.
- 534 Contemporary American Poetry. 3 hrs.**
American poetry since 1900.
- 535 Modernism. 3 hrs.**
A study of trans-Atlantic Modernist writers, including both poetry and prose.
- 536 Medieval Literature. 3 hrs.**
Old English elegiac and heroic poetry; Middle English lyrics and romances; the Ricardian poets and Malory.
- 537 Tudor Literature: Poetry and Prose of the Sixteenth Century. 3 hrs.**
Survey may include works by More, Skelton, Wyatt, Sidney, Spenser, Nashe, Marlowe, Raleigh, Lyly, Sidney, Mary Sidney, and Shakespeare, excluding drama.

- 538 **Seventeenth Century Literature: Poetry and Prose. 3 hrs.**
Survey may include Donne and the Metaphysical poets, the Cavalier lyricists, Bacon, Browne, Wroth, Cary, Lanier, Herbert, Jonson, Burton, Walton, Hobbes, and Bunyan.
- 544 **Rendering the Landscape. 3 hrs.**
Historical and contemporary approaches to the representation of landscape in art and writing (poetry, fiction, non-fiction, etc.). Joins with course in Art and Design department for a one-week trip to a West Virginia state park for field work (lodging fee required).
- 546 **Drama of the Restoration and 18th Century. 3 hrs.**
Trends, movements, and dramatic types in the British theatre of this period.
- 547 **British Romantic Poets. 3 hrs.**
Emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 555 **Literary Criticism. 3 hrs.**
Historical study, with application of principles.
- 558 **Contemporary Fiction: Form & Theory. 3 hrs.**
Readings in contemporary fiction addressing the work in terms of the formal and theoretical concerns that drive it. Texts that challenge our notions of genre, form, theory, and practice.
- 562 **Restoration and Eighteenth Century British Poetry and Prose. 3 hrs.**
British poetry and prose of the Restoration and eighteenth century (1660-1800), exclusive of the novel. Authors studied include Dryden, Swift, Pope, Johnson, Boswell, Wollstonecraft. Emphasis on satire, biography, essay.
- 565 **Literature of War: (specific war). 3 hrs.**
Examines the literary responses to an individual war and discusses the artistic, cultural, and historical contexts of those responses.
- 575 **Introduction to Linguistics. 3 hrs.**
The structural and descriptive approach to the study of the English language.
- 576 **Modern Grammar. 3 hrs.**
A descriptive analysis of the structure of present-day American English, utilizing the basic theory of generative transformational grammar.
- 578 **Introduction to Sociolinguistics. 3 hrs.**
Sociolinguistics is the study of the effects of language in society, relevant to discourse practices, language attitudes, variations, shifts, and changes.
- 580-583 **Special Topics. 1-4 hrs. each.**
(PR: Permission of the chair)
- 585-588 **Independent Study. 1-4 hrs.**
(PR: Permission of the chair)
- 591 **Creative Writing: Poetry Workshop. 3 hrs.**
A practical and intensive class in exploring the varieties of creative expression; exercises on the creating of verse in different forms and styles.
- 592 **Creative Writing: Fiction Workshop. 3 hrs.**
A forum for presentation, discussion, and refinement of the student's work, either short stories or novels.
- 593 **Creative Writing: Nonfiction Workshop. 3 hrs.**
A writing workshop where students develop and refine their original creative nonfiction (memoir, biography, essays, travel/leisure writing, etc.), employing techniques typically reserved for fiction (dialogue, narrative, poetic language, etc.).
- 601 **Folk and Popular Literature. 3 hrs.**
A study of types, variants, backgrounds, and influences. (PR: ENG 630 or permission of the chair)
- 610 **Readings in British and American Literature. 2-3 hrs.**
Independent reading in a field not covered by regularly scheduled courses. Limited to English majors who have been admitted to candidacy. (PR: Permission of the chair)
- 611 **Independent Readings. 3 hrs.**
Independent readings and research. Open only to students with an M.A. degree with a major in English or English Education.
- 620 **Twentieth Century Drama. 3 hrs.**
Major British and American dramatists since 1870. (PR: ENG 630 or permission of the chair)
- 624 **Twentieth Century British Novel. 3 hrs.**
Major British novelists of the twentieth century. (PR: ENG 630 or permission of the chair)
- 625 **Twentieth Century American Novel. 3 hrs.**
Major American novelists of the twentieth century. (PR: ENG 630 or permission of the chair)
- 628 **Twentieth Century African-American Literature. 3 hrs.**
An intensive study of selected novels, plays and poems of the period. (PR: ENG 630 or permission of the chair)

- 630 Materials and Methods of Research. 4 hrs.**
Instruction and practice in scholarly literary research. Required among first 12 hours of coursework and prior to admission to candidacy for the Master of Arts degree with a major in English.
- 631 Major American Authors. 3 hrs.**
An intensive study of selected American authors. (PR: ENG 630 or permission of the chair)
- 632 Topics in American Literature. 3 hrs.**
Concentrated study of continuing themes or influences in American literature; for example, narrative perspectives, regional influences, or conflicting agrarian and industrial values. (PR: ENG 630 or permission of the chair)
- 635 Major Texts. 3 hrs.**
An intensive study of a single major text from any period of British, American, or anglophone literature, leading to mastery of the text, its critical responses, and its influences. (PR: ENG 630 or permission of the chair)
- 636 Selected British Writers. 3 hrs.**
An intensive study of selected British writers such as the Metaphysical Poets, the Cavalier Poets, or the Bloomsbury Group. (PR: ENG 630 or permission of the chair)
- 637 Topics in British Literature. 3 hrs.**
A concentrated study of themes or influences in British literature; for example, narrative strategies, medievalism, the pastoral mode, or conflicting moral, social or literary values. (PR: ENG 630 or permission of the chair)
- 640 Teaching College English. 3 hrs.**
Required for graduate assistants in English.
- 660 Literary Theory. 3 hrs.**
Intensive introduction to one or more literary or cultural theories, familiarizing students with the major developments, terms, premises, and debates of the theory or theories in question.

The following four courses are for inservice teachers and require permission of the chair and the Director of Writing.

- 641 Advanced Composition Institute I. 3 hrs.**
The study of characteristics of effective writing instruction; strategies of effective writers; an introduction to teaching writing with technology; an introduction to field research in writing. (PR: Graduate School Acceptance and Permission)
- 642 Advanced Composition Institute II. 3 hrs.**
Advanced Composition Institute II is a seminar course, a follow-up to the intensive summer Advanced Composition Institute I. (PR: ENG 641)
- 643 Electronic Writing Project. 3 hrs.**
Study in the application of teaching writing with technology. Teachers create online syllawebs, databases, peer responses, and conferencing environments, and use technology for research, for teaching research, and for publication. (PR: Graduate School Acceptance and Permission)
- 644 Teacher Inquiry. 3 hrs.**
An intensive study of composition research methodologies (ethnographic study, classroom based inquiry, reflective practice, qualitative research) with a proposal for an inquiry project. Upon completion, Fellow becomes part of Teacher Inquiry Community (TIC). (PR: ENG 641, 642, and permission)
- 650-653 Special Topics.**
(PR: ENG 630 or permission of the chair)
- 681 Thesis. 1-6 hrs.**

ENVIRONMENTAL ENGINEERING (ENVE)

- 611 Air Pollution Design I: Control of Gaseous Emissions. 3 hrs.**
An introduction to adsorption, condensation, incineration, absorption, and process modification relevant to the design of abatement systems for gaseous air pollutant emissions. (PR: unit operations, thermodynamics and calculus)
- 612 Air Pollution Design II: Control of Particulate Emissions. 3 hrs.**
An introduction to equipment, processes, and basic principles relevant to the design of particulate collection systems including electrostatic precipitators, fabric filtration units, cyclones, and high energy scrubbers. (PR: ES 604 or courses in physics, fluid mechanics, and process design)
- 615 Environmental Chemistry. 3 hrs.**
Fundamental principles governing the various aspects of chemistry relevant to the environment will be addressed. The chemistry of waste treatment, cyclical processes and other applications will be evaluated. (PR: Consent)
- 616 Principles of Biological Waste Treatment. 3 hrs.**
Principles and practices of the process design of biological systems employed in wastewater treatment, including such topics as microbial metabolism, oxygen transfer, and biomass-separation. Lectures, laboratory, and field trips. (PR: ES 651)

- 617 Physiochemical Treatment of Water and Wastewater. 3 hrs.**
A unit operation/unit process approach to industrial and advanced waste treatment covering physical and chemical methods. Application of methods to specific waters and wastes. Lectures and laboratory sessions. (Prerequisite: ENVE. 615)
- 618 Pollution Prevention. 3 hrs.**
Introduces the student to the basic understanding and criteria required for establishing a pollution prevention program, including a review of successful industry practices. Emphasis on management strategies. (PR: undergraduate degree in science or engineering)
- 620 Solid Waste Management. 3 hrs.**
Solid waste management and minimization: options, methods, laws and regulations. Landfill design, testing, operation, monitoring, and closure. Use of composting in landfills. Incinerator design and operation. Separation and recycling approaches.
- 625 Hazardous Waste Management. 3 hrs.**
Options and methods of managing hazardous waste. Landfill design, testing, operation, monitoring, and closure. Incinerator design, testing, operation, and monitoring. Design and operation of treatment facilities. Waste reduction practices.
- 650-653 Special Topics**
Occasional special offerings in Environmental Engineering. (PR: Consent)
- 663 Environmental Permitting. 3 hrs.**
The permit process for the construction and operation of facilities, including stream crossing, wetlands, etc.; permits under Clean Air Act, Clean Water Act, NPDES, RCRA and TSCA.
- 670 Hydrology and Sedimentology. 1-6 hrs.**
The goal of this course is to develop an understanding of watershed processes, including precipitation, generation of runoff, infiltration, stream flow, soil erosion, sediment transport and deposition, and fluvial geomorphology.
- 673 Industrial Ventilation. 3 hrs.**
The design and analysis of industrial ventilation systems, including properties of air contaminants; hood, duct and fan design; system performance; mine ventilation; air cleaning devices; testing; diagnosis; troubleshooting, cost analysis. (PR: Consent.)
- 675 Industrial Noise Control. 3 hrs.**
Physics of sound, absorption and reflection, sound level measurements and instruments, and noise control criteria; audiometry and the physiology of hearing; community noise abatement; laws and regulations. (PR: undergraduate degree in science or engineering)
- 680 Air Pollutant Dispersion and Meteorological Modeling. 3 hrs.**
Meteorological concepts with emphasis on air pollution; atmospheric dynamics, adiabatic processes; temperature profiles, behavior of stack effluent, atmospheric chemistry, attenuation of solar radiation, and climatology application to dispersion models. (PR: undergraduate course in physics, and spreadsheet capability)
- 681 Environmental Engineering Design. 3 hrs.**
Principles of engineering design of water and wastewater treatment systems and processes, including physical, chemical, and biological treatment and handling of treatment residuals. Includes coverage of relevant water quality concepts. (PR: Engineering degree or permission)
- 682 Environmental Remediation Technologies. 3 hrs.**
Decontamination or removal of pollutants from soil. Aeration of excavated soil on site. Use of solvents and surfactants as removal aids. Removal of soil for treatment at an off-site facility. (PR: ES 651)
- 683 Environmental Geotechnology. 3 hrs.**
Surface and subsurface geology; geotechnical properties of soil and rock. Geotechnical engineering design aspects of landfills, groundwater barriers, tunneling. Mechanics of ground movement; sediment and erosion control. (PR: engineering or geology degree)

ENVIRONMENTAL SCIENCE (ES)

- 582-83 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in environmental sciences, providing important supplementary material for participating students.
- 586-88 Independent Study. 1-4 hrs.**
An approved study of special interest concerning environmental science that is appropriate for the student's program of study. Carried out under the supervision of a faculty member.
- 600 Introduction to Environmental Science. 3 hrs.**
The principles of chemistry, geology, and mathematics used in pollution analysis and control. Topographic maps, environmental regulations, field testing, and compliance. Economics of use of pollution control devices.

- 602 A Study of the West Virginia Environment. 3 hrs.**
An overview of the diversity of the local natural environment, including the plants, insects, amphibians, reptiles, other wildlife, and the impact of human activities on the local environment.
- 603 Seminar In Current Environmental Issues. 3 hrs.**
The influence of environmental laws, common law, contract law, tort law, and regulatory interpretations, as well as the impact of citizens' groups, professional societies, and trade associations on current practice. (PR: Consent)
- 604 Air Pollution. 3 hrs.**
Major air pollution sources; meteorological concepts; physical and chemical characterization; effects on plant and animal life; and development of air pollution laws, with emphasis on West Virginia regulations. (PR: Consent)
- 605 Analytical Principles of Environmental Sampling. 3 hrs.**
Identifying and measuring contaminants in air, water, soil, and sludge. Methods of analysis including gas chromatography, nuclear magnetic resonance, colorimetry, infrared absorption, ultraviolet absorption, atomic absorption, and mass spectroscopy. (PR: Chemistry and ES 600, or equivalent experience)
- 609 Topics in Bioscience Education. 1-6 hrs**
Selected topics of interest to teachers of biology. (PR: Consent)
- 610 Environmental Sampling Practice. 3 hrs.**
Current practice in environmental testing and monitoring. Traditional wastewater tests, bioassay analysis, aquatic toxicity. Current procedures in gas chromatographic analysis, mass spectrometry. Sample preservation, quality control, and quality assurance. (PR: analytical chemistry and instrumental methods, or ES 605)
- 614 Environmental Risk Assessment. 3 hrs.**
The course will provide a comprehensive review of currently used methods and applications of risk assessment in environmental science and engineering. The course will focus on the analysis of potential risks in all media, and will include state and federal requirements and guidelines for human health and ecological risk assessment. (PR: Consent)
- 620 Environmental Management Systems. 3 hrs.**
EMS principles and elements; environmental, health and safety regulatory issues; ISO 14000 EMS specifications and guidelines; environmental auditing; environmental performance evaluation; life cycle assessment and environmental labeling.
- 626 Remote Sensing and Map Use. 3 hrs.**
Introduction to topographic, soil, and geologic maps and aerial and satellite photography as sources of environmental information. Application of various data sources to specific types of environmental problems.
- 630 Environmental Site Assessment. 3 hrs.**
Site inspection and investigation, emphasizing the "due diligence" clause of Section 107 of the Comprehensive Environmental Response Compensation Liability Act of 1980, site remediation, and data analysis and reporting.
- 640 Groundwater Principles and Monitoring. 3 hrs.**
Introduction to groundwater hydrogeology; including porosity, hydraulic conductivity, aquifers, groundwater flow, well hydraulics, groundwater geology, and water chemistry. (PR: A background in environmental science or geology is recommended)
- 645 Applied Hydrogeology. 3 hrs.**
The fundamentals of hydrogeology are utilized to implement a case study investigation of a contaminated groundwater site from the planning stage through a final report. (PR: ES 640 or equivalent experience)
- 646 Dynamics of Ecosystems. 3 hrs**
Species interaction; population, community and ecosystem ecology; productivity; nutrient cycling; physiological ecology, population dynamics; pollution and conservation; and aquatic, marine, and terrestrial ecosystems. (PR: Consent)
- 648 Vegetation of West Virginia. 3 hrs.**
Introduces the student with a minimal biology background to basic field and laboratory botany. Introduction to science of plant taxonomy and community ecology, with emphasis given to West Virginia. (PR: Consent)
- 650-653 Special Topics in Environmental Science. 1-4 hrs.**
(PR: Consent)
- 654 Environmental Microbiology. 3 hrs.**
Microbiology of the environment; ecology of the microbial cell; microbial ecosystems; the microbe's interaction with other micro-organisms and macro-organisms; how micro-organisms obtain nutrients, and the effect on the environment. (PR: General biology and general chemistry or consent)

- 655 Environmental Ethics. 3 hrs.**
Introduction to the subject of ethics, environmental ethical theory, moral reasoning, free market regulation, right to know, proprietary information, product liability, cost-benefit analysis, risk assessment, waste disposal, and resource depletion. (PR: Consent)
- 656 Preparation and Evaluation of Environmental Impact Statements. 3 hrs.**
A practical course designed to provide students with the ability to prepare and evaluate impact statements. The course is based on the concepts of the environment as a single interrelated system.
- 660 Environmental Law I. 3 hrs.**
Introduction to major federal environmental legislation and related state programs, including policy issues, judicial review, and practical effects. Includes CERCLA, RCRA, Clean Water Act, Clean Air Act, NEPA, ESA, and SDWA. (PR: Consent)
- 661 Environmental Regulations 3 hrs.**
Practical applications and concentrated study of regulations under all major federal environmental programs, including permitting, reporting, and other compliance issues. Includes discussion of procedures used in development of regulations. (PR: ES 660)
- 662 Environmental Policy 3 hrs.**
Introduction to processes for formulation and development of env. policy, including administrative procedure and the policy process. Discussion of current env. policy issues in relevant political, legal, social, and scientific contexts.
- 663 Environmental Law II. 3 hrs.**
Course covers three general topic areas: environmental assessment and biodiversity (NEPA and ESA), risk management and regulation of toxic substances (TSCA, FIFRA, and SDWA), and international environmental law. (PR: ES 660)
- 665 Water Resources Management. 1-6 hrs.**
Course surveys the processes that govern the earth's hydrologic cycle and the human activities which effect that cycle. It seeks to provide an integrated science/management/policy approach to water resource issues.
- 674 Epidemiological Health Research Techniques. 3 hrs.**
An introduction to techniques of epidemiological health research. The primary focus will be health problems in the industrial setting.
- 675 Brownfields Management. 1-6 hrs.**
Environmental management and development of abandoned, idled or underused industrial or commercial facilities where expansion or redevelopment is complicated by real or perceived environmental contamination.
- 680 Thesis. 1-6 hrs.**
A student completing ES 680 must defend his or her thesis in an oral examination.

EXERCISE SCIENCE AND SPORT (ESS)

- 501 Ethics in Sport. 3 hrs.**
Philosophical and historical background to the development of values in contemporary society and examination of how these are manifested in the sports world.
- 516 Planning & Developing HPER & Athletic Facilities. 3 hrs.**
A course designed to familiarize students with the basic concepts of facility planning and construction. Current trends and innovative designs are reviewed. (Does not fulfill state certification requirements for a superintendent's license.)
- 524 Sport and Physical Education in the Twentieth Century United States. 3 hrs.**
The development of recreation, organized sport and physical education programs in the United States, 1900 to present.
- 525 Sport and Film. 3 hrs.**
The relationships between sports and feature motion pictures are analyzed in the historical, social, and cultural contexts.
- 530 Sport Law, 3 hrs.**
The study of the basic principles of the legal system as they operate in the environment of American sport.
- 560-564 Professional Development. (Plus title that identifies content). 1-4; 1-4; 1-4; 1-4; 1-4 hrs.**
Courses and activities designed to meet the specific inservice needs of public school personnel. Credit in these courses may be used for certificate renewal and salary upgrading if approved but not for degrees. CR/NC grading.
- 575 Seminar in Sports Management and Marketing. 3 hrs.**
This course is designed to provide students with an overview of all aspects involved in the Sports Management and Marketing field through classroom lectures, guest speakers, and field trips.
- 576 Theoretical and Practical Aspects of Coaching. 3 hrs.**
An indepth study of the principles and problems of coaching.

- 578 Energy Sources, Body Composition and Performance. 3 hrs.**
 Consideration of the energy sources and requirements for various types of physical activity as well as the impact that physical activity can have on body composition and performance. (PR: ESS 621 or permission)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
 (PR: Approval by the department chairman, instructor and student's committee)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 593-594 Workshop in Physical Education. 1-3 hrs.**
- 601 Advanced Exercise Testing. 3 hrs.**
 Exercise testing techniques presented to determine the biological responses to exercise stress and to investigate the physiological limitations to human performance as it relates to disease and/or sport performance. (PR: ESS 621)
- 615 Legal Concern in PE and Athletics. 3 hrs.**
 An indepth analysis of the legal implications of Sports and Physical Education.
- 621 Scientific Aspects of Physical Education. 3 hrs.**
 The study of the scientific basis for physical activity. Consideration will be given to the psychological, sociological, neuromuscular, and physiological characteristics requisite to physical activity. (REC: ESS 201 and 345 or equivalent)
- 624 Issues in Physical Education. 3 hrs.**
 Critical selection and analysis of current controversies in physical education. Analysis includes identification of the content fostering each issue and the systematic probing of administrative tenets and philosophical positions taken by all factions. Attempts at resolution are secondary to exploration and analysis of viewpoints.
- 626 History and Philosophy of Physical Education and Sport. 3 hrs.**
 An investigation of historical events, political and social climates, and personalities as well as philosophies which have influenced physical education and sport from early civilizations to the present.
- 631-634 Performance Techniques and Analysis. 3 hrs.**
 Analysis of lead-up, intermediate and advanced techniques of a selected team, individual or dual sports. Emphasis given to mechanics of performance psychological stress components, psychological factors, strategies and teaching/coaching methodology.
- 636 Structural Kinesiology. 3 hrs.**
 Instruction and laboratory experiences involving musculoskeletal anatomy and biomechanics as applied to human movement.
- 642 Devising and Implementing Training and Conditioning Programs. 3 hrs.**
 Application of neuromuscular and physiological knowledge to the examination of the administration and content of existing exercise programs as well as the development of new programs. (PR: ESS 621)
- 643 Sport in the Social Process. 3 hrs.**
 An indepth analysis of the processes by which sport evolved as a significant component of modern American life.
- 651 Mechanical Analysis of Motor Skills. 3 hrs.**
 Analysis of motor skills through the application of the principles of physics. (REC: ESS 321 or equivalent)
- 652 Administrative Theories in Physical Education and Athletics. 3 hrs.**
 The student is introduced to the background and development of administrative theories in physical education and athletics in a context of a social scientific milieu.
- 654 Contemporary and Comparative Physical Education. 3 hrs.**
 A study of objectives, methods, personnel, facilities, and program uniqueness of the physical education of selected nations and world regions. National sport programs, international sport programs and competition, and international professional organizations are considered.
- 670 Research in Physical Education. 3 hrs.**
 An examination of experimental research design, laboratory methods, construction of instruments, execution of research, and presentation of research papers with an emphasis on science.
- 675 Advanced Sport Marketing. 3 hrs.**
 Advanced level of marketing concepts in the sport industry.
- 681 Thesis. 1-6 hrs.**
- 682 Health Promotion, Disease Prevention, and Rehabilitation: Clinical Perspectives. 3 hrs.**
 Examines disorder/disease prevalent in Westernized societies, with special emphasis on the rationale for intervention with exercise, nutrition, behavioral, and related strategies. (PR: ESS 621)
- 683 Cardiovascular Assessment. 3 hrs.**
 Considers cardiovascular assessment strategies, including EKG interpretation, related medical profile variables, patient/client/athlete screening and risk stratification. (PR: ESS 621)

- 684 Developing Exercise, Nutritional, and Behavioral Prescriptions. 3 hrs.**
Examines prescription strategies for lifestyle intervention. This includes exercise, nutrition, medications, stress management, and smoke cessation. (PR: ESS 621, 682, 683)
- 685 Development and Administration of Preventive and Rehabilitative Medical Programs. 3 hrs.**
Examines health promotion, disease prevention, and rehabilitation program development and administration strategies in the commercial, corporate, clinical, and community settings. (PR: ESS 621, 682, 683, 684, 687).
- 686 Behavioral Aspects of Wellness, Disease, Rehabilitation. 3 hrs. I or II.**
Survey course to include the pathophysiology of stress, psychology of health, behavioral modification, neuromuscular relation/stress reduction techniques, program compliance improvement, and health counseling. (PR: ESS 641)
- 687 Cardiac Life Support. 3 hrs.**
Course is designed to acquaint the student with the current methods in recognizing and treating cardiac conditions. (PR: ESS 683 or permission)
- 696 Seminar in Physical Education. 3 hrs.**
A course designed for library research and discussion of critical questions in physical education. Topics to be selected will vary according to the interests of the students.

FAMILY AND CONSUMER SCIENCE (FCS)

- 501 Maternal and Child Nutrition. 3 hrs.**
Nutritional requirements during prenatal and early growth periods; surveys of nutritional status.
- 502 Foods of the World. 3 hrs.**
Characteristics and cultural aspects of the foods of the world.
- 505 Quantity Food Production. 3 hrs.**
Basic principles of quantity food selection, preparation, and service. Laboratory application in local food institutions.
- 507 Food Service Systems Management. 3 hrs.**
Administration of food service in institutions.
- 510 Nutrition in Aging. 3 hrs.**
Nutritional needs of the elderly and diseases responding to nutritional therapy. Government food programs for the elderly.
- 515 Family Relationships. 3 hrs.**
Relationships in the family during its life cycle, with some consideration of family life in other cultures.
- 516 Prenatal and Infant Care. 3 hrs.**
Prenatal and postnatal care for mothers, development of the fetus and care of the infant throughout the first three years.
- 531 Guidance of the Young Child: Practicum. 3 hrs.**
Techniques of guidance of young children with emphasis on adult child interaction.
- 532 Parenting. 3 hrs.**
Examination of current challenges, problems, and issues in the field; analysis of effective strategies for parenting.
- 535 Administration of Day Care Centers. 3 hrs.**
Instruction and practice in the development of day care centers for three and four year old children and administration of programs in these centers. Laboratory participation required.
- 540 Nutrition in the Home and School. 3 hrs.**
Fundamental principles of human nutrition and their application in the home and school. Designed primarily for elementary teachers.
- 544 Consumer Education. 3 hrs.**
Analysis of economic factors related to provision of consumer goods and services; investigation of sources of consumer information; and means of providing economic security for families.
- 560 Professional Development. 1-4 hrs.**
Courses and activities designed to meet the specific inservice needs of public school personnel. Credit may be used for certificate renewal and salary upgrading, if approved, but not in degree programs. CR/NC grading.
- 562-564 Professional Development. 1-4; 1-4; 1-4 hrs.**
Courses and activities designed to meet the specific inservice needs of public school personnel. Credit may be used for certificate renewal and salary upgrading , if approved, but not in degree programs. CR/NC.
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**

- 591-594 Workshop. 2-3; 2-3; 2-3; 2-3 hrs.**
Workshop in selected areas of family and consumer sciences. Credit for not more than two workshops may be counted for the master's degree.
- 600 Philosophy and Trends in Family and Consumer Sciences. 3 hrs.**
Major contemporary educational theories and their relationship to trends in the field of family and consumer sciences. (PR or CR: EDF 621)
- 601 Evaluation in Family and Consumer Sciences. 3 hrs.**
Procedures for appraising student progress in the attainment of objectives; construction of evaluation instruments; analysis and interpretation of data.
- 602 Curriculum Development in Family and Consumer Sciences. 3 hrs.**
Examination of bases for family and consumer sciences curricula; development of curricula for junior and senior high school programs, utilizing various organizational patterns.
- 603 Current Issues in Child Development. 3 hrs.**
A study of current issues and research in child development. Designed for students with a background in child development seeking updated information or more in-depth study.
- 605 Recent Developments in Clothing. 3 hrs.**
Survey of recent literature and theory in the field of clothing.
- 606 Recent Developments in Foods. 3 hrs.**
Survey of recent literature and theory in the field of foods.
- 661 Family Economics. 3 hrs.**
Factors affecting material level of living for families, expenditure patterns, and impact of social change on resource allocation. (PR: FCS 544)
- 665 Family Resource Management Theory and Research. 3 hrs.**
Analysis of home management theory and concepts as revealed through current research in the field. (PR: FCS 527)
- 679 Problem Report. 1-3 hrs.**
- 681 Thesis. 1-6 hrs.**
- 684-685 Special Problems in Family and Consumer Sciences. 1-3; 1-3 hrs.**
Problems of particular interest to the graduate student. Registration by permission of advisor. Not more than four hours of seminar credit may be counted toward a master's degree.
- 690-691 Seminar. 1-3; 1-3 hrs.**
Extensive readings and reports from current literature in selected areas of Family and Consumer Sciences. Not more than six hours of seminar credit may be counted toward a master's degree.

FINANCE (FIN)

- 510 Principles of Business Finance. 3 hrs.**
Business finance from the viewpoint of the financial manager. Use of financial statements, tools, and concepts for measuring and planning for profitability and liquidity. (PR: ACC 216 or ACC 510, ECN 253 or ECN 501, MGT 218, and MTH 203 or MGT 500)
- 551 Financial Planning Applications. 3 hrs.**
This course includes client interactions, time value of money, personal financial statements, cash flow and debt management, asset acquisition, overview of risk management, investment planning, business ethics, and retirement planning. (PR: ECN 501, ACC 510, MGT 501)
- 552 Investment Planning. 3 hrs.**
This course provides the student with understanding of the various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and investment strategies and tactics. (PR: FIN 551)
- 554 Insurance Planning and Risk Management. 3 hrs.**
This course introduces risk management and insurance decisions. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. (PR: FIN 551)
- 556 Income Tax Planning. 3 hrs.**
This course focus on principles and current law and practice of income taxation and its impact on financial planning for individuals, couples and families as investors, employees and business owners. (PR: FIN 551)
- 558 Estate Planning. 3 hrs.**
Estate Planning focuses on the efficient conservation and transfer of wealth, consistent with the client's goals such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes. (PR: FIN 551)
- 560 Retirement Planning. 3 hrs.**
The retirement planning course is to provide individuals with knowledge of retirement plans such as Social Security, Medicare, Medicaid, defined benefit and defined contribution plans and their regulatory provisions. (PR: FIN 551)

- 580 Special Topics. 1-4 hrs.**
- 620 Financial Management. 3 hrs.**
An examination of business corporations practicing at the level of the individual firm with emphasis on quantitative analysis of the variables which affect liquidity and profitability. (PR: MGT 601, ACC 613 and full M.B.A. admission or permission of GSM academic advisor)
- 625 Financial Problems in Business. 3 hrs.**
Recognizing and solving financial problems through the use of case presentations and/or corporate annual and interim reports. (PR: FIN 620 and full M.B.A. admission or permission of GSM academic advisor)
- 626 Security Analysis and Portfolio Management. 3 hrs.**
Analytical procedures used by institutional portfolio managers to measure both past performance of holdings and anticipated market performance of current offerings. Emphasis in this course may be expected to be more centralized in the area of fundamental analysis. (PR: FIN 620 and full M.B.A. admission or permission of GSM academic advisor)
- 627 Financial Institutions and Markets. 3 hrs.**
An in-depth study of the flow of funds in aggregate financial systems, with emphasis on those in the United States. Because interest rates and bank reserve requirements of Federal Reserve System are all dynamic in character, the content of this course may be expected to vary as financial events of the future dictate. (PR: FIN 620 and full M.B.A. admission or permission of GSM academic advisor)
- 650 Special Topics. 1-3 hrs.**
(PR: Permission of the division head, full M.B.A. admission, and permission of GSM academic advisor)
- 660 Independent Study. 1-4 hrs.**
Independent study of a specific nature under the supervision of a qualified faculty member. Hours of credit are determined by the magnitude of the project. (PR: FIN 620 and permission of division head or permission of GSM academic advisor)

FORENSIC SCIENCE (FSC)

- 603 Genetics-DNA Lab. 1 hr.**
Laboratory to be offered in conjunction with FSC 604 Genetics and DNA Technology stressing techniques and methods required for DNA analysis used in forensic case investigations, in CODIS laboratories and in paternity testing.
- 604 Genetics and DNA Technology. 3 hrs.**
A comprehensive lecture series that covers the genetics and biochemistry of DNA to include the analysis, ethical considerations and quality assurance techniques used to analyze DNA for identification purposes. This course serves as a core course in the forensic science curriculum.
- 605 Forensic Science Digital Imaging. 3 hrs.**
Introductory course in digital image processing. Covers techniques used in forensic laboratory to enhance, analyze, and catalog digital images. Instruction in laboratory setting.
- 606 Crime Death Investigation. 2 hrs.**
Establishes foundations and techniques for proper crime scene investigation with or without a victim's body. Logical approach for collecting evidence and documenting scene and collection process.
- 608 Forensic Toxicology. 3 hrs.**
An in-depth analysis of both clinical and forensic aspects of toxicology from the viewpoint of the forensic and medical examiner's toxicology laboratories.
- 609 Introduction to Cybercrimes.**
Teaches the basics of how computers and networks function, how they can be involved in crimes as well as a source of evidence.
- 610 Bioterrorism. 3 hrs.**
Course traces the historical development, current status, and future threats of bioterrorism in the U.S. and on a global scale. Issues addressed include microbiology, surveillance, detection and post-event investigation.
- 612 Introduction to Forensic Microscopy/Trace. 2 hrs.**
Introduction to various types of microscopy used in forensics, including scanning electron microscopy, light and fluorescence microscopy and polarizing microscopy.
- 618 Forensic Comparative Science. 2 hrs.**
Introduction to comparative methods used by forensic scientists for analysis of fingerprints, questioned documents, and firearms.
- 622 Forensic Analytical Chemistry I. 3 hrs.**
Introduction to analytical instrumentation used by forensic scientists for analysis of drugs, arson, explosives, and trace evidence. Lab stresses sample handling, instrumental analysis, and data interpretation from simulated crime scenes.

- 624 Biochemistry: Forensic Science. 3 hrs.**
This comprehensive course in biochemistry focuses on concepts appropriate to forensic science and designed to meet forensic science educational standards at a national level.
- 626 Forensic Drug Analysis. 2 hrs.**
Concentration on modern analytical methods used in the isolation and the identification of illicit drugs and their metabolites in biological samples and other forensic evidence. (PR: FSC 622 or permission of instructor)
- 628 Chemical Analysis of Trace Evidence. 2 hrs.**
An emphasis on chemical analysis techniques appropriate for trace evidence, including paint, inks, fibers, and plastics. Methods include pyrolysis-GCMS, micro-FTIR, chemical microscopy, and capillary electrophoresis. Required for Forensic chemistry emphasis.
- 630 Forensic Science Internship. 5 hrs.**
A 10-week internship in a crime lab or other forensic science-related research laboratory. Application of principles and techniques learned during first year of program. (PR: Completion of two semesters in Forensic Science program)
- 632 Foundations and Fundamentals in Digital Forensics. 3 hrs.**
This course will provide an overview of the foundations of digital forensics and its component sub-disciplines: computer, audio, and video forensics. The course will be taught as a combination of lectures, laboratory, and practical exercises.
- 650-653 Special Topics. 1-4 hrs.**
Present course material on special areas of research or topics which are not routinely covered in existing courses.
- 660 Independent Study. 1-4 hrs.**
Reserved for directed and independent research, problem reports, etc. (PR: Permission)
- 665 Legal Issues, Court Procedures for Forensic Scientists. 3 hrs.**
Covers the American legal system with specific emphasis on expert witnessing by forensic scientists. Both the federal and state systems of justice are addressed, plus topics such as the federal rules of evidence and discovery. Frye and Daubert considerations on admissibility of scientific evidence and expert witnessing are discussed. Mock trials provide experience in the courtroom. (PR: CJ 321, Consent of Instructor)
- 676 Advanced Digital Evidence Detection and Recovery. 2 hrs.**
This course will provide an overview of the advanced procedures and techniques used by investigators working with digital evidence. The course will be taught as a combination of lectures, laboratory, and practical exercises.
- 680 Seminar. 1 hr.**
Faculty, student and guest speaker presentations of topics pertinent to forensic science.
- 681 Thesis. 1-6 hrs.**
Research conducted in the laboratories at Marshall University which is focused on a problem of forensic importance. The original research problem will be written up as a formal document and submitted as part of the requirements to fulfill a Master of Science degree in the research track.
- 685 Introduction to Research. 1-6 Hrs.**
Directed research which can be used to satisfy requirements for a Master of Science Degree in Forensic Science.

FRENCH (FRN)

The following courses may serve as a minor in some programs.

- 535 19th Century Literature. 3 hrs.**
The French romantic movement as exemplified in the poetry, drama, and the novel of the period. (PR: 6 hours of literature numbered 317 or above or equivalent)
- 536 19th Century Literature. 3 hrs.**
Realistic and naturalistic fiction, realism in the theatre, and selected poems of Baudelaire, the Parnassians, and the Symbolists. (PR: 6 hours of literature numbered 317 or above or equivalent)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs. On demand.**
A course for advanced students sufficiently prepared to do constructive work in phases of the language or literature of interest to them. (PR: 6 hours of literature numbered 317 or above or equivalent and consent of instructor.)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**

GEOGRAPHY (GEO)

- 501 Historical Geography. 3 hrs.**
Historical study of human settlement patterns, population diffusion, economic development, and the evolution of state boundaries with an emphasis on processes that inform upon contemporary geographic patterns..
- 502 Geography of Appalachia. 3 hrs.**
A study of settlement, transportation, manufacturing, agriculture and resource potential.
- 503 Geography of Asia. 3 hrs.**
Special attention given activities and environment in continental countries and nearby islands.
- 504 Geography of Europe. 3 hrs.**
Relationship between human activities and natural environment studied by countries, with attention given to interrelation of countries.
- 505 Political Geography. 3 hrs.**
A systematic and regional survey of world political problems and international relations stressing current geopolitical conflicts.
- 507 Geography of SubSaharan Africa**
An exploration of the geography of Sub-Sahara Africa, its land and people, with a focus on contemporary issues that challenge Africans in the twenty-first century.
- 508 Geography of South and Middle America. 3 hrs.**
A study of settlement, transportation, manufacturing, agriculture, geopolitics, and natural resources of South and Middle American countries.
- 509 Geography of North Africa and the Middle East. 3 hrs.**
A geographical study of agriculture, transportation, manufacturing, settlement, geopolitics, and natural resources of the North Africa and Southwest Asia realm.
- 510 Urban Geography. 3 hrs.**
Study of city function, patterns, past and current problems confronting the city including planning, zoning, housing, and urban renewal.
- 511 Medical Geography. 3 hrs.**
An introduction to medical geography and its applications, including epidemiology, biometeorology, disease diffusion, health care delivery, folk medicine, regional health variations, agromedicine, and rural health issues in Appalachia.
- 512 Geography of Russia. 3 hrs.**
Geographical appraisal of cultural, political, and economic aspects of Russia.
- 514 Methods and Techniques of Regional Planning. 3 hrs.**
Introductory planning with emphasis on methods, techniques, tools and principles necessary to accomplish objective regional planning.
- 515 Regional Planning and Development. 3 hrs.**
The philosophy, theories, and principles involved in planning of urban and rural areas.
- 516 Environmental Land Use Planning. 3 hrs.**
An examination of the role the natural environment plays in urban and rural land use planning with an emphasis on consequences of land use change and applications of planning techniques.
- 517 Coal Industries Studies: Past & Present. 3 hrs.**
An interdisciplinary study for all facets of the coal industry within a historic perspective. Emphasis is placed upon coal industry of West Virginia and the tri-state region.
- 518 Geography for Teachers. 3 hrs.**
A study of elements of geography most essential for effective teaching of geographic content in elementary education and the social studies.
- 519 Geography of Gender. 3 hrs.**
Gender as an essential element in understanding geographic literature; the spatial dimensions and implications of gender and the cultural landscape.
- 520 Geographic Field Research. 3 hrs.**
Course focuses on the development of individual research projects based on data collected in the field.
- 521 Concepts and Methods in Geography. 3 hrs.**
Survey of the history, literature, prominent individuals, and major paradigms in geography. Review of the major concepts in geography and an introduction to various methods of geographic inquiry.
- 522 Environmental Geography. 3 hrs.**
Global environmental problems and their causes.
- 526 Principles of GIS. 3 hrs.**
Allows incoming graduate students to obtain foundational GIS (Geographic Information Systems) skills required to succeed in more specialized graduate-level GIS courses.
- 525 Climatology. 3 hrs.**
A study of elements of weather and climate, methods of climatic classification, and distribution and characteristics of world climatic regions.

- 529 Intermediate GIS - Vector Analysis. 3 hrs.**
Introduction to GIS vector analysis, beginning with the vector data model, and including buffering, overlay analysis, geocoding, and network analysis. (PR: GEO 301 or permission)
- 530 Intermediate GIS - Raster Analysis. 3 hrs.**
GIS raster analysis, including local, neighborhood, and zonal operations; terrain analysis; building raster databases; distance modeling, and surface interpolation.
- 531 Analysis of Digital Airborne and Space-Based Imagery. 3 hrs.**
Scientific study of the earth using images and data captured using satellite- or aircraft-borne sensors, with emphasis on issues of acquisition, photogrammetric interpretation, spatial analysis, and application. (PR: GEO 526 or permission)
- 540 Quantitative Methods in Geography. 3 hrs.**
Introduction to the application of statistical methods in geographical problems. Attention given to analysis of areal data, area sampling, and spatial analysis techniques.
- 580-584 Special Topics. 1-4 hrs.**
Selected geography subjects to cover unusual geography topics not in the regular course offerings of the department
- 585-588 Independent Study. 1-4 hrs.**
- 607 Economic Geography. 3 hrs.**
Topics in economic geography, including industrial location, transportation systems, economic development, international trade relationships, and globalism.
- 609 Geographical Research. 1-6 hrs.**
Geographical research methods stressed with special attention given to the development of a viable research proposal.
- 610-614 World Regions. 3 hrs.**
In-depth investigation of the cultural, physical, economic, and political aspects of a world region as defined by instructor expertise and interest.
- 617-619 Seminars in Geography. 1-3 hrs.**
Selected geography subjects/topics not included in the regular course offerings of the department are considered, using a seminar approach to learning.
- 620 Problems in Environmental Geography. 3 hrs.**
Presents elements of conservation education in the specific areas of soil, water, and human conservation.
- 631 Applied Geographic Information Systems Projects. 3 hrs.**
Use of advanced GIS techniques to solve community-service research problems.
- 679 Applied Project. 1-3 hrs.**
- 681 Thesis. 1-6 hrs.**
- 690 Internship in Geography. 3 hrs. I, II.**
Professional work experience in applied geography with an approved agency.

GEOLOGY (GLY)

- 518 Invertebrate Paleontology. 4 hrs. II. Alternate years (odd numbers)**
Taxonomy, morphology, and paleoecology of body and trace fossils representing the major invertebrate phyla; analysis and interpretation of faunal assemblages; theories on evolution and extinction of species.
- 521 Petrology. 4 hrs. I. Alternate years (even numbers)**
Identification and classification of igneous, sedimentary and metamorphic rocks; their origin and occurrence; their geologic and economic importance. 3 lec-2 lab. (PR: GLY 200, 314 or consent)
- 522 Economic Geology. 4 hrs.**
Origin, distribution and economics of the metallic and nonmetallic ore deposits. 3 lec-2 lab. Course taught on a demand basis only. (REC: GLY 201, 314, or equivalent)
- 523 Sedimentary Petrography. 4 hrs. I., Alternate years (odd numbers)**
Megascopic and microscopic identification and a depositional and post-depositional interpretation of the sedimentary rocks. 3 lec-2 lab (PR: GLY 201 and 314 or consent)
- 525 Geochemistry. 4 hrs. II., Alternate years (odd numbers)**
Introduction to the principles of geochemistry. The application of chemistry to the study of the Earth and to geologic problems. Laboratory work includes analysis of rocks, soils, and waters. 3 lec - 2 lab (PR: GLY 200, CHM 211 & 217 or permission)
- 526 Geophysics. 4 hrs.**
Development of seismic, gravity, magnetism, electrical and thermal methods to study the structure and dynamics of the earth. 3 lec-2 lab. Course taught on a demand basis only. (PR: GLY 200, PHY 201, MTH 229)

- 527 Fossil Fuels. 4 hrs. II, Alternate years (even numbers)**
The origin and occurrence of petroleum, coal, and natural gas; the relationships of accumulations to depositional environments and structural history; methods used in exploration, evaluation and recovery. 3 lec-2 lab. (PR: GLY 313, 325 or consent)
- 530 Computer Methods in Geology. 4 hrs. II, Alternate years (odd numbers).**
The computer will be used for compilation, reduction, data analysis and modeling from a wide range of geological problems. Existing and student-developed programs will be used. 3 lec-2 lab. (PR: 12 hrs. GLY and MTH 130.)
- 551 Principles of Geomorphology. 3 hrs. I., Alternate years (odd numbers).**
Principles of identification and analysis of the world's superficial features in terms of stratigraphy, structure, processes, tectonics and time. 3 lec. (REC: GLY 200, 210 or equivalent)
- 551L Principles of Geomorphology Laboratory. 1 hr. I., Alternate years (odd numbers).**
Identification and analysis of landforms from aerial photos and topographic maps. (CR: GLY 551, required of majors, non-majors elective).
- 555 Hydrogeology. 3 hrs. I, Alternate years (odd numbers)**
The properties of water, the hydrologic cycle with emphasis on surface and groundwater processes. The uses, needs and problems associated with water resources. 3 lec. (PR: GLY 200; CR: GLY 555L for geology majors)
- 555L Hydrogeology Laboratory. 1 hr. I, Alternate years (odd numbers)**
A two hour laboratory of practical hydrogeologic problem solving. (PR: GLY 200; CR: GLY 555, required of majors, non-majors elective)
- 556 Environmental Geology. 3 hrs. II. Alternate years (even numbers)**
The interactions of man and the earth, dealing with natural resources, natural hazards, cultural and urban geology and future planning. (PR: GLY 200, 210L)
- 556L Environmental Geology Laboratory. 1 hr. II, Alternate years (even numbers)**
Current solutions to environmental problems through real life exercises (PR: GLY 200, 210L, 451, 451L; CR 556 for Geology majors).
- 557 Engineering Geology. 3 hrs. I, alternate years (even numbers).**
Geological principles and methods to solve geotechnical engineering problems. (PR: GLY 200, 210L, 451, 451L or by permission of instructor)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 640 Physical Aspects of Geology. 1-4 hrs. I, II.**
- 641 Biological Aspects of Geology. 1-4 hrs. I, II.**
- 642 Chemical Aspects of Geology. 1-4 hrs.**
- 681 Thesis. 1-6 hrs. I, II, S.**

HEALTH CARE ADMINISTRATION (HCA)

- 600 The Health Care System. 3 hrs.**
This course is designed to provide managers with in-depth knowledge of the current health care system, covering the structure and delivery of care, the providers and payers, and the various players in the system. The internal and external forces impacting the system are discussed. Problems in the health care system are explored and evaluated with respect to the issues of access, cost, and effectiveness. (PR: GSM admission or permission of GSM academic advisor)
- 610 Health Care Financial Management. 3 hrs. I.**
Course provides an overview of health care financial management, with special emphasis upon the aspects of financial systems in hospitals that differ from typical financial systems. It includes analysis of capital formation, cash flow management and determination of working capital requirements. (PR: HCA 600)
- 615 Health Care Economics. 3 hrs. II.**
The health care industry is unique. Unlike in other markets, the consumer finds it difficult to evaluate quantity, quality, and pricing. Traditional market forces are modified by government, third-party payers, and professional interests. This course applies economic principles to this unique environment. (PR: HCA 600)
- 620 The Ethical Dimension of Health Care Management. 3 hrs. II.**
Emphasis in this course is on the way managers in health care settings incorporate ethical dimensions into their decision-making. It looks at the wide variety of ethical issues faced by these managers, focusing on those related specifically in the decisions they make about their organization, personnel, and services. Specifically covered are issues regarding the allocation of scarce resources, the type and availability of care for special populations, and conflicts of interest. (PR: HCA 600)

- 630 Legal Issues in Health Care Management. 3 hrs. I.**
This course provides students with a legal framework to analyze health care organizations and their operations. The federal and state legal systems are reviewed and regulatory programs and their requirements discussed. Topics include: tax exemptions, antitrust laws, corporate liability, provider-patient legal issues (contracts and negligence), patient rights, facilities licensure and accreditation, and reimbursement issues. Court cases, as well as governmental agency rulings and findings, are analyzed for their applications to health care management. (PR: HCA 600)
- 640 The Health Care Professional. 3 hrs.**
This course presents an overview of various professional and managerial topics relevant to the health care professional. Each offering of the course focuses on a particular health profession. Emphasis is on defining the profession, understanding its historical development and evolution, examining professional roles, tasks, responsibilities, and accountabilities in current practice, studying the interaction with other professionals, delineating the parameters of the professional in ethical decision-making, and recognizing and responding to challenges faced in contemporary practice and in planning for the future. (PR: HCA 600)
- 650 Comparative Health Systems. 3 hrs.**
A survey of health care provision systems throughout the world. (PR: HCA 600)
- 651 Health Care Operations Management. 3 hrs.**
An investigation of the use of operations management techniques and methodologies that are useful in the health care industry. (PR: HCA 600)
- 652 Health Care Finance. 3 hrs.**
An examination of the various financial systems present within the American health care systems. Special emphasis placed upon the management of assets, cost control, and budgeting. (PR: HCA 600)
- 653 Integrated Health Care Delivery Systems. 3 hrs.**
An investigation of managed care systems within the United States. Emphasis placed on identifying practices that promote quality care at an affordable cost. (PR: HCA 600)
- 654 Human Resource Management in Health Care. 3 hrs.**
An investigation of the human resource function found within contemporary health care provision systems. Discussion of future challenges facing the function in this turbulent environment. (PR: HCA 600)
- 655 Health Care Marketing. 3 hrs. II.**
An investigation of the role of marketing in today's health care organizations. Specific topics include market segmentation, consumer behavior, promotion, and environmental analysis. (PR: HCA 600)
- 656 Management of Medical Technology & Information Systems. 3 hrs. I.**
An investigation of the place technology, primarily hard technology, plays in the formulation of health care policy and strategies. Special emphasis placed on the management of medical information systems. (PR: HCA 600)
- 657 Health Care Law & Public Policy. 3 hrs.**
An examination of the legal, regulatory, and policy-making interactions between government, society, and health care organizations and providers. (PR: HCA 600)
- 658 Long Term Care. 3 hrs.**
An examination of the range of health and social services that are needed to compensate for the functional disabilities of people. Review of available services and governmental policies and regulations. (PR: HCA 600)
- 659 Health Care for Rural and Underserved Populations. 3 hrs.**
An investigation of how health care is provided to rural Americans. Special attention given to the health care systems that provide medical care to the peoples of Appalachia. (PR: HCA 600)
- 671 Health Care Practicum. 1-6 hrs.**
Project-oriented experience in health care operations and organizations. Intended for those students with insufficient experience in the field. (PR: Permission of program director and HCA 600)
- 695 Field Research in Health Care Management. 3 hrs. S.**
In this course, each student selects an in-depth organizational research project on a particular management problem in a health care organization. In this "hands-on" project, the student serves as a consultant to the health care organization, conducting research, analyzing data, and making recommendations for the solution(s) to the management problem. Projects focus on such topics as strategic planning, productivity, quality assurance, risk management, and joint ventures. Field research projects are selected in conjunction with the program coordinator during the semester prior to course enrollment. (PR: Permission of academic advisor)
- 697 Special Topics in Health Care Management. 3 hrs.**
The course is designed to allow group study of selected topics of current interest in health care management. (PR: Consent of instructor)
- 698 Independent Study in Health Care Management. 1-3 hrs.**
The course is designed to facilitate individual study of selected topics of interest in health care management. (PR: HCA 600 and permission of program director)

HEALTH SCIENCE (HS)

- 522 Prevention, Care and Treatment of Athletic Injuries. 3 hrs.**
This course is designed to prepare the athlete for competition, the prevention and protection of the athlete from accidents, the etiology, examination and immediate care of the athlete, and the rehabilitation of the athlete following injury.
- 526 Curriculum in Health Education. 3 hrs. I.**
A study of principles, objectives, and procedures in curriculum construction for elementary and secondary programs. Historical and philosophical perspectives. Study of existing curricular patterns. (PR: HE 220, HE 221, HE 321 and HE 325)
- 530 Health Issues in Physical Education and Athletics. 3 hrs.**
A survey of current health issues such as sanitation, contagious diseases, substance abuse, ergogenic aids, and diet/nutrition in PE and athletics. (PR: HE 201, 215, 221, 435.)
- 540 Health Evaluation for the Athletic Trainer I. 3 hrs.**
A study of common problems and illnesses of athletes and other physically active individuals and the proper methods of evaluating these complaints.
- 548 Therapeutic Modalities in Sports Medicine. 4 hrs.**
Investigation and analysis of therapeutic modalities including indications, contraindications, biophysics and procedures. Includes a lab. (PR: ESS 201, 215 & Permission)
- 549 Therapeutic Exercise in Sports Medicine. 4 hrs.**
Investigation and analysis of current trends in rehabilitation exercise, muscle testing and evaluation. Includes a lab. (PR: ESS 201, 215 & Permission)
- 560-564 Professional Development (Plus title that identifies content). 1-4; 1-4; 1-4; 1-4; 1-4 hrs.**
Courses and activities designed to meet the specific in-service needs of public school personnel Credit in these courses may be used for certificate renewal and salary upgrading if approved but not for degrees.
- 579 Trends in Athletic Training. 3 hrs.**
To provide an in-depth analysis of current trends with regard to administration, liability and insurance. In addition, will cover current standards in surgery, rehabilitation and evaluation of sports related injuries.
- 580-583 Special Topics in Health Education. 1-4; 1-4; 1-4; 1-4 hrs.**
An in-depth examination of selected Health Education topics through a course, seminar or workshop.
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 591-592 Workshop in Health Science. 1-3 hrs.**
- 620 Substance Abuse and the Athlete. 3 hrs.**
An indepth study of commonly abused substances by athletes as well as current trends in drug testing of athletes. (PR: ESS 621, permission)
- 623 Medical Aspects in Sports. 3 hrs.**
Emphasis on the development of skills in recognition of symptoms of illness, injuries and proper procedures of medical care.
- 640 Health Evaluation for the Athletic Trainer. 3 hrs.**
An indepth study of common problems and complaints of athletes and the proper method of evaluating those complaints.
- 646 Athletic Training I. 3 hrs.**
Training in the diagnosis of injuries in athletics. The student will be expected to participate in diagnostic techniques under the supervision of a trainer.
- 647 Athletic Training II. 3 hrs.**
Professional aspects of trainer-doctor and doctor-athlete relations will be taught and exploration of how to professionally handle injuries and cooperation with physicians.
- 660 Internship. 3-6 hrs.**
Practical experience in a clinical setting. (PR: ESS 682, 683, 684)

HISTORY (HST)

- 502 American Intellectual History 1865 to Present. 3 hrs.**
A critical examination of intellectual, creative and literary movements in the modern era.
- 503 American Urban History. 3 hrs.**
A study of the political, economic, social, and intellectual impact of the city upon American History, and the impact of history upon the growth of urbanization.
- 504 American Diplomacy, 1789-1900. 3 hrs.**
American foreign policy from colonial times to 1900 emphasizing the gradual development of the United States and its achievement of membership in the family of nations.

- 505 American Diplomacy. 1900-Present. 3 hrs.**
American foreign relations in the in the 20th-21st centuries. The gradual retreat from isolation in the period between World Wars I and II and modern American involvement in international commitments will be stressed.
- 506 Tudor and Stuart England, 1450-1688. 3 hrs.**
A history of England under the Tudors and Stuarts, focusing primarily on demographic, social, cultural, and political developments.
- 509 American Revolution. 3 hrs.**
A varied view of the American Revolution and its impact on the American people.
- 510 Conquering the Continent: America's Frontier Experience. 3 hrs.**
A survey of the American frontier experience with particular emphasis on the fate of the American Indian, the impact on the environment, and the character of the American-created culture.
- 511 American Social and Cultural History 1607 to Present. 3 hrs.**
A study of the changes and continuities in American Social and Cultural History from 1607 to present.
- 513 History of the Old South, 1492-1860. 3 hrs. Alternate years.**
The History of the Old South is a study of the political, economic, social, and cultural conditions in the South that led to the development of the South as a distinct section in the United States.
- 514 Civil War and Reconstruction. 3 hrs.**
The course will include a discussion of the economic, political, social, and cultural differences leading to the Civil War, the war itself, and an analysis of the political and economic importance of reconstruction.
- 515 History of the New South, 1877 to the Present. 3 hrs.**
The History of the New South is a study of the political, economic, social, and cultural changes in the South after Reconstruction that explain conditions in the contemporary South.
- 516 American Social Movements. 3 hrs.**
A study of the social movements which have influenced the course of American History. Includes abolition, women's rights, Progressivism, civil rights.
- 521 The Era of the Renaissance and Reformation. 3 hrs.**
The impact of the Renaissance upon esthetic, economic, and political developments especially in the 15th and 16th centuries. The decline of Catholicism and the growth of the Protestant movement, and the influence of the two movements upon each other is stressed.
- 522 The French Revolution and the Napoleonic Era. 3 hrs.**
Society and government in Europe before the French Revolution and the influence of the enlightenment; ideas and changes introduced by the revolution and Napoleon and their effect on the institutions and economy of Europe.
- 523 U.S. Latin American Relations. 3 hrs.**
An appraisal of political, economic, and cultural relations of the U.S. and Latin America in a historical context with emphasis on the period since 1945.
- 524 U.S. Science and Technology. 3 hrs.**
A study of the development and impact of science and technology in the U.S. with special emphasis on the modern period.
- 525 European History 1814-1914. 3 hrs.**
A century of European political, economic, and social history. Its relationship to and influence upon the history of other world areas is noted. The impact of imperialistic rivalry is emphasized.
- 526 European History 1914 to Present. 3 hrs.**
The impact of World War I upon Europe, the era between two world wars, the search for world peace, World War II and its aftermath are major topics of consideration.
- 528 Intellectual and Cultural History of Modern Europe. 3 hrs.**
A survey of the main currents in European thought and culture in the 19th and 20th centuries.
- 529 Russia to 1917. 3 hrs.**
A survey of Russian history to 1917 which examines Russia before the Russians, Kievan Russia, Appanage Russia, Muscovite Russia and Imperial Russia. Emphasis is on Imperial Russia.
- 530 Soviet Russia and Beyond. 3 hrs.**
The rise and fall of the Soviet Union, with emphasis on political and economic changes and Soviet foreign policy, and including an examination of the aftermath of the Soviet Union's collapse.
- 531 America in the Gilded Age. 3 hrs.**
A study of America's transformation from a rural, agrarian nation into an urban, industrial world power, the final destruction of the American Indian, the settlement of the West, and the farmers' revolt.
- 532 America Matures, 1900-1945. 3 hrs.**
An examination of the social, political, and economic trends in the U.S. in the first half of the 20th Century, emphasizing social upheavals, conflicts, and reform movements at home and abroad.
- 533 In Our Time-America Since 1945. 3 hrs.**
A study of America since World War II focusing mainly on domestic politics, foreign affairs, the civil rights movement, the rise of minorities, and the fragmentation of American society.

- 534 The American Experience in Vietnam. 3 hrs.**
A study of the origin and escalation of American involvement in Vietnam, the domestic impact of the war within the United States and the collapse of the South Vietnamese government.
- 535 Modern Japan. 3 hrs.**
Begins with an overview of nineteenth century Japan and stresses the twentieth century rise of Japan to the position of world power.
- 536 Modern China. 3 hrs.**
This course will provide an overview of Chinese history in the modern era (1600 to the present), including the major political, cultural, social, and intellectual events and trends of this period.
- 537 Introduction to Public History. 3 hrs.**
Introduction to the basic theories, ideas, and approaches to the application of historical theory or methods to projects presented to non-student publics; local and economic development applications and projects emphasized.
- 540 West Virginia History. 3 hrs.**
An interdisciplinary study of the state, its people and its institutions within the national context.
- 545 Arab-Israeli Conflict. 3 hrs.**
This course will examine the historical developments of the modern Arab-Israeli conflict, with emphasis placed on political, socioeconomic, and cultural change and the prospects for peace.
- 546 The Rise of the Atlantic World, 1400-1800. 3 hrs.**
Expansion of Western Europe from 1400s to Africa, Latin America and other parts of the Atlantic world.
- 580-583 Special Topics. 1-4 hrs.**
585-588 Independent Study. 1-4 hrs.
- 600 Methodology: Seminar in Historical Methods. 3 hrs.**
A research and writing seminar in which students are taught and must exhibit the skills and methodologies of practicing research historians.
- 601 Tudor England 1485-1603. 3 hrs.**
In this course, students will examine in-depth several selected themes in Tudor history through reading, class discussions, examinations, and a research paper.
- 602 Stuart England, 1603-1714. 3 hrs.**
An analysis of the Social, Intellectual, Economic, Cultural, and Political History of England in the Stuart Century.
- 603 Seminar in U.S. Economic History. 3 hrs.**
A reading and research course in which a student investigates topics related to the economic and business growth of the United States in the context of America's legal, government and social institutions. Emphasis will be on development of international economic institutions and the American role in the global environment.
- 605 American Colonial History. 3 hrs.**
A study of the English colonies in America with emphasis on slavery, minorities, and social and economic change.
- 607 Problems in European History, 1890-1923. 3 hrs.**
An analysis of the politics, diplomacy and military strategy of the period of the First World War. Special emphasis is given to the origin of the war, the war itself, the peace settlement and the Russian Revolution and its aftermath.
- 610 Readings in History. 2-3 hrs.**
Readings in topics fitted to the need of the individual student. They may deal with any graduate area. This course is ordinarily restricted to off-campus students and is used sparingly.
- 620 Seminar in American Historical Biography. 3 hrs.**
A reading and research course in which a student investigates biographical topics regarding the men and women whose lives illuminate the American experience. The course will cover a wide range of activities, including the social, political, cultural, and economic development of the United States and the region.
- 625 Rebirth of Europe, 1939-Present. 3 hrs.**
Background and course of World War II, European politics since 1945, developments in international affairs with emphasis on Cold War, economic and social trends, thought and culture.
- 632 Seminar in Reconstruction. 3 hrs.**
A reading and research course in which each student investigates a specific issue related to the reunification of the nation after the Civil War.
- 633 Problems in American History, 1877-1917. 3 hrs.**
A research course in which the student probes a selected problem within the chronological span, 1877-1917.
- 634 Problems in American History Since 1917. 3 hrs.**
A research course in which a student probes a selected problem within the period since 1917.

- 635 Oral/Local History Seminar. 3 hrs.**
The course examines the field of oral history. Students will apply oral methodology and other primary sources documentation in researching a local topic.
- 636 Seminar in Women's History. 3 hrs.**
A reading and research course in which the student investigates selected topics related to the history of women in America or Europe.
- 650-651 Special Topics. 1-4; 1-4 hrs.**
(PR: Permission of Instructor)
- 679 Problem Report. 1-3 hrs.**
- 680 Public History Internship. 1-6 hrs.**
Internship in an approved setting in Public History, Archives, Museum, Oral History, or Historical Preservation. Interns will be supervised by on-site staff and History Faculty.
- 681 Thesis. 1-6 hrs.**

HOME ECONOMICS (See Family and Consumer Sciences)

HUMANITIES (HUMN)

- 530 Technology and the Humanities. 3 hrs.**
This course surveys the effects of electronic media on the humanities and how they are taught in the postmodern society. Content will subsume both philosophical/theoretical issues and technical matters.
- 560-63 Staff Development. 1-4 hrs. S/U.**
Courses and activities designed to meet specific needs of public school personnel. Credit may be used for certificate renewal and salary upgrading if approved but not in degree programs.
- 600 Introduction to Study in Humanities. 3 hrs.**
Interdisciplinary core course addresses questions/concepts central to the humanities. Texts from philosophy, history, literature, the arts and the sciences provide insights into selected historical periods. Open to non-degree students.
- 601 Literary Theory and Criticism. 3 hrs.**
Core course introduces modern critical approaches, concepts and methods of research and scholarship in the broad field of literature. Open to non-degree students.
- 602 Historical Studies. 3 hrs.**
Core course acquaints students with problems of historical knowledge, changes in the interpretation of history, nature of historical forces, and methods of historical research. Open to non-degree students.
- 603 History and Theory of the Arts. 3 hrs.**
Core course provides chronological survey of the arts, emphasizing the social, political and/or religious motives that underlie artistic production. Emphasis on theories of modern art. Open to non-degree students.
- 604 Expository Writing for Research. 3 hrs.**
This core writing course develops proficiency in writing for research. Note: a degree student may demonstrate competency through an alternative assessment to have the requirement waived. Open to non-degree students.
- 605 Western Traditions and Contemporary Cultures. 3 hrs.**
Using primary materials from different cultural periods, as well as contemporary critical analyses, this core course explores epistemological questions that underlie conflicts between cultures. Open to non-degree students.
- 650 Selected Topics. 1-9 hrs.**
- 680 Independent Research Symposium. (formerly 701), 3 hrs.**
Prerequisite: 24 credit hours, required courses, and comprehensive examination. A pro-seminar required of all Humanities degree students who are beginning the thesis or final project. S-U grade.
- 681 Independent Research Symposium. (formerly 702), 3 hrs.**
Prerequisite: Humanities 680. A continuation of the pro-seminar for students electing the thesis option. The student will produce a thesis suitable for submission to a committee. S-U grade.

HUMANITIES: ARTS AND SOCIETY (A & S)

- 500 Study of Periods and Movements in Western Art and Music. 3 hrs.**
The course relates major periods, schools, and movements to the culture of the place and time. May be repeated for a maximum of 6 hours.
- 501 Studies in Non-Western Art and Music. 3 hrs.**
Studies emphasizing non-Western art or music (e.g., Chinese art; art of the Middle East). May be repeated for a maximum of 6 hours.

- 510 Comparative Arts. 3 hrs.**
Study of artistic movements and specific stylistic features in art, music and literature. May be repeated for a maximum of 6 hours.
- 550 Sunrise Internship. 3 hrs.**
A specially designed project under the guidance of specialists at Sunrise Museums (requires special permission from the program director and Sunrise Museums).
- 560 Film Art and the Popular Media (formerly Media 560). 3 hrs.**
A consideration of films as the successor to earlier popular literatures. Relevant aspects of media history and techniques will be examined.
- 600 Selected Topics in Arts and Society. 1-6 hrs.**
Selected topics in arts and society. The specific topic will be announced in the schedule of classes. Students may take up to nine hours in selected topics.
- 620 Selected Topics in Decorative Arts. 1-6 hrs.**
Selected topics in history and practices of decorative arts (e.g., interior design, furniture styles, architecture).

HUMANITIES: CULTURAL STUDIES (CULS)

- 500 Studies in Thought and Culture. 3 hrs.**
Basic concepts and cultural expressions in words, principally of area or period studies, such as classical Western, medieval Western, modern European and American.
- 530 Fundamental Approaches to Communication Criticism. 3 hrs.**
Course examines the theoretical approaches to criticism across the broad range of media, with focus on the philosophy behind each and on their various applications.
- 540 World Religions. 3 hrs.**
Study of several religions as they developed within their individual times and cultures.
- 550 Ethics. 3 hrs.**
A critical examination of ethical theories as seen in a detailed examination of several works. Theories may include naturalism, intuitionism, non-cognitivism, utilitarianism, and natural law.
- 560 History of Ideas. 3 hrs.**
A study of the efforts of philosophers to construct general conceptions of the world. Recent approaches in the investigation of ontology and cosmology will be examined.
- 600 Selected Topics in Cultural Studies. 1-6 hrs.**
Selected topics in an area of cultural studies. The specific topic will be announced in the schedule of classes. Students may take up to nine hours in selected topics.
- 610 Seminar in Appalachian Culture. 3 hrs.**
Exploration of selected aspects of culture (e.g., art, music, folklore, history, literature), emphasizing regional culture from an interdisciplinary perspective.
- 611 Appalachia Studies: Themes and Voices. 3 hrs.**
This interdisciplinary course orients students to the significant issues and research in Appalachian studies. Important political, social, and cultural issues will be considered. Research areas are introduced. (This core course in the Graduate Certificate in Appalachian Studies may be taken by degree students in Humanities.)
- 612 Time and Place in Appalachia. 3 hrs.**
This interdisciplinary course orients students to the importance of geography, topography, and geology to the history and development of the Appalachian region. (This core course in the Graduate Certificate in Appalachian Studies may be taken by degree students in Humanities.)
- 620 Women, Men, and Cultural Change. 3 hrs.**
A study of gender differences from sociological and philosophical perspectives. Topical areas covered include communications, law, literature, popular culture, ethics, and business.
- 650 Classical Foundations in Communication Studies. 3 hrs.**
Course surveys major contributions to rhetorical theory during the classical period and the development of rhetorical criticism in the centuries since. Philosophers/writers will include Plato, Aristotle, Cicero and Quintilian.
- 652 Communication and Social Movements. 3 hrs.**
Course examines the role of communication in successful social movements. Contemporary reform movements are analyzed to determine communication strategies, organizational issues, leadership concerns and rhetorical focus.
- 653 Media and the Political Process. 3 hrs.**
An introduction to the study of political rhetoric, the course relates rhetorical theory to political communication and considers the impact of political communication in government, the electoral process, and society.

HUMANITIES: HISTORICAL STUDIES (HIST)

- 580 Ethnic History of West Virginia. 3 hrs.**
This course focuses on the contributions that individuals and groups with diverse ethnic backgrounds have made to the economic, social, and cultural history of the state.
- 585 Coal Mine Life, Work and Culture in West Virginia. 3 hrs.**
This course provides students with a better understanding of the continuing economic, political, environmental and cultural impact which the extraction of coal has had on West Virginia.
- 600 Selected Topics in Historical Studies. 1-6 hrs.**
Selected topics in history. The specific topic will be announced in the schedule of classes. Students may take up to nine hours in selected topics.
- 601 Historic Preservation. 3 hrs.**
Course broadens historical awareness and provides practical applications of historical knowledge. It covers the built environment and focuses on the history, processes and legal basis of the historic preservation movement.
- 620 Civil War and Reconstruction. 3 hrs.**
This course examines the complex causes and lasting effects of the American Civil War. Issues such as slavery, sectionalism, emancipation and Reconstruction will receive attention.

HUMANITIES: LITERARY STUDIES (LITS)

- 510 Comparative Approaches to Literature. 3 hrs.**
Exploration of literature via literary movements, themes, genres, or relationship to other disciplines. Specific works will be read and discussed as examples of the announced approach.
- 520 Creative Writing and Practical Criticism. 3 hrs.**
Exploration of the possibilities for communication and expression in contemporary writing with emphasis on comprehension of structure, technique and self-criticism of the writing experience.
- 522 Selected Topics in Writing. (formerly Media 522), 3 hrs.**
The study of selected topics in writing (e.g., the expository essay, screen-writing, techniques of editing, etc.)
- 540 Studies in Mythology/Folklore. 1-6 hrs.**
Selected topics in mythology and folklore (e.g., folk drama, folk tale, folk art). May be repeated for a maximum of 6 hours.
- 580 Literature for Teachers. 3 hrs.**
Study and appreciation of selected works with special reference to the high school curriculum.
- 600 Selected Topics in Literary Studies. 1-9 hrs.**
- 615 Modern Southern Literature. 3 hrs.**
Course surveys important figures in Southern literature since the Southern Literary Renaissance of the 1920s and the Agrarian and Fugitive Movements.
- 625 Updating Shakespeare: Text, Stage, and Film. 3 hrs.**
Focusing on selected Shakespearean plays, this course considers recent critical interpretations and explores how these have influenced stage and film productions. Contemporary adaptations of the plays will also be considered.
- 636 Literature and Society in Late 18th C. England. 3 hrs.**
This course examines biographies, social, political and scientific writings, literary texts and the arts from 1750-1800 to understand English culture and the eighteenth-century world.
- 660 Modern Irish Novel. 3 hrs.**
This course examines the subject matter, techniques, and critical background of the modern Anglo-Irish novel. Students will study representative examples by major novelists from the Republic and Northern Ireland.
- 662 Twentieth-Century Irish Drama. 3 hrs.**
From the founding of the Abbey Theatre to the present, this course traces the development of Irish drama as art form and cultural artifact.
- 670 Contemporary World Fiction. 3 hrs.**
Contemporary works of shorter fiction from around the world offer opportunities to apply cultural critiques and comparative literary perspectives, while considering the different national and cultural traditions represented.

HUMANITIES: STUDIO ART (ARTS)

- 500 Selected Topics in Studio Arts. 1-6 hrs.**

HUMAN RESOURCE MANAGEMENT (HRM)

- 600 Development of Labor Relations. 3 hrs. I.**
An historical survey of the organized labor movement in the United States and review of legislation affecting the American worker. Attention is given to the industrial relations system of the United States as it relates to those of Western Europe and other nations. (PR: GSM admission or permission of GSM academic advisor)
- 605 Human Resource Economics. 3 hrs. I.**
Economic issues in the employment and compensation of labor. Topics emphasized include labor force composition and growth, structure and functioning of labor markets, unemployment, wage theories, wage levels and structures, the economic influence of unions, income distribution, and human capital models. (PR: ECN 501 plus GSM admission)
- 610 Collective Bargaining, Negotiation and Dispute Resolution. 3 hrs. I.**
A comprehensive survey of labor and management relationships with special emphasis given to philosophy, structure, and the processes of collective bargaining, negotiations and dispute resolution in both union and nonunion settings. Arbitration, fact finding and mediation are also examined. (PR: HRM 600)
- 615 Arbitration and Grievance Procedures. 3 hrs.**
A study of grievance procedures and arbitration as formalized in labor-management relations, including an analysis of principles and practices of complaint handling, review of concepts and methodology in such grievance handling, review of the role of arbitration as a dispute resolution mechanism, utilization of factfinding and mediation as alternate mechanisms, the preparation and handling of materials in briefs or oral presentations, and the function or role of the arbitrator, impartial chairman, umpire, or similar neutral. (PR: HRM 600)
- 630 Employment Law. 3 hrs.**
A survey and analysis of the labor relations law; examination of the extent to which the law regulates and protects concerted action by employees in the labor market; considerations and analysis of the legal framework within which collective bargaining occurs; and analysis of major aspects of employer-employee law, such as wrongful discharge, discrimination, and safety and health law. (PR: HRM 600)
- 640 Structural Issues in Union Management Relations. 3 hrs.**
A study of the organizing structure found in various types of unions, their operating procedures, governing bodies, and the interrelationships existing at the local, international, and federation levels. Review of the dual role of unions as both societal institutions and employee agents. Discussion of trade union philosophy from early beginnings to the present. Consideration is given to the different philosophical, political, and structural characteristics of American unions and European/Asian unions. (PR: HRM 600 and GSM admission)
- 650 Industrial Psychology. 3 hrs.**
Survey of the applications of psychological principles and of research methodologies to the various human problems in industry, such as personnel selection and appraisal; the organizational and social context of human work; the job and work situation; human errors, accidents, and safety; and the psychological aspects of consumer behavior. (PR: GSM admission)
- 660 Compensation and Benefits. 3 hrs. S.**
The development and administration of wage and salary programs, and an analysis of both private and public health, welfare and pension plans. Topics investigated include motivation theory, factors influencing compensation levels, forms of compensation, including incentive plans and fringe benefits, a critical examination of financing, administration, and general effectiveness of the plans, special issues of managerial compensation, comparable worth, special and related issues. (PR: MGT 620 and GSM admission)
- 670 Personnel Selection and Testing. 3 hrs.**
A study of the personnel employment and selection processes. Emphasis is placed on the rationale for selection and placement; the procedures and problems in recruitment and selection; and the use of tests, interviews, and other selection devices. Special attention is given to the criterion problem and legislation and/or governmental regulations affecting selection procedures. (PR: GSM admission)
- 675 Human Resource Development and Training. 3 hrs.**
This course teaches students how to develop management training modules and materials. Students also learn and use advanced techniques in training design and group facilitation. (PR: GSM admission)
- 680 Labor and Employee Relations in Public Employment. 3 hrs.**
An examination of the development, practices and extent of collective bargaining between federal, state, and local governments and their employees. Emphasis is on the public issues related to sovereignty, unit determinations, impact on budgetary and financing processes, representation procedures, unfair practices, scope of bargaining, impasse resolution, and the strike. Some attention is devoted to the legal and ethical problems inherent in these issues. (PR: HRM 600)

- 697 Special Topics in Industrial Relations. 3 hrs.**
Selected topics of current interest in industrial relations. (PR: HRM 600 and permission of program director)
- 698 Independent Study. 1-4 hrs.**
Independent study of a specific nature under the supervision of a qualified faculty member. Hours of credit are determined by the magnitude of the project. (PR: Permission of division head or GSM academic advisor)

INDUSTRIAL ENGINEERING (IE)

- 639 Operations Research I. 3 hrs.**
Examination of the methodology of operations research, including linear programming, transportation methods, network flows, economic analysis, decision analysis, queuing theory and simulation.
- 640 Operations Research II. 3 hrs.**
A continuation of IE 540 including an introduction to sensitivity and parametric analysis in linear programming, integer programming, nonlinear programming, dynamic programming, reliability theory, and inventory control. (PR: IE 630)
- 650-653 Special Topics. 1-4 hrs.**
Special topics in advanced Industrial Engineering that are not offered regularly.
- 670 Operations Management. 3 hrs.**
Examination of the quantitative and conceptual tools for generating goods and services in manufacturing and non-manufacturing organizations.

INFORMATION SYSTEMS (IS)

- 580-83 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in information systems, providing important supplementary material for participating students.
- 585-88 Independent Study. 1-4 hrs.**
An approved study of special interest concerning information systems that is appropriate for the student's program of study. Carried out under the supervision of a faculty member.
- 600 Management Information Systems. 3 hrs.**
The course examines personal, work group, and enterprise information systems with respect to their value, their components, and the process of developing them.
- 603 Programming for Artificial Intelligence. 3 hrs.**
An introduction to programming for artificial intelligence applications using Prolog.
- 605 Systems Analysis Techniques. 3 hrs.**
Introduction to information systems from system implementor's viewpoint; information systems life cycle; techniques of analysis; data dictionaries and data flow diagrams; computer-oriented system description. (PR: Admission to program)
- 610 Systems Design. 3 hrs.**
Physical design of information systems; hardware selection; software design, database considerations; program development; software structuring techniques; cost/ performance trade-offs; system implementation; evaluation and optimization techniques. (PR: IS 605)
- 615 System Simulation. 3 hrs.**
An introduction to discrete-event computer modeling and simulation. Probability distributions, model verification and validation, input data collection, output analysis. Simulation languages and software. (PR: programming capability and quantitative skills)
- 618 Computer Applications in Engineering and Science I. 3 hrs.**
Computational and algorithmic methods in engineering and science, optimization and numerical analytic techniques including gradient and search methods, linear programming, simulation, and data base mechanics. (PR: Admission to the program)
- 620 Introduction to Operating Systems. 3 hrs.**
General principles of managing jobs, processes and storage (real, virtual, auxiliary) in multiprogramming operating systems; interconnection and management of processors in multi-processing and distributed computing system configurations; operating systems comparison. (PR: IS 621 and IS 630, or consent)
- 621 Information Structures I. 3 hrs.**
Representation and manipulation of numeric and non-numeric information, linear lists, strings, multilinked structures; sorting and searching; storage management; data structures in programming languages. Relevant aspects of discrete mathematics. (PR: IS 510 or equivalent)
- 622 Information Structures II. 3 hrs.**
A continuation of IS 621. Tree, graph, and set structures; file structures for secondary storage; aspects of discrete mathematics. (PR: IS 621)

- 623 Database Management. 3 hrs.**
Review of information structures and of relationships among data elements and objects. Relational database theory; design and organization of databases, retrieval structures, and query mechanisms. (Prerequisite: IS 622 or consent)
- 624 Data Warehousing. 3 hrs.**
A hands-on introduction to the concepts and techniques of data warehousing and data mining. (PR: IS 623 or instructor's permission)
- 625 Software Engineering. 3 hrs.**
The process of developing complex software products. Includes the software life cycle, methods and tools for life cycle phases. Application of concepts, methods, and tools in a class project. (PR: IS 510 or permission)
- 630 Computer Architecture and Assembly Language. 3 hrs.**
An introduction to the composition and operation of electronic digital computers and to assembly language programming. (PR: IS 510 or equivalent)
- 631 Information Security. 3 hrs.**
This course provides foundation knowledge in information security, including protecting information assets, risk mitigation strategies, response to security incidents, and designing secure systems. (PR: IS 600, 620, 656, 610)
- 635 Computer Graphics. 3 hrs.**
An introduction to the areas of computer graphics that are necessary to understand, evaluate, and develop graphics applications. (PR: Admission to program)
- 640 Programming Languages. 3 hrs.**
Definition of program environment, program sequence and control, subroutines and other secondary sequences; statement structures, parsing, grammars, etc.; classes of programming languages. (PR: IS 622 or consent)
- 645 Geographic Information Systems. 3 hrs.**
Covers the elements of GIS hardware, software, data and infrastructure needs. Input data issues; data types, sources, error, preprocessing, manipulation and analysis, GIS tools and applications. (PR: Consent)
- 650-653 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in information systems, providing important supplementary material for participating students.
- 655 Multimedia and Electronic Information Dissemination. 3 hrs.**
Components of multimedia, such as data, voice, pictures, animations, and videos, and their production, manipulation, dissemination processes. Technologies, processes, and services for electronic dissemination. Applications and current trends. (PR: TM 660 or permission)
- 656 Communication and Network Technologies. 3 hrs.**
Different transmission media, digital communications, telecommunications services, types of networks and topologies, network protocols, components, and applications. (PR: IS 622, or TM 660, or permission)
- 660 Models of Computation. 3 hrs.**
Switching algebra and relationship to computers; finite automata; Turing machines; recursion; computability and unsolvability. (PR: IS 622, math maturity)
- 670 Language Translators and Concepts. 3 hrs.**
Formal language concepts, syntactic analysis; types of translators; detailed review of assemblers, interpreters, and compilers, and techniques of their construction. (PR: IS 622)
- 680 Social Issues in Information Systems. 3 hrs.**
Aspects of the interaction of computer systems and society including such topics as system security, respect of privacy, changing job requirements, ergonomics, and moral and ethical considerations. (PR: completion of core, or consent of instructor)
- 685-88 Independent Study. 1-4 hrs.**
An approved study of special interest concerning information systems that is appropriate for the student's program of study. Carried out under the supervision of a faculty member.
- 690 Principles of Artificial Intelligence. 3 hrs.**
A survey of the fields of artificial intelligence and expert systems. Students will work together designing and implementing a project. (PR: Permission)
- 692 Image Processing for Forensics. 3 hrs.**
Image processing focuses on the application of technology to scientific analysis of images. Topics include: measurement techniques; scientific methods of reconstruction and interpretation of images; enhancement of images and video. (PR: Permission of instructor)
- 695 Expert Systems. 3 hrs.**
A review of expert systems techniques and applications. Participants will develop small expert systems using several different personal computer expert systems development programs (shells).

The following courses do not count for credit toward the master's degree:

- 500 Computer Systems and Structured Programming I. 3 hrs.**
Introduction to programming; survey of computer information systems. (PR: Facility with algebra)
- 501 Introduction to Programming Languages. 3 hrs.**
An introduction to a high level language such as BASIC, C, COBOL, FORTRAN, LOGO and PASCAL. The course assumes a knowledge of at least one other high level language.
- 510 Computer Systems & Structured Programming II. 3 hrs.**
A continuation of IS 500. Topics include algorithm development, manipulation of arrays and an introduction to dynamic data structures. (PR: IS 500 or consent)
- 551 Computer Programming in Education. 3 hrs.**
Programming with educational applications. S-U grade.
- 565 Computers in Management. 3 hrs.**
Basic computer concepts, equipment, and use of applications programs (word processor, spreadsheet, data base).

INSTRUCTIONAL TECHNOLOGY AND LIBRARY SCIENCE (ITL)

Certification endorsement program for those with teaching certification

- 501 Libraries and the Learning Process. 3 hrs.**
The role of the school library in the learning process through instruction collaboration, and curriculum support. Study of information literacy, learning styles, and models and assessment of learning outcomes.
- 502 Library Materials for Adolescents. 3 hrs.**
Addresses the selection and promotion of library materials in support of a school curriculum and issues of service, diversity and balance in the school library collection.
- 515 Reference and Bibliography. 3 hrs.**
Study of the basic reference sources for elementary and secondary school libraries. Emphasis on materials evaluation, the reference interview, search strategies, and the impact of new technologies.
- 580-583 Special Topics. 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 622 Cataloging. 3 hrs.**
Fundamentals of cataloging and classification, applying AACR2, the Dewey Decimal system, and related aids to the organization of library materials. Implications of new technology for technical services will also be addressed.
- 625 Library Organization and Administration. 3 hrs.**
Principles of administration for elementary and secondary school library media centers, including personnel, facilities, budgets, program planning and evaluation, publicity and public relations, audio-visual equipment and materials, computer hardware and software, and methods and materials for teaching library skills.
- 631 Technology and the Library. 3 hrs.**
An introduction to the function, management, and the issues of computer and non-computer technology in the library. Students learn to use technology as an educational tool in the classroom.
- 650 Library Practice (Field Work). 3 hrs.**
Experiences in the application of techniques of library service, adapted as far as possible to the student's needs.

JOURNALISM AND MASS COMMUNICATIONS (JMC)

- 500 Photojournalism. 3 hrs.**
A course in advanced techniques for newspaper and magazine photography, concentrating on the creation, design and use of photographic essays and picture stories. (PR: JMC 360)
- 502 Law of Mass Communication. 3 hrs. I, II, S.**
Legal aspects of mass communication as they apply to the professional journalist.
- 504 History of American Journalism and Mass Communications. 3 hrs. II.**
The development of the press in the United States, the contributions of American journalists, the rise of radio and television, and the relationship of communication developments to political, economic and social trends in America.
- 508 Advertising Research. 3 hrs. I.**
Lectures, readings, and discussions relating to all media advertising. Students may select special areas of interest.
- 509 Public Relations Research Methods. 3 hrs.**
The course is designed to provide hands-on experience in collecting, interpreting, evaluating and reporting research valued in the field of public relations. Included: lectures, readings, discussions, and projects.

- 510 Magazine Editorial Practices. 3 hrs.**
Study of the organization and functions of the magazine editorial department, with practice in planning magazine content, laying out pages and establishing production procedures.
- 514 Reporting Public Affairs. 3 hrs. II.**
Instruction in reporting local, state and federal government; politics, finance and labor; social and environmental issues and other matters, with emphasis on background and interpretation. Course includes field trips and guest speakers.
- 515 Advertising Strategy and Execution. 3 hrs.**
Analyzing advertising problems in a case-study approach, proposing a strategic solution, and implementing the strategy. Students must write and produce advertisements for a variety of media.
- 525 Advertising Campaigns. 3 hrs. II.**
Students function as an advertising agency to plan, prepare, and present local and national advertising campaigns. Problems of the advertiser and the agency are considered.
- 528 Supervision of School Publications. 3 hrs.**
A comprehensive study of advising and producing school publications, with emphasis on methods, for teachers of journalism.
- 530 Magazine Article Writing. 3 hrs. I.**
Fundamentals of researching and writing factual articles for popular magazines; techniques of selling articles to magazines.
- 532 Corporate and Instructional Video. 3 hrs.**
Development of the use of video for communication and instruction in business, agencies, and education. Production and use of video units for specific objectives.
- 533 Radio-Television Programming. 3 hrs.**
Principles of programming, including audience analysis, production, purchase, and scheduling of various formats.
- 534 Advanced Video. 3 hrs.**
Development of the elements necessary for the production of detailed video projects. Students study the creation and production of public affairs, educational and creative video programming. (PR: JMC 332 or equivalent)
- 535 Radio-Television Law and Regulation. 3 hrs.**
Development and current status of the legal structure of broadcasting in the United States.
- 536 International Communications. 3 hrs.**
Development of various systems of mass communications and comparison with the United States.
- 537 Public Relations Writing. 3 hrs. I.**
Theory and practice of various writing challenges encountered by public relations practitioners. Some consideration of publications design. (PR: JMC 201, 241 and 330 or equivalent)
- 538 Public Relations Case Studies. 3 hrs. I.**
Examination of the handling of public relations problems and opportunities by business, educational, governmental, and social organizations, with particular emphasis on public relations analysis and problem solving. (PR: JMC 330 or equivalent)
- 539 Public Relations Campaign Management. 3 hrs. II.**
Applying the four-step public relations process to an organization's program or campaign. Includes execution of public opinion research and development of original communication tools. Competitive agency model generally used. (PR: JMC 537 and 538)
- 540 Mass Communications Ethics. 3 hrs. I, II, S.**
Study of basic concepts underlying contemporary American mass communications operations and practices and how those concepts affect professional ethics in the field. Examination of ethical conflicts encountered and application of ethical principles when determining solutions.
- 545 Advertising in Modern Society. 3 hrs.**
An examination of issues and problems affecting the advertising industry and a study of advertising's impact on and responsibility to society.
- 550 Contemporary Issues in Radio and Television. 3 hrs.**
An examination of the current political, social, economic and legal issues affecting the decision-making process in the newsrooms and programming centers of the electronic media.
- 555 Women, Minorities and the Mass Media. 3 hrs.**
A seminar that explores the portrayals and participation of women and people of color in the mass media.
- 560 Web Strategies, 3 hrs, I.**
Examination of web strategies in news and strategic communication contexts. Includes online media trends, content development, ethical issues and best practices.
- 561 Web Design for Mass Media, 3 hrs, I, II.**
Creative and practical aspects of typography, design and interactivity of online communications for the mass media.

- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs. I, II, S.**
- 590 Journalism and Mass Communications Internship I. 1-3 hrs. I, II, S.**
Supervised journalistic work with the professional media. Course is for students without substantial professional media experience. Arrangements must be made in advance with the school's internship director.
- 591 Journalism and Mass Communications Internship II. 1-3 hrs., I, II, S.**
Supervised journalistic or mass communications work with professional media including newspapers, magazines, radio, television, advertising and public relations departments or agencies. Students must have completed a previous internship. (PR: Permission and JMC 590)
- 601 Theory of Mass Communication. 3 hrs. I, II.**
Major theoretical concepts in mass communications are studied as a basis for understanding the communication process and the institutional impact of the mass media on the individual and on society. Required of all majors.
- 602 Mass Communications Research and Methodology. 3 hrs. I, II.**
Research techniques applied to problems of mass communication including computer applications, with emphasis on mastery gained by participation in specialized research projects. Required of all majors.
- 603 Media Management. 3 hrs.**
An in-depth examination of the process and practice of media management.
- 606 Depth Reporting. 3 hrs.**
Depth reporting of social and environmental activities and problems, with emphasis on thorough research and documentation. Articles will be submitted for publication.
- 609 Seminar in Public Relations. 3 hrs.**
Theoretical and practical aspects of public relations, with special projects and readings to provide skills and insights requisite to success in the profession. Seminar discussions and research projects.
- 612 History of Mass Communication, Specialized Study. 3 hrs.**
Analysis of mass media development in the United States and of current media problems, with emphasis on research. (REC: JMC 504 or equivalent)
- 630 Seminar in Media Criticism. 3 hrs.**
Intensive critical analysis of broadcasting programs and programming procedures from the sociocultural, literary, political and industry points of view.
- 632 Seminar in Public Broadcasting. 3 hrs.**
Examination and evaluation of the unique content, policies, and prospects of public broadcasting.
- 634 Issues in Radio and Television. 3 hrs.**
Problems in the broadcast field on varied subjects which concern the industry.
- 650-651 Special Topics. 1-3 hrs.**
- 681 Thesis. 1-6 hrs. (PR: Consent of advisor)**
- 685-688 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Permission of dean)

LATIN (LAT)

- 503 Roman Comedy. 3 hrs.**
(PR: 6 hours of Latin literature numbered 304 or above or equivalent)
- 504 Roman Elegy: Propertius and Tibullus. 3 hrs.**
Close readings in Latin of selections from elegies of Propertius and Tibullus. (PR: 6 hours of Latin literature numbered 304 or above or equivalent)
- 505 Readings in Vergil. 3 hrs.**
Introduction to the poetry of Vergil, especially Vergil's Aeneid, and to the culture and ideology of the Augustan principate. (PR: 6 hours of Latin literature numbered 303 or above, or equivalent)
- 506 Horace: Odes, Epodes, Epistles. 3 hrs.**
A close reading in Latin of selections from Horace's non-satirical poetry, with special attention to its literary context. (PR: 6 hours of Latin literature numbered 303 or above, or equivalent)
- 507 Livy's History of Rome. 3 hrs.**
A close reading in Latin of selections from Livy's history poetry, with special attention to its literary and cultural contexts. (PR: 6 hours of Latin literature numbered 303 or above, or equivalent)
- 509 Roman Satire: Horace, Martial, Juvenal. 3 hrs.**
Close readings in Latin of selections from the satires of Horace and Juvenal and the epigrams of Martial. (PR: 6 hours of Latin literature numbered 304 or above or equivalent)
- 510 Tacitus (Selections From): Annals, Agricola. 3 hrs.**
(PR: 6 hours of Latin literature numbered 304 or above or equivalent)
- 580-583 Special Topics in Latin. 1-4; 1-4; 1-4; 1-4 hrs. I, II.**
(PR: 6 hours of literature numbered 304 or above or equivalent and consent of instructor)

- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
640 Advanced Prose Composition. 3 hrs.
 A close study of advanced Latin grammar and style through composition in Latin.
- 660-665 Special Author in Latin Literature. 3 hrs.**
 A detailed study of Latin of a single author. Special attention will be given to style, genre, literacy and cultural contexts, and study of secondary sources on the author.
- 681 Thesis. 1- 6 hrs.**
 Students will develop an extensive body of knowledge on a particular topic, author, or issue. This knowledge will cover primary and secondary sources, and secondary sources will include current theoretical approaches. Students will synthesize this knowledge in a comprehensive paper, the development of which will include drafting, revision, redrafting, final copy and presentation. Students will work with a thesis director and a committee throughout the process. (PR: Instructor Permission)
- 682-683 Special Topics in Latin Literature. 1-4 hrs.**
 These courses are designed to provide instruction to students in Latin authors or topics that are not part of the regular curriculum. (PR: Instructor Permission)
- 685-688 Independent Study in Latin Literature. 1-4 hrs.**
 These courses are designed to provide instruction to students in Latin authors or topics that are not part of our regular curriculum. (PR: Instructor Permission)

LEADERSHIP STUDIES (LS)

- 500 Introduction to School Leadership. 3 hrs.**
 Examination of fundamental purposes, functions, and structure of public schools.
- 510 The Principalship. 3 hrs.**
 The Principalship is a study of school management as it relates to ethical behavior, and to support services, information systems, fiscal matters, and facility utilization and maintenance.
- 515 Instructional Leadership. 3 hrs.**
 This course is designed to develop skills in instructional leadership, including instructional supervision, instructional strategies, program development, instructional evaluation, and human relations.
- 520 Administration of Elementary, Middle and Secondary Schools. 3 hrs.**
 This course addresses the concerns of the school leader, including instruction, learning, communication, discipline, parental involvement, instructional organization, climate, facilities, professional development, and personnel practices. Emphasis is placed on the physical, social/emotional, and cognitive/intellectual characteristics of children and the implications for developmentally appropriate school administration.
- 530 Human Relations. 3 hrs.**
 This course assesses and develops students' knowledge and skills in interpersonal relations and ethical practices. It provides structured experiences in group processes, verbal and non-verbal communications, leadership styles, and team building.
- 532 Human Relations in the Public Sector. 3 hrs.**
 This course is designed to help prospective leaders in the public sector establish and maintain positive interpersonal relationships with their constituents.
- 535 Technology and the Classroom. 3 hrs.**
 This course is designed to examine the effects of technology, both pedagogical and practical, on the educational process.
- 550 Schools as Systems. 3 hrs.**
 This course assesses and develops students' knowledge and skills in change strategies, school cultures, systems theory, and understanding of the school in relation to other systems, agencies and organizations.
- 561-563 Professional Development. 1-4 hrs.**
 These courses and activities are designed to meet the specific in-service needs of public school administrators. Credit in these courses may be used for certificate renewal and salary upgrading but not in degree programs.
- 580 Special Topics in Leadership. 1-9 hrs.**
 To provide the master's level student an opportunity to examine selected issues in leadership and to apply their findings to the field of study.
- 585-588 Independent Study 1-4 hrs.**
 By arrangement only.
- 600 School Personnel Administration 3 hrs.**
 This course offers an examination of personnel functions including recruitment, selection, orientation, evaluation, and retention with particular emphasis on staff development.

- 606 Planning, Research and Evaluation for School Leaders. 3 hrs.**
This course is designed to avail potential school administrators with an understanding of planning strategies, academic research, action research, and program evaluation methods, with the intent of their being able to write a cogent, data-based school improvement plan.
- 610 Leadership for School Improvement. 3 hrs.**
Leadership preparation for developing and implementing a shared vision and strategic plans focused on teaching and learning, implementing change, applying leadership theory and acting with understanding of society's influences.
- 612 Curriculum Leadership. 3 hrs.**
This course addresses the role of the principal in the development and implementation of school curriculum. This includes developmentally appropriate curriculum design, special education curriculum and modifications, the integration of technology, and authentic assessment.
- 615 Leadership in the Public Sector. 3 hrs.**
This course will enable potential leaders in the public sector to define and evaluate personal and organizational goals and to develop strategies to achieve shared goals.
- 616 Governance of Higher Education. 3 hrs.**
This course is designed to develop an understanding of the structure of governance of multi-campus public higher education systems.
- 617 Student Affairs Administration in Higher Education. 3 hrs.**
This course surveys the purpose and functions of student personnel administration in higher educational institutions and the administrative procedures developed to accomplish these purposes.
- 618 History of American Higher Education. 3 hrs.**
This course will present a historical overview of the factors that influence the development of higher education in America.
- 625 Human Resources Management. 3 hrs.**
This course develops knowledge of the major functions and tasks necessary for the development of human resources.
- 626 Institutional Advancement in Higher Education. 3 hrs.**
This course will require students to understand the broad area of institutional advancement, including major campaigns, donor research, donor recognition programs, restricted gifts, etc.
- 630 School and the Community. 3 hrs.**
This course provides students the opportunity to study the concept of community, to examine relationship patterns, to explore the possibilities for combining the resources of the school and community in the interest of school improvement, and to evaluate communication strategies designed to enhance the school-community relationship.
- 645 Community Relations in the Public Sector. 3 hrs.**
This course examines the public perception of the justice system and how this perception impacts public support and the success of the system.
- 646 Administration of Community and Technical Colleges. 3 hrs.**
This course provides an opportunity for students to examine a specific institutional type and explore its developmental and functional relationship within the total framework of higher education.
- 647 Adult and Continuing Education Administration. 3 hrs.**
This course develops an understanding of the principles, concepts, and processes involved in planning learning experiences for adults within the framework of higher education.
- 655 Externship. 1-9 hrs.**
This is a field based program designed for practicing administrators. (PR: Consent)
- 675 Legal and Policy Issues. 3 hrs.**
This course examines the principal's role and responsibility related to law and administrative policy.
- 685 Internship: Portfolio Assessment. 3 hrs.**
This course provides training and assessment experiences for students seeking initial certification as a school principal. The student's degree portfolio and capstone assessment will be completed. (PR: Completion of degree/certification courses and consent)
- 691 The Attendance Director. 3 hrs.**
This course is designed to develop the skills needed for the school attendance director to manage attendance programs, policies, and programs.
- 692 Internship: School Social Services. 3 hrs.**
This course will require school social service workers and attendance directors to demonstrate proficiency in those administrative and leadership skills required for managing school social services and student attendance programs.

- 693 School Law for Support Personnel. 3 hrs.**
This course provides the student with a working knowledge of school law and other legal matters as they pertain to the attendance director. The focus of this course is on those laws dealing with mandatory school attendance and juvenile matters. (PR: Admission into the Social Services/Attendance program)
- 700 Superintendency. 3 hrs.**
This course examines the roles, relationships, behaviors and competencies which characterize school superintendents and their staffs.
- 703 Research Design. 3 hrs.**
The purpose of this doctoral research methods course is to prepare College of Education doctoral students to design and carry out research at the doctoral level.
- 705 Administrative Theory. 3 hrs.**
This course analyzes administrative theories and their application to organizational leadership and management.
- 707 Ethical Theories. 3 hrs.**
The course focuses on the primary ethical theories and the ethical reasoning processes which are representative of each, providing students opportunities to analyze decisions against existing ethical models and reinforce or reform those decisions in light of moral principles.
- 710 Principles of Leadership. 3 hrs.**
This course is a study of the characteristics and behaviors of leaders. Emphasis is on the development of understandings and abilities which will work in different situations.
- 714 Administration and Organization of Higher Education. 3 hrs.**
This course is a survey of higher education with attention to administrative functions at the campus level.
- 719 Introduction to Doctoral Studies. 1 hr.**
This course is designed to introduce students to the tasks and processes involved in the completion of the doctoral requirements. (PR: Admission to the Doctoral Program)
- 720 Public School Finance. 3 hrs.**
This courses examines concepts in the financing and economics of public education. (PR: Principal or supervisor certificate or consent)
- 724 Organizational Analysis. 3 hrs.**
This course is an interdisciplinary approach to the study of organizational structure, relationships, and functions focusing on problems and alternatives for solving them.
- 725 Higher Education Finance 3 hrs.**
This course examines basic concepts in the financing and economics of higher education.
- 730 Facility Planning and Management. 3 hrs.**
This course teaches the systematic collection and utilization of data in planning for educational facilities. (PR: Principal or supervisor certificate or consent)
- 740 Public School Law. 3 hrs.**
This course presents the effect of case, statutory, and constitutional law as adjudicated in state and federal courts on public school operation. (PR: Principal or supervisor certificate or consent)
- 745 Higher Education Law. 3 hrs.**
This course presents the effect of case, statutory, and constitutional law as adjudicated in state and federal courts on higher education operation.
- 755 Internship: Administration in Higher Education 3 hrs.**
This course provides a field experience in higher education administration. (PR: Consent)
- 756 Current Issues in Higher Education. 3 hrs.**
This course focuses on current and emerging problems of higher education. It deals with both societal and internal factors which impinge on the administration of colleges and universities.
- 760 Politics of Education. 3 hrs.**
This course explores the social process of governance in the public schools including higher education. The milieu of federal, state, and local inputs will be explored.
- 762 The Politics of Higher Education. 3 hrs.**
This course is designed to develop an understanding of the complex internal and external forces and the political processes that affect higher education institutions.
- 764 Advanced Research I. 3 hrs.**
This course will develop knowledge about and skills in using quantitative and qualitative methods in educational research. It will further prepare doctoral candidates for comprehensive exams as well as dissertation research.
- 765 Advanced Research II in Leadership Studies. 3 hrs.**
This is an advanced research course directed toward the preparation of a thesis or dissertation. (PR: Consent)

- 770 **Practicum. 3 hrs.****
This is a highly individualized cooperative educational administration experience between the college and another public agency. (PR: Consent)
- 771-772 **School District Leadership 3-6 hrs.****
This is an individualized cooperative field experience in district level school administration. (PR: Consent)
- 775 **Seminar. 3 hrs.****
This course is a concentrated analysis of current problems in educational administration. (PR: Consent)
- 776 **Computer Analysis in Leadership Studies Research. 3 hrs.****
This course provides the development of skills and competencies in data analysis and management. It is designed for doctoral students in the data analysis stage of dissertation preparation. (PR: Consent)
- 780 **Special Topics. 1-12 hrs.****
This course requires study, reading and research in an approved area of education and supervision. (PR: Consent)
- 797 **Doctoral Research. 1-12 hrs.****
Dissertation research is the purpose of this course. (PR: Consent)

LEGAL ENVIRONMENT (LE)

- 691 **Government and Business Relationships. 3 hrs.****
Preparing business executives for dealing with problems of the firm in its relationships with government. Applies case analysis to the board categories of antitrust, trade regulation, and agency regulation. (PR: GSM admission)

MANAGEMENT (MGT)

- 500 **Analytical Methods and Techniques. 3 hrs.****
Provides competency in some of the basic quantitative skills necessary for analytical work in business administration. Required of all candidates who have had little or no undergraduate background in mathematics.
- 502 **Research Methods. 3 hrs.****
This course provides the student with the necessary knowledge to perform business research. Emphasis is placed on applicable research techniques. In addition, several statistical techniques are covered including multiple regression and analysis of variance. (PR: MGT 500)
- 520 **Operations Management. 3 hrs.****
An examination of the design and operation of systems for the creation of goods and services in both manufacturing and non-manufacturing organizations. Emphasis is placed upon the application of quantitative and conceptual decision tools for the planning and control of production systems. (PR: MGT 500 or MTH 203 and MGT 218; and MGT 320 or MKT 511; and ECN 253 or ECN 501)
- 601 **Quantitative Methods for Business. 3 hrs.****
The use of quantitative methods for managerial decision making. A review of basic calculus and statistics as required in business. Other topics include decision analysis, linear programming, and queuing. (PR: M.B.A. admission)
- 620 **Human Resource Management. 3 hrs.****
The study of policies, methods, and techniques utilized in personnel management and human relations. Specific attention is given to problems of recruitment, selection, compensation, motivation, communications, training, service and benefit programs, performance evaluation, safety, discipline, business ethics, and community relations. (PR: GSM admission or permission of GSM academic advisor)
- 630 **Management and Supervisory Skills Development. 3 hrs.****
An analysis and application of personal and organizational skills associated with the effective management of both public and private sector organizations. Skills to be developed or refined include time management, decision making, delegation, stress management, oral and written communication, team-building and others. Applied exercises, case studies, simulation, role play, films, and other learning methods are emphasized. (PR: MGT 672)
- 650-651 **Special Topics. 1-3; 1-3 hrs.****
(PR: Permission of the division head and full M.B.A. admission or permission of GSM academic advisor)
- 660 **Independent Study. 1-4 hrs.****
Independent study of a specific nature under the supervision of a qualified faculty member. Hours of credit are determined by the magnitude of the project. (PR: permission of division head or GSM academic advisor)

- 672 Organizational Behavior. 3 hrs.**
Basic ideas and concepts for the effective management of an organization. Major topics include motivation, communication and decision-making processes, group dynamics, leadership study, conflict management, work and organizational design, and organization development. Emphasis on organizational behavior and theory. (PR: GSM admission and MKT 511)
- 673 Problems in Personnel Management. 3 hrs.**
Principles and procedures of the personnel system in the firm; selected areas of recruitment and selection; training and development; performance appraisal and evaluation; general communication system, and role of government in manpower administration. (PR: GSM admission)
- 674 Production/Operations Management. 3 hrs.**
A study of operations management methods used in production, manufacturing, services, and other business operations. Includes project management, capacity planning, and transportation problems. (PR: Permission of GSM academic advisor and MGT 500)
- 675 Problems in Labor-Management Relations. 3 hrs.**
Comprehensive coverage of the development of the field of industrial relations. The impact of organized labor and federal social legislation of management decision. Alternative directions for future developments are studied. (PR: GSM admission)
- 676 Organization Theory and Design. 3 hrs.**
An analysis of organizational systems and subsystems incorporating traditional, behavioral, and situational approaches to organizational and work unit design. Emphasizes environmental interface and interdependencies as functions of internal systems phenomena (PR: M.B.A. admission)
- 680 Entrepreneurship. 3 hrs.**
The management of small business emphasizes how they are started and financed, how they produce and market their products and services and how they manage their human resources. (PR: GSM Admission)
- 692 Ethics and Global Aspects of Business. 3 hrs.**
An examination of the administrator's social, ethical, and environmental responsibilities to his employees, customers, and the general public and other external factors which management must be cognizant of in modern society. (PR: GSM admission)
- 696 Administrative Policy and Strategy. 3 hrs.**
Capstone graduate business course for Master of Science students (Human Resource Management and Health Care Administration). Emphasis on policy and strategy issues in a service and/or public setting instead of within a "for-profit" environment. (PR: Permission of GSM assistant director)
- 699 Business Policy and Strategy. 3 hrs.**
The study of administrative decision making under conditions of uncertainty. Policy construction at top administrative levels with emphasis on strategy and ethics with consideration of major functions of the business organization. (PR: Permission of GSM academic advisor)

MANAGEMENT INFORMATION SYSTEMS (MIS)

- 678 Management Information Systems. 3 hrs.**
To familiarize students with the characteristics and functions of management information systems, as well as the benefits, limitations, and applications for advanced management information systems. (PR: GSM admission)

MARKETING (MKT)

- 511 Marketing and Management. 3 hrs.**
A comprehensive survey of the fundamental principles of management and marketing applicable to all organizations. Provides the student with a basis for analyzing appropriate situations in a management/marketing framework.
- 580-581 Special Topics. 1-4; 1-4 hrs.**
650-651 Special Topics. 1-3; 1-3 hrs.
(PR: Permission of the division head and full M.B.A. admission)
- 660 Independent Study. 1-4 hrs.**
Independent study of a specific nature under the supervision of a qualified faculty member. Hours of credit are determined by the magnitude of the project. (PR: MKT 682 and permission of division head and academic advisor)
- 682 Advanced Marketing Management. 3 hrs.**
An integrated approach to marketing from a managerial point of view: making use of economic, quantitative, and behavioral concepts in analyzing and developing a framework for the decision-making and implementation of the firm's marketing program. (PR: M.B.A. admission or permission of GSM academic advisor)

- 683 **Advanced Marketing Research. 3 hrs.****
A study of research methods and procedures used in the marketing process; emphasis will be given to the sources of market data, sampling, preparation of questionnaires, collection and interpretation of data. (PR: MKT 682)
- 685 **Marketing Problems. 3 hrs.****
Determination of the marketing mix within the framework of the problem-solving and decision-making process. (PR: MKT 682)
- 687 **Seminar in Marketing. 3 hrs.****
An advanced study of basic concepts of current problems in Marketing. Seminar discussions and research projects. (PR: MKT 682)
- 688 **Advanced Transportation. 3 hrs.****
Current national transportation problems and a review of the various modes including history of the modes. (PR: MKT 682)
- 689 **Advanced Physical Distribution. 3 hrs.****
A study of activities concerned with efficient movement of products from the sources of raw materials supply, through production to the ultimate consumer. These include freight transportation, warehousing, order processing, forecasting, etc. (PR: MKT 682)

MANAGEMENT PRACTICE NURSE ANESTHESIA (MPNA)

- 700 **Introduction to Health Care Systems: Health Policy and Delivery. 3 hrs.****
This course is designed to provide the student with an overview of the development of health policy and delivery in the United States. Emphasis is placed on the evolution of the structure, financing and function of the current delivery system in American and how these aspects compare to those of other countries.
- 710 **Financial Management for Health Care Professionals. 3 hrs.****
Application of financial management techniques to decision making for health care providers. Focus is on financial statement analysis, working capital management, capital budgeting, evaluating financial risk and return, long-term debt financing, and developing a financial portfolio.
- 711 **Marketing and Management for Health Care Professionals. 3 hrs.****
This course will provide an overview of the basic components of marketing such as marketing mix and SWOT analysis. It will also enlighten the students regarding the various established basic marketing theories.
- 715 **Health Economics. 3 hrs.****
Economic analysis applied to the health services sector. Traditional concepts such as efficiency, production and distribution are discussed within the context of the unique health environment. The micro/macro economic impacts of health insurance, government participation, credentialing and regulation are analyzed.
- 724 **Evidence-Based Research Methods I for Nurse Anesthesia. 3 hrs.****
This course is designed to provide the student with the necessary foundation to participate in the design, implementation and evaluation of field and/or clinical research. Upon completion, the student will understand the basics of the scientific method and its application to research design. The role of the Institutional Review Board, including the Belmont Report, will be discussed. Students will be IRB certified by the end of the course. (PR: MPNA 700)
- 725 **Evidence-Based Research Methods II for Nurse Anesthesia. 3 hrs.****
To provide the student with an understanding of the appropriateness, benefits and limitations of statistical methods when applied to field and/or clinical research. Upon completion, the student will understand the theory behind parametric and nonparametric statistical techniques. At this point, students will begin to conceptualize their research projects. (PR: MPNA 724)
- 726 **Statistical Methods for Research. 3 hrs.****
To provide the student with the skills necessary to apply the appropriate statistical techniques for field and/or clinical research. Topics include analysis of variance, correlation and regression, chi-square, t-tests, etc. (PR: MPNA 700)
- 730 **Medical/Legal Issues in Health Care. 3 hrs.****
Legal aspects of corporate liability, medical malpractice, informed consent, patient rights, privacy, fraud and abuse, governmental regulation of health professionals and health facilities. The legislative process, legislative oversight and regulatory agencies are discussed in depth. (PR: MPNA 700)
- 734 **Basic Principles of Nurse Anesthesia Practice. 4 hrs.****
Principles of patient assessment, airway management, anesthesia machine, monitoring devices, fluid and blood therapy, positioning, and prevention of infection. Recognition and management of selected anesthesia complications. (PR: Admission to DMPNA program)

- 735 Advanced Principles of Anesthesia Practice-Senior Seminar. 3 hrs.**
Management decisions related to complex anesthesia situations including, but not limited to: unusual co-existing disease, uncommon operative procedure, adverse complications or unexpected events. (PR: senior level DMPNA student)
- 741 Introduction to Health Care Clinical Practicum. 6 hrs.**
The Introduction to Health Care Clinical Practicum provides the student with a beginning knowledge and proficiency in all phases of anesthetic management (pre-anesthesia, induction, maintenance, post- anesthesia).
- 741-B Regional Anesthesia for Nurse Anesthesia. 1 hr.**
Clinical pharmacology of local anesthetics, anatomy of peripheral nervous system, block administration techniques, drug doses; indications and contraindications for subarachnoid, epidural, brachial plexus, ankle, and other selected regional procedures. (PR: MPNA 734)
- 741-D Pediatric Anesthesia for Nurse Anesthesia. 1 hr.**
In-depth study of the specialty of pediatric anesthesia. Subject matter will include: anatomy, physiology and pathophysiology of the pediatric patient, preoperative evaluation and preparation, airway management, implications of rare pediatric disorders, and management for painful procedures. (PR: Admission to DMPNA program)
- 741-F Obstetrical Anesthesia for Nurse Anesthesia. 1 hr.**
Course takes an in-depth look at the normal physiological changes associated with pregnancy. It will investigate management issues starting from the basic advancing to the complex. Issues include maternal fetal physiology, fetal monitoring, anesthetic techniques, high-risk pregnancy, emergency management, and fetal and neonatal resuscitation. (PR: Admission to DMPNA program)
- 741-H Geriatric Anesthesia for Nurse Anesthesia. 1 hr.**
Management decisions related to complex anesthesia situations including, but not limited to: unusual co-existing disease, uncommon operative procedure, adverse complications or unexpected events. (PR: Admission to DMPNA program)
- 753 Management of Complex Health Care Organization. 3 hrs.**
In this course, emphasis is placed on the management of complex health care institutions representing the organizational spectrum from horizontally integrated group practices to large integrated health centers. (PR: MPNA 700)
- 755 Marketing Goods and Services in Medical Environment. 3 hrs.**
An investigation of the role of marketing in today's health care environment. Topics include traditional marketing concepts such as segmentation and promotion blended with unique issues like health services marketing, direct to consumer pharmaceutical advertising, mass media ethics, the role of the Internet in health product/service marketing, etc. (PR: MPNA 700)
- 756 Clinical and Administrative Information Systems. 3 hrs.**
Foundations of clinical information use starting with information collection, processing, decision making and recording. Special emphasis on management information systems to support the nurse's work and health care delivery. (PR: MGT 678 and computer literacy.)
- 772 Organizational Behavior in Health Care. 3 hrs.**
Advanced level theories of effective organization management as they relate to health care organizations will be provided. Topics include: managing diverse work groups in the health care system, planning and organizing, decision making models, various leadership styles, and controlling and evaluating management effectiveness.
- 777 Moral Management. 3 hrs.**
A discussion of the concept of Moral Management. Guidelines for how to make ethical decisions and tough choices are included. Cases relevant to ethical/unethical scenarios will be analyzed. Students will view ethics videos and write a Credo term paper. (PR: Admission to DMPNA program)
- 796 Policy, Strategy, Entrepreneurship. 3 hrs.**
The study of administrative decision making under conditions of uncertainty. Policy construction at top administrative levels with emphasis on strategy and ethics with consideration of major functions of an organization. Includes developing a business plan, assessing the environment, evaluating markets, securing financing, marketing services, analyzing and negotiating managed care, and insurance contracts. (PR: Admission to DMPNA program)
- 799 Research Project. 3 hrs.**
This is a 9-hour sequence of three (3 credit hours) courses. The student is required to apply the principles of scientific research methods to a field and/or clinical investigation. Students are required to design, implement, evaluate and present (written and oral) a research project approved and guided by the student's research project committee. Each student will have a research project committee chair and two other designated committee members. (PR: MPNA 726)

MATHEMATICS (MTH)

- 500 Structure of Algebra. 3 hrs.**
Informal development of modern elementary algebra. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for any degree offered by the Mathematics Department. (PR: MTH 130 or equivalent)
- 501 Structure of Modern Geometry. 3 hrs.**
Informal development of geometry with an exploration of probability and statistics. Recommended for pre-service middle school teachers and for elementary and secondary in-service teachers. May not be used for either a 5-12 mathematics specialization or for a degree offered by the Mathematics Department. (PR: MTH 130 or equivalent)
- 511 Mathematical Modeling. 3 hrs.**
Students will work in teams to construct mathematical models of various real-world situations. Problems to be modeled will be drawn from diverse areas of application and will use a wide range of undergraduate mathematics. (PR: MTH 231, or 230 and permission of instructor)
- 515 Partial Differential Equations. 3 hrs.**
Elementary partial differential equations. Heat equation, Laplace's equation, separation of variables, Fourier series, vibrating strings, eigenvalue problems, finite differences, Bessel functions, Legendre polynomials. (PR: MTH 330 and 335, or permission)
- 518 Biostatistics. 3 hrs.**
Statistical skills for biological/biomedical research, with emphasis on applications. Experimental design/survey sampling, estimation/hypothesis testing procedures, regression, ANOVA, multiple comparisons. Implementation using statistical software such as SAS, BMDP.
- 519 Forensic Statistics. 3 hrs.**
Basic theory of probability and statistics, adds from Bayes' Theorem for transfer evidence, likelihood ratio, population and statistical genetics, statistical issues in paternity testing and mixtures, and presenting evidence. (PR: Admission to M.S. program in Forensic Science, or permission)
- 527 Advanced Calculus I. 3 hrs.**
A rigorous study of the real number system, continuity and differentiability of functions of a single variable, integration of functions of a single variable, infinite series. (PR: MTH 231 and 300, REC: MTH 330)
- 528 Advanced Calculus II. 3 hrs.**
A rigorous development of algebra and topology of Euclidean spaces, differentiability and integrability of functions of several variables. (PR: MTH 427 or 527)
- 530 Topology I. 3 hrs.**
First course in topic of topology. Basics of point-set topology: metric and topological spaces, continuity, connectedness, compactness, products, quotients. Surfaces and simplicial complexes, Euler characteristics.
- 531 Topology II. 3 hrs.**
First course in algebraic topology. Homotopy, fundamental group, simplicial homology. (PR: MTH 530 and MTH 550)
- 542 Numerical Linear Algebra. 3 hrs.**
Direct and iterative methods for numerical solution of linear systems of equations. Eigenvalues and eigenvectors. Error analysis and norms. Related Topics. (PR: MTH 230, 330)
- 543 Numerical Analysis. 3 hrs.**
The theory and technique of numerical computation involving the difference calculus, the summation calculus, interpolation methods, solutions of equations, and methods of solution of ordinary differential equations. (PR: MTH 230)
- 545 Probability and Statistics I. 3 hrs.**
Probability spaces, conditional probability, and applications. Random variables, distributions, expectations, and moments. (PR: MTH 230)
- 546 Probability and Statistics II. 3 hrs.**
Parametric statistics: sampling methods, estimation of parameters, tests of hypotheses. Regression, analysis of variance. (PR: MTH 230)
- 548 Modern Geometries. 3 hrs. I.**
Finite geometries, basic background material for the modern development of Euclidean Geometry, other geometries. (PR: MTH 230)
- 549 Projective Geometry. 3 hrs.**
Projective geometry using both synthetic and algebraic methods. (PR: MTH 230)
- 550 Fundamental Concepts of Modern Algebra. 3 hrs.**
Structure of the abstract mathematical systems; fields, rings groups, with illustrations and applications from number theory. (PR: MTH 230; REC: MTH 300)

- 580-583 Special Topics in Mathematics. 1-4; 1-4; 1-4; 1-4 hrs.**
Courses on special topics not listed among the current course offerings. (PR: Permission of instructor)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
(PR: Consent of instructor and department chairman)
- 589 Seminar for Teaching Assistants. 1 hr.**
An introduction to techniques of teaching mathematics with emphasis on lower-level mathematics courses. (PR: Assignment to teach mathematics as a teaching assistant; CR/NC)
- 591 Master's Essay. 3 hrs.**
In-depth exploration of topics related to a theme chosen by the instructor; experience in reading, speaking, and writing mathematics. (PR: Any two of MTH 527, 545, 550, or equivalents.)
- 610 Modern Algebra. 3 hrs.**
The structure of semigroups, groups, rings, fields, modules, vector spaces, lattices and related topics. (PR: MTH 450 or 550 or equivalent)
- 630 Topology. 3 hrs.**
General topology including separation axioms, connectedness, compactness, convergence, continuity, metric spaces, product and quotient spaces. (PR: MTH 427 or 527 or 450 or 550)
- 640 Theory of Functions of Complex Variables. 3 hrs.**
A study of algebra, topology, and geometry of the complex plane; holomorphic functions; conformal mapping; analytic functions and analytic continuation; complex integration; representation theorems; convergence theorems and related topics. (PR: MTH 427 or 527)
- 641 Complex Variables II. 3 hrs.**
A study of algebra, topology, and geometry of the complex plane; holomorphic functions; conformal mapping; analytic functions and analytic continuation; complex integration, representation theorems; convergence theorems and related topics.
- 650 Theory of Functions of Real Variables. 3 hrs.**
A study of measure and integration and related topics. (PR: MTH 528 or 428)
- 651 Real Variables II. 3 hrs.**
A study of measure and integration and related topics.
- 660 Stochastic Processes. 3 hrs.**
Theory and applications of Markov chains. (PR: MTH 445 or 545)
- 661 Advanced Mathematical Statistics. 3 hrs.**
Topics in mathematical statistics including distribution theory for functions of random variables, convergence concepts, sufficient statistics, finding optimal estimates for parameters, optimal tests of hypotheses. (PR: MTH 446 or 546 or permission of instructor)
- 665 Optimization Mathematics. 3 hrs.**
Classical optimization of functions of several variables. Theory and methods of linear and nonlinear programming. (PR: MTH 231 and consent of department; MTH 427 recommended)
- 667 Numerical Partial Differential Equations. 3 hrs.**
Finite difference methods for elliptic, parabolic, and hyperbolic PDEs. Study of properties such as consistency, convergence, and stability. Computer implementation.
- 670 Independent Study. 1-4 hrs.**
An independent program of study of advanced topics not normally covered in other courses. The topics are chosen upon mutual agreement between the student and the instructor. (PR: Consent of instructor and Department Chairman)
- 681 Thesis. 1-6 hrs.**
- 690-693 Special Topics. 1-4 hrs.**

MICROBIOLOGY, IMMUNOLOGY AND MOLECULAR GENETICS (MCB)

- 620 Principles of Medical Microbiology. 6 hrs. I.**
The study of microorganisms, immunobiology, immunologic diseases, host resistance and the means by which diseases are produced and prevented. (PR: Organic Chemistry, General Microbiology and consent of instructor)
- 622 Current Topics in Molecular Biology. 1 hr.**
Critical discussion of current literature/concepts. Participants present published research papers on topic(s) with a molecular biology component. Presentations are followed by discussion/evaluation of the contribution of the research.
- 642 Graduate Microbiology I (Physiology/Genetics). 4 hrs. II.**
An advanced treatment of microbiology with emphasis on the molecular aspects of anatomy, taxonomy, and physiology and genetics of microorganisms.

- 643 Principles of Immunology. 3 hrs. I.**
Basic principles of the immune response system of humans and related mammals. Concepts of B & T cell function and interrelationships emphasized. (PR: Cellular and Molecular Biology)
- 648 Molecular Aspects of Pathogenesis. 3 hrs.**
An in depth study of molecular mechanisms of bacterial, viral, and immunemediated disease processes.
Course Requirements: BMS 600 and BIC 620
- 660 Diagnostic Virology. 3 hrs., II.**
A comprehensive survey of methodologies used to detect and characterize viral specific antibodies and antigens and the status of cellular immunity in virus infected hosts. (PR: MCB 620)

MINE SAFETY (MSF)

- 510 Survey of Mining. 3 hrs.**
An overview of mining to provide the participant with a general understanding of mining history, development systems terminology, procedures, methods and safety and health activities.
- 511 Mine Safety Program Analysis. 3 hrs.**
This course prepares the participant for the effective analysis of safety programs and provides some specific applications in the mining environment.
- 512 Mine Safety and Health Legislation. 3 hrs.**
A survey of the legislation that has affected safety and health in mining with special emphasis of the Federal Mine Safety and Health Act of 1977.
- 513 Mine Safety and Health Management. 3 hrs.**
This course covers the principles, functions and philosophies of mine management.
- 514 Hazard Control in Mining. 3 hrs.**
A study of how to recognize accident potential throughout the mining industry.
- 525 Statistics/Biostatistics, Epidemiology and Industrial Hygiene. 3 hrs.**
Statistics/Biostatistics, Epidemiology and Industrial Hygiene as these subjects relate to health hazards in the mining environment. (PR: Module #1 of the Advanced Industrial Hygiene Program)
- 526 Industrial Toxicology and Airborne Contamination in Mining Environments. 3 hrs.**
Principles of Toxicology: biochemistry, biological monitoring, biological transformation and chemical hazards. Properties, behavior and measurement of airborne particles. Special topics: sampling and evaluating airborne asbestos dust. (PR: Module #1 of the Advanced Industrial Hygiene Program)
- 527 Physical and Biological Health Hazards in Mining and Milling Operations. 3 hrs.**
Physical hazards: heat, noise and radiation. Biological hazards: atmospheric transport of microorganisms that cause disease. (PR: Module #1 of the Advanced Industrial Hygiene Program)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
A study of special topics not offered in regularly scheduled courses.
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 591-594 Workshop (Selected Topics). 1-4; 1-4; 1-4; hrs.**
- 621 System Safety Engineering in the Mining Industry. 3 hrs.**
A study of the analytical tools used in the recognition, evaluation and control of exposure to hazards in the Mining Industry.
- 622 Accident Prevention in the Mining Industry. 3 hrs.**
A survey course which discusses why and how mining accidents occur, factors in successful safety programs and the recognition, evaluation, and control of accident causes.
- 624 Mine Haulage and Transportation. 3 hrs.**
A study of the operation of hoisting haulage equipment used in the mining industry.
- 625 Philosophical Concepts of Mine Safety and Health. 3 hrs.**
An analysis of the philosophies of mine safety and health; application of these philosophies to actual mining situations.
- 626 Safety and Health Research in the Mining Industry. 3 hrs.**
An analysis and study of selected works of national and international authors concerning mine safety and health.
- 627 Health Hazards in Mining. 3 hrs.**
A broad spectrum approach to the mine health field which includes: the principles for recognition, evaluation and control of health hazards in mining.
- 628 Man, Machines and the Environment in the Mining Industry. 3 hrs.**
A study of the interactions of man, machines and the environment. The role of these interactions in causing or in preventing accidents.
- 629 Problem Analysis and Consultation in Mine Safety and Health. 3 hrs.**
A study of the rational process of problem solving decision making consultation with emphasis on realistic case studies.

- 631 Mine Accident Investigation and Reporting. 3 hrs.**
A study of the principles, techniques and procedures of investigations of mine accidents including attendance in court and report writing.
- 635 Sampling, Industrial Ventilation, and Respiratory Protective Equipment for Mining and Milling Operations. 3 hrs.**
Gas, vapor and particulate sampling - industrial ventilation for control of health hazards. Use of respiratory protective equipment to control health hazards. (PR: Module #1 of the Advanced Industrial Hygiene Program)
- 636 Threshold Limit Values: Sampling and Analytical Techniques. 3 hrs.**
Threshold limit values and material safety data sheets. Hands-on experience in collecting industrial hygiene samples and subsequent laboratory analysis of the samples. (PR: Module #1 of the Advanced Industrial Hygiene Program)
- 637 Stress and its Impact on Safety and Health in Mining. 3 hrs.**
A study on stress and its impact of safety and health in mining. Activities will be scheduled to enable the student to apply, in a work setting, some of the basic stress concepts.
- 679 Problem Report. 3 hrs.**
- 681 Thesis. 1-6 hrs.**
Individual research on a specific problem of concern to the student and of significance to mine safety.
- 690-692 Seminar. 1-4 hrs.**

MUSIC (MUS)

- 505 Music Technology Review. 3 hrs.**
Review of music software and DAW hardware for classroom instruction, assisted practice, notation, MIDI and recording.
- 510 Introduction to World Music. 3 hrs.**
This course will survey native musics of Africa, Asia, and the Americas as an aspect of culture. No formal background in music is required, as students will learn techniques for listening and articulating responses to music.
- 511 Orff-Schulwerk. 3 hrs.**
Experiences in Orff-Schulwerk include use of poetry, rhymes, games, songs, and dances in teaching music. Singing, movement, and instrument playing and the spoken word are the primary learning tools. (PR: Graduate standing and one course in elementary music methods)
- 520 Principal Ensemble. 1 hr.**
Chamber Choir, Chorus, Orchestra, Symphonic Band, Wind Symphony, 12:00 Jazz Ensemble; Audition may be required. May be repeated for credit
- 521 Secondary Ensemble. 1 hr.**
Selected chamber and small ensembles, such as Guitar Ensemble, Brass Quintet, String Ensemble. Audition may be required. May be repeated for credit.
- 526 American Music and Its Influences. 3 hrs.**
Musical and cultural influences of European, West Africa, Caribbean, and Native American societies on United States music from 1650-1920. Specific application to concert music. (PR: Graduate standing or permission of instructor)
- 532 Electronic Music Composition. 2 hrs.**
The theory and practice of electronic media used for musical composition. History, Synthesis, and Digital Audio processing will be emphasized. (PR: Graduate standing in music)
- 540 Graduate Theory Review. 2 hrs.**
Review of undergraduate music theory for entering graduate students who are deficient or wish to review music theory skills.
- 550 Guitar Literature. 2 hrs.**
A survey of the literature for guitar from c. 1400 to the twentieth century; to expose the guitarist to many of the important composers and their works.
- 551 Guitar Pedagogy. 2 hrs.**
A survey of guitar pedagogy materials, and a practicum in teaching classical guitar.
- 570 Music Production Practicum. 1 hr.**
Application of musical production processes, theories, and techniques. Specialized practical experience in all musical aspects of rehearsal and performance.
- 579a-d Graduate Class Piano. 1 hr.**
Class instruction progressing from beginner to advanced. Development of literature and skills needed to pass the prano proficiency exam. (PR: Permission)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**

- 591-594 Workshop. 1-4; 1-4; 1-4; 1-4 hrs.**
- 601 Orchestral Literature. 3 hrs.**
A survey of orchestral literature from the 17th century to the present.
- 602 Band and Wind Ensemble Literature. 2 hrs.**
A comprehensive survey of the literature for concert band and wind ensemble.
- 604a Keyboard Literature. 2 hrs.**
A survey of keyboard literature from the 14th to the 20th century. Emphasis is on stylistic developments and formal procedures.
- 604b Chamber Music Literature. 2 hrs.**
A survey of chamber music literature from the Baroque Era to the 20th century. Analysis of form emphasized in the study of string quartet trio, quintet, and various other combinations.
- 604c Song Literature. 2 hrs.**
The song literature of Western Europe and America, also including contemporary material from other countries; interpretation, song study, program building, languages, and interpretation of accompaniments. For singers and accompanists.
- 604d Choral Literature. 2 hrs.**
A comprehensive study of the forms and styles of Choral Composition from Renaissance to present day.
- 604f Percussion Literature. 2 hrs.**
A survey of instructional and performance literature for solo brass instruments and brass ensembles.
- 604g String Literature. 2 hrs.**
A survey of instructional and performance literature for solo violin, viola, cello, bass, guitar, and string ensembles.
- 604h Woodwind Literature. 2 hrs.**
A survey of instructional and performance literature for flute, oboe, clarinet, bassoon and/or saxophone in both solo and ensemble settings.
- 604i Brass Literature. 2 hrs.**
A survey of instructional and performance literature for solo brass instruments and brass ensembles.
- 610 History and Philosophy of Music Education. 3 hrs.**
Historical study and philosophical analysis of objectives, rationales and justifications for the study of music in the public schools.
- 611 Music Psychology and Learning Theory. 3 hrs.**
Theories of learning, neuromuscular, and psychological processes applied to musical development, and their applications to teaching, performance and curriculum development.
- 612 Projects and Problems in Music. 3 hrs.**
Detailed investigation of problems and/or projects in the student's area of specialization.
- 614 Seminar in Teaching Music Appreciation. 2 hrs.**
Methods and materials for teaching music appreciation. Required of all graduate assistants teaching MUS 142, Music Appreciation. May be repeated for credit.
- 615 Advanced Techniques for Marching Band. 2 hrs.**
Advanced methods, materials, and techniques for training and administering a marching band program, including show planning, drill writing, arranging, and administration.
- 616 Music Curriculum and Administration. 3 hrs.**
Study of the organization of the school music program including budget, scheduling, organization and curriculum design.
- 617 Seminar in Music Education. 3 hrs.**
Specialized study of advanced concepts and current problems in music education.
- 618a Administration of Instrumental Music. 3 hrs.**
The planning and operation of the instrumental program and the details of programming the work in a school system.
- 618b Administration of Choral Music. 3 hrs.**
A study of the organization of choral music programs including; recruitment, auditions, scheduling, rehearsal arrangement, programming, touring, and budget.
- 619a Seminar in Vocal Pedagogy. 2 hrs.**
A study of the techniques of singing and their application to private and class instruction. Emphasis placed upon diagnosis of problems, and teaching under supervision.
- 619b Seminar in Piano Pedagogy. 2 hrs.**
An analytical survey of developments in piano techniques and pedagogical procedures with open discussions on various facets of piano teaching.
- 620a Instrumental Techniques and Materials. 2 hrs.**
Advanced study of the methods and materials of instrumental music instruction at all levels

- 620b Choral Techniques and Materials. 2 hrs.**
Advanced study of the methods and materials of choral music instruction.
- 621 Music Research Methods. 3 hrs.**
Introduction to bibliographic sources, historical, analytical and empirical research methods applied to music and music education.
- 622 Styles and Analysis. 3 hrs.**
Identification of structural principles and compositional idioms characteristic of historical eras and representative composers from the Ars Antiqua to the present day.
- 629a Choral Conducting and Interpretation. 2 hrs.**
Advanced study of the methods and materials of choral music instruction
- 629b Choral Conducting and Interpretation. 2 hrs.**
Continuation of Music 629a.
- 630a Instrumental Conducting and Interpretation. 2 hrs.**
Advanced study in conducting techniques, score preparation and analysis, interpretation, rehearsal planning and execution, and instrumental ensemble literature.
- 630b Instrumental Conducting and Interpretation. 2 hrs.**
A continuation of 630a.
- 640a Music Theory. 3 hrs.**
Analytical and writing techniques of 19th and 20th Century music.
- 640b Music Theory. 3 hrs.**
Continuation of Music 640a.
- 641 Advanced Counterpoint. 3 hrs.**
An intensive study of contrapuntal techniques, styles, and forms through composition and analysis.
- 642 Procedures and Techniques for Elementary Music (Grades K-6). 3 hrs.**
Fundamentals of Music; experience in keyboard, guitar, recorder and autoharp. Survey of materials and methodology to aid in establishing program in school music. Non-majors only.
- 645 Original Composition. 2 hrs.**
- 646 Advanced Choral Arranging. 2 hrs.**
Techniques of choral composition and arranging with emphasis on the mixed choir. Arrangements and original works sung by choral groups and conducted by students.
- 647 Advanced Band Arranging. 2 hrs.**
A study of the scoring for modern concert and marching bands, the transcription of works for other media as well as original works; analysis of band literature, harmonic and formal.
- 648 Advanced Orchestration. 2 hrs.**
Scoring compositions from other media for modern orchestras of various sizes.
- 649 Advanced Jazz Arranging. 2 hrs.**
Advanced study of jazz arranging for combo through big band instrumentation.
- 650 Music of the Middle Ages. 3 hrs.**
The historical and stylistic study of music of the Middle Ages, ca. 600 to ca. 1400.
- 651 Music of the Renaissance. 3 hrs.**
The historical and stylistic study of music of the Renaissance, ca. 1400 to ca. 1600.
- 652 Music of the Baroque Era. 3 hrs.**
The historical and stylistic study of music of the Baroque Era, ca. 1600 to ca. 1750.
- 653 Music of the Classical Era. 3 hrs.**
The historical and stylistic study of music of the Classical Era, ca. 1720 to ca. 1820.
- 654 Music of the Romantic Era. 3 hrs.**
The historical and stylistic study of music of the Romantic Era, ca. 1800 to ca. 1900.
- 655 Music Since 1900. 3 hrs.**
The historical and stylistic study of music ca. 1900 to the present.
- 656 Seminar in Performance Practice. 2 hrs.**
Students will prepare and perform music from a selected style period using editorial methods and research as appropriate to the chosen period. May be repeated for credit.
- 670 Current Trends in Music Education (PreK-5). 3 hrs.**
Methods and materials that engage children in musical learning experiences from an infancy through grade 5, including curriculum development, designing age-appropriate activities; study of current research in music learning.
- 675 Music in Early Childhood (Birth to Age 5). 3 hrs.**
Methods and materials for music learning in earliest childhood to include developmentally appropriate curriculum and activities, ways that babies and toddlers learn, and current trends in early childhood music education.
- 679 Problem Report. 1-3 hrs.**
- 681 Thesis. 1-6 hrs.**

Applied Music

680	Saxophone. 1-2 hrs.
682	Flute. 1-2 hrs.
683	Oboe. 1-2 hrs.
684	Clarinet. 1-2 hrs.
685	Bassoon. 1-2 hrs.
686	French Horn. 1-2 hrs.
687	Trumpet. 1-2 hrs.
688	Trombone. 1-2 hrs.
689	Euphonium. 1-2 hrs.
690	Tuba. 1-2 hrs.
691	Violin. 1-2 hrs.
692	Viola. 1-2 hrs.
693	Cello. 1-2 hrs.
694	String Bass. 1-2 hrs.
695	Piano. 1-2 hrs.
696	Voice. 1-2 hrs.
697	Organ. 1-2 hrs.
698	Percussion. 1-2 hrs.
699	Guitar. 1-2 hrs.

NURSING (NUR)

Graduate nursing courses are open only to those students admitted to the nursing program.

- 580-584 Special Topics in Nursing. 1-4 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester. (PR: Permission of instructor)
- 585-588 Independent Study in Nursing. 1-4 hrs.**
Courses taught by tutorials; directed independent readings or research; problem reports, and other activities designed to fill needs of individual students.
- 591-594 Nursing Workshop. 1-4 hrs.**
Practical, participatory courses for advanced students. Experience in new techniques and application of new knowledge.
- 602 Theoretical Foundations in Nursing. 3 hrs.**
Provides students with opportunity to relate a philosophical and theoretical base to concepts and processes inherent in nursing. Emphasis is on analysis of nursing theories and their relationship and application to research and practice.
- 604 Leadership in Nursing. 3 hrs.**
Explores the theoretical basis for effective leadership in nursing. Emphasis is placed on analysis of leadership, characteristics and behaviors of leaders, and the role of the nurse leader.
- 606 Advanced Nursing Research. 3 hrs.**
Provides the opportunity to develop a research approach to nursing situations. Focus is upon the development of a research proposal. (PR: or concurrent NUR 602 or Perm)
- 608 Issues in Health Care. 3 hrs.**
Explores and evaluates concerns germane to contemporary nursing. Focus is upon the role of nursing in addressing health issues affected by social, economic, political, and technological forces.
- 616 Curriculum Development in Nursing. 3 hrs.**
Introduces the various component in the curriculum development process. Emphasis is on philosophy, objectives, curriculum designs, and program evaluation. Factors influencing curriculum development, implementation, evaluation, and nursing curriculum patterns are examined.
- 618 Teaching in Nursing. 3 hrs.**
Investigates the responsibilities of the educator in contemporary nursing. Emphasis is upon the instructional process. Practicum allows student to practice the role of the teacher in a variety of educational experiences.
- 619 Practicum: Teaching in Nursing. 3 hrs.**
Guided experience in didactic teaching of nursing clinical teaching, supervision and evaluation of students.
- 622 Advanced Family Nursing I. 5 hrs.**
Introduction to knowledge and skills essential for comprehensive health assessments, analysis of data, formulation of diagnoses, development of the therapeutic plans, and implementation of health promotion and maintenance activities. Practicum included. (PR or concurrent: NUR 602, NUR 604)

- 624 Advanced Family Nursing II. 5 hrs.**
Provides advanced knowledge and nursing management of common and acute self-limiting health problems of individuals and families of various age groups. Includes pathology and therapeutic modalities related to specific health problems. Practicum included. (PR: NUR 622, PR or concurrent: NUR 606)
- 626 Advanced Family Nursing III. 5 hrs.**
Provides advanced knowledge of chronic illness and the long-term nursing management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. Practicum included. (PR: NUR 624)
- 632 School Nurse - Administration. 3 hrs.**
Focus is upon the role of the school nurse and family nurse practitioner in the school system. (PR: NUR 602, NUR 604 or permission)
- 634 School Nurse - School-Aged Children. 3 hrs.**
Focus is upon the role of the school nurse and family nurse practitioner in providing care to the school-aged children. (PR: NUR 632 or concurrent or Perm)
- 642 Organizational Dynamics in Nursing. 3 hrs.**
Focus is upon the organizational dynamics as they apply to the nurse manager role in health care delivery systems.
- 644 Financial Strategies in Nursing Administration. 3 hrs.**
Examines the financial management role of the nurse administrator in relation to economic, political, and societal trends.
- 646 Nursing Management in Health Care Settings I. 6 hrs.**
Focuses on the application of theories and principles related to nursing management. Practicum included. (PR or concurrent: NUR 604, NUR 606; PR: NUR 642, NUR 644)
- 648 Nursing Management in Health Care Settings II. 6 hrs.**
Practicum focuses upon the application of the role components of the nurse manager in selected health care settings. Seminars included. (PR: NUR 646)
- 662 Pharmacology for Nurses in Advanced Practice. 3 hrs.**
Focus is upon a review of the knowledge base in the basic science of drugs and on how this knowledge base can be applied to client care and education by nurses in advanced practice. (PR: Evidence of current RN license and perm)
- 679 Problem Report in Nursing. 1-3 hrs.**
The preparation of a written report on a research problem or field of study in nursing.
- 681 Thesis. 1-6 hrs.**
Individual research in a selected area of nursing under direction of a faculty member. (PR: NUR 606)
- 690-693 Seminar in Nursing. 1-3 hrs.**
Topics in nursing not covered in other courses; topics will vary.
- 695 Internship: Advanced Family Nursing. 6 hrs.**
Focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (450 hrs. minimum) (PR: NUR 626)
- 697-698 Instructional TV. 1-4 hrs.**
A course based upon Instructional Television series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements.
- 720 Pharmacology for Nurse Anesthesia I. 4 hrs.**
Study of general principles of pharmacology, pharmacokinetic, pharmacodynamic, and biochemistry concepts, as they relate to specific anesthetic and adjunct drugs. (PR: Admission to DMPNA program)
- 721 Pharmacology for Nurse Anesthesia II. 3 hrs.**
Continuation of Pharmacology I with an emphasis on drugs acting on the autonomous nervous system, local anesthetic agents, drugs for pain management and cardiovascular drugs. (PR: Admission to DMPNA program)
- 741 Introduction to Health Care Clinical Practicum. 6 hrs.**
The Introduction to Health Care Clinical Practicum provides the student with a beginning knowledge and proficiency in all phases of anesthetic management (pre-anesthesia, induction, maintenance, post-anesthesia)
- 741-A Health Care Clinical Practicum. 5 hrs.**
The Clinical Practicum prepares the student for the full scope of current practice and requires a minimum of 550 clinical cases including a variety of procedures, techniques, and specialty practice. (PR: MPNA 741)
- 741-C Health Care Clinical Practicum. 5 hrs.**
Continuation of NUR 741-A. (PR: NUR 741-A)

- 741-E Health Care Clinical Practicum. 5 hrs.**
Continuation of NUR 741-C. (PR: NUR 741-C)
- 741-G Health Care Clinical Practicum. 5 hrs.**
Continuation of NUR 741-E. (PR: NUR 741-E)
- 741-I Health Care Clinical Practicum. 6 hrs.**
Continuation of NUR 741-E. (PR: NUR 741-G)
- 741-J Health Care Clinical Practicum. 6 hrs.**
Continuation of NUR 741-I (PR: NUR 741-I)
- 741-K Health Care Clinical Practicum. 6 hrs.**
Continuation of NUR 741-J. (PR: NUR 741-J)

PARK RESOURCES AND LEISURE SERVICES (PLS)

- 500 Leisure and Aging. 3 hrs.**
A course presenting an overview of leisure services for the elderly. Topics include research results, theories, and modern day trends. A wellness model will be included.
- 501 Administration of Parks and Recreation. 3 hrs.**
Considers administrative practice and various organizational structures. Includes administrative processes, supervision of personnel, budgeting, and public relations. Requires conducting a case study of an existing park and recreation department, including fiscal and personnel policies and an analysis of the effectiveness of such policies.
- 502 Assessment and Evaluation in Recreation and Leisure Services. 3 hrs.**
Theoretical and practical approach to evaluation as applied to recreation and leisure services. Emphasis will be upon developing sound assessment and evaluation methodology applicable to recreation and leisure studies. (PR: PLS 101 or permission)
- 510 Recreation Area and Facility Maintenance. 4 hrs.**
A study of the knowledge and skills necessary to supervise and administer the general development and maintenance of park and recreation areas and facilities.
- 511 Recreation Areas and Facilities. 3 hrs.**
Basic considerations in the planning and design of recreational and sport areas, facilities, and structures including associated amenities.
- 521 Recreation for Special Populations. 3 hrs.**
Study of the use of recreation activities with disabled persons. Techniques in programming and adaptation to meet the leisure needs of special groups in today's society. In association with a therapeutic recreation institution, student must develop a new/revised procedure for providing recreation programs at that institution. (PR: PLS 120 or permission)
- 522 Therapeutic Recreation in Institutional Settings. 3 hrs.**
Designed to acquaint students with the role and practice of therapeutic recreation in treatment centers. Requires preparation of an annotated bibliography of current literature in this field and conducting of a case study of therapeutic recreation programmatic offerings in such an institution. (PR: PLS 120 or permission)
- 530 Environmental Interpretation. 4 hrs.**
Principles and techniques of environmental interpretation as practiced in federal, state, and private agencies. Student must develop an interpretative brochure and evaluate both a facility and a program. 3 lec.-2 lab.
- 531 Forest Recreation Planning. 4 hrs.**
Utilizes the functional planning approach based upon demand and site capability analysis. Student conducts an in-depth recreation capability analysis in an existing park facility, presents this in written form; reviews the current literature on forest recreation development, and makes a final oral report. 3 lec.-2 lab.
- 550 Introduction to Off-Highway Vehicle Recreation. 3 hrs.**
A course designed to integrate off-highway vehicle recreation concepts, experiences, research trends, supply and demands, and management issues.
- 551 Planning, Design, and Construction of Off-Highway Vehicle Trail System. 3 hrs.**
Planning methodologies typically used by federal, state, and local governments. Includes assessment of resource and social value conflicts and partnership creation.
- 552 Construction of OHV Trail Systems. 3 hrs.**
A course designed to instruct students in contemporary methods and techniques of constructing OHV trails and related facilities.
- 553 Operation and Management of OHV Trail Systems. 3 hrs.**
Diagnosis of OHV problems and development of solutions based upon recognized trail standards and typical resource impacts.

- 580-583 Special Topics in Recreation. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of an advanced topic not normally covered in other courses. 3 lec-2 lab. (PR: Permission of Chairman)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Requires conducting of individual survey/research projects beyond the requirements for undergraduates. Such projects will be individualized to meet the needs of students while accomplishing some practical need in the field. (PR: Permission)

PATHOLOGY (PTH)

- 620-621 Human Pathology. 7; 7 hrs., I, II.**
General principles of pathology, systemic pathology, and holistic integration with laboratory medicine and autopsy-clinical-and-cytologic material. (PR: Consent of instructor)

PHARMACOLOGY (PMC)

- 610 Introduction to Pharmacology. 3 hrs., I.**
An indepth presentation of the history and introductory principles of pharmacology. Designed to acquaint students with pharmacology as a scientific discipline and provide the basis for more advanced courses. (PR: Consent of instructor)
- 615 Pharmacology Reviews. 1 hr., I, II.**
A course designed for students to read and discuss recent and classic papers in pharmacological sciences. Students become acquainted with the pharmacology literature and classic advances in the field.
- 620 Medical Pharmacology. 8 hrs., II.**
An introduction to the basic concepts of drug actions and therapeutic principles governing drug therapy. Emphasis is placed on general mechanisms, therapeutic uses and toxicity of prototypic drugs. (PR: BIC 620, PHS 629 desirable; consent of instructor)
- 625 Drug Metabolism. 3 hrs., I.**
Topics will include a discussion of the metabolizing enzymes, enzyme induction and inhibition, toxic metabolites, prodrugs, metabolic disorders and analytical methods for studying drug metabolism. (PR: consent of instructor)
- 630 Chemical Aspects of Pharmacology. 3 hrs., I.**
An introduction to the chemical principles of pharmacology. The chemical classification, acid-base chemistry and stereochemical properties of drugs and the reactivity of drugs with biological systems will be discussed. (PR: organic chemistry, consent of instructor)
- 633 Vistas in Pharmacology. 3 hrs., I.**
A discussion and study of recent advances in the various fields of pharmacological investigation. This course is designed to acquaint students with state-of-the-art techniques and developing areas of pharmacology. (PR: PMC 620)
- 635 Neuropharmacology. 3 hrs., I.**
A study of the actions of drugs on the nervous system.
- 640 Behavioral Pharmacology. 3 hrs., I.**
Behavioral methods for assaying drug action. (PR: consent of instructor)
- 643 Introductory Cardiopulmonary Pharmacology. 3 hrs.**
A general overview of the principles of pharmacology and the mechanisms and effects of cardiovascular and respiratory drugs. (PR: PHS 629 or BSC 522, consent of instructor)
- 645 Advanced Cardiopulmonary Pharmacology. 3 hrs., I.**
An in-Depth presentation of pharmacological aspects of cardiovascular and pulmonary systems. Current knowledge, principles and methods used in cardiopulmonary research will be discussed. (PR: PMC 620 or PMC 643; consent of instructor)
- 650 General Toxicology. 3 hrs., I.**
An in depth presentation of the general principles and methods of toxicology. Mechanism, distribution and organ system responses to toxins and methods of toxicological evaluation will be discussed. (PR: PMC 620 or consent of instructor)
- 655 Toxicology Reviews. 1 hr.**
This course will provide a presentation and discussion of current literature in the area of toxicology. Fundamental principles and new discoveries will be emphasized.
- 676-677 Special Topics. 1-4 hrs.**
Material on special areas of research of topics which are not routinely covered in existing courses.

PHILOSOPHY (PHL)

- 500 Ancient Philosophy. 3 hrs.**
Advanced study of major philosophers drawn from the ancient Greek and Roman period.
- 501 Modern Philosophy. 3 hrs.**
Advanced study of major movements in philosophy from the 17th century on, including movements such as rationalism, empiricism, idealism, and existentialism.
- 520 Metaphysics. 3 hrs.**
A study of what Aristotle called "first philosophy" or the study of being, later called metaphysics.
- 521 Philosophy of Knowledge. 3 hrs.**
Advanced study of the nature and possibility of knowledge.
- 551 Philosophy of History and Culture. 3 hrs.**
Ancient and modern theories of the meaning and consequence of history and culture.
- 553 Philosophy of Science. 3 hrs.**
Crucial concepts in modern science relevant to contemporary philosophical issues concerning man and the universe; special attention to epistemological and ethical implications of natural law, induction, mathematical theory and the new physics.
- 555 Philosophy of Religion. 3 hrs.**
Theories of the nature and functions of religion, including the meaning of religious language and problems of belief.
- 560 Philosophy of Politics and Power. 3 hrs.**
Advanced study of the significance or the place in human reality of political organization, negotiation, strategy, and power.
- 563 Philosophy of Feminism. 3 hrs.**
An introduction to contemporary feminist theory including discussion of current gender-related issues.
- 565 Existential Philosophy. 3 hrs.**
A survey of the contributions of leading existentialist philosophers of the past and present from Kierkegaard and Nietzsche to Sartre and Tillich; course is conducted much like a seminar.
- 570 Philosophy of Logic. 3 hrs.**
Advanced study of the nature of logic; whether logic is possible at all, how far it applies, and whether and how there can be conflicting logics.
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
- 598 Directed Readings in Philosophy. 3 hrs. I, or II.**
Advanced research adaptable to the needs of students. Regular consultations with the chairman and staff.
- 599 Humanities Seminar. 3 hrs.**

PHYSICAL SCIENCE (PS)

- 500 Astronomy. 3 hrs.**
A study of the stars and planets and galaxies, planetary motion, cosmology and cosmography. Designed to assist teachers and others to develop an interest in astronomy. (PR: PHY 101 or 203 or PS 109 or equivalent)
- 500L Astronomy Laboratory. 1 hr.**
Fundamental observations in astronomy and their interpretation through physical laws. Quantitative discussion of orbital motion, time, telescopes, solar system, stars, galaxies, and limited opportunity for astronomical observation. (PR or CR: PS 500)
- 510 Physical Principles of Remote Sensing with Applications. 4 hrs.**
A study of the physical systems for collecting remotely sensed data. Statistical/spatial analysis and modeling using image processing/geographic information/spatial analysis computer software systems with earth resource applications. (PR: PHY 203 and 204, MTH 225, or permission)
- 511 Digital Image Processing and Computer Simulation Modeling. 4 hrs.**
A study of image processing/geographic information and spatial analysis hardware/software systems, concurrent and parallel image processing modeling scenarios utilizing geobiophysical data for computer simulation modeling and practicum. (PR: PS 410/510 or permission)
- 525 Development of Scientific Thought. 3 hrs.**
A study of the people and ideas which have influenced science; the philosophy of their periods; the economic conditions leading to scientific advancement and the works of the foremost scientists in the field. (PR: A total of twelve hours in Physical Science, Physics, and Chemistry courses)
- 570 Practicum. 4 hrs.**
Problem solving, geobiophysical modeling, and proposal development techniques in the physical sciences. (PR: PS 411, 511 or Permission)

- 580-583 **Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
 585-588 **Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
 646 **Seminar on Recent Developments in the Physical Sciences. 3 hrs. Offered on demand.**
 648 **Modern Physics for Teachers. 3-5 hrs. Offered on demand.**
 A course designed to provide additional background material in atomic and nuclear physics for teachers. Lecture and laboratory.
 649 **Electronics for Teachers. 3-5 hrs. Offered on demand.**
 A course in basic theory of electronics for teachers. Lecture and laboratory.
 681 **Thesis Research. I, II, S. 1-6 hrs.**
 (PR: Graduate status and approval of advisor)

PHYSICS (PHY)

- 505 **Optics Laboratory. 2 hrs.**
 A course in optical experiments encompassing geometrical and physical optics. This course is to be taken with Physics 304.
 512 **Atmospheric Physics with Computer Simulation Modeling. 3 hrs.**
 A general introduction to the earth's atmosphere. The physical and chemical dynamic behavior of the earth's atmosphere will be analyzed by comparing computer simulated profiles with in situ measurements.
 515 **Electronics Laboratory. 2 hrs.**
 A course in laboratory measurements encompassing transistors, integrated circuits, and their associated circuits. This course is to be taken with Physics 314.
 521 **Modern Physics Laboratory. 2 hrs.**
 Laboratory exercises on modern physics topics encompassing both experiments of historic significance and current applications. To be taken with Physics 320, or equivalent.
 542 **Quantum Mechanics. 3 hrs.**
 Alternate years. Mathematical formalism of quantum mechanics, particles in potential fields, perturbation theory and other approximation methods, scattering, applications to simple systems. 3 lec. (REC: PHY 331 and MTH 335 or equivalent)
 545 **Mathematical Methods of Physics. 3 hrs.**
 Offered on demand. An introduction to the theory of orthogonal functions, curvilinear coordinate systems, vector and tensor fields and their applications in Physics. Problems are drawn from different areas of physics. 3 lec. (PR: PHY 203.)
 547 **Mechanics for Teachers. 4 hrs.**
 An in-depth study of mechanics for education majors specializing in physics with emphasis on problem solving techniques, demonstrations, experiments and computer applications. (PR: PHY 203, MTH 122, MTH 140)
 550 **Radiation Physics in the Life Sciences. 4 hrs. II.**
 Alternate years. A course in radiation physics with emphasis on applications in the medical sciences. Designed for students interested in the life sciences. A field trip to the University of Michigan nuclear reactor is an integral part of the course. 3 lec-2 lab/demonstration. (PR: PHY 203 and 204, or consent of instructor)
 562 **Nuclear Chemistry and Physics. 3 hrs. II.**
 Alternate years. An introduction or the description of nucleons, electric and magnetic properties of a nucleus, nuclear energy levels, nuclear reactions including neutron activation, interaction of particles with matter, and nuclear forces. 3 lec. (PR: PHY 320 and MTH 231 or consent of instructor). See 424d.
 563 **Nuclear Physics Laboratory. 2 hrs.**
 Laboratory techniques for the measurement of nuclear properties, theory and characteristics of various detectors, statistics of counting, and energy determination of nuclear particles and radiation. This course is to be taken with Physics 462/562. A field trip to the University of Michigan Nuclear Reactor is an integral part of the course.
 580-583 **Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
 585-588 **Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
 616 **X-Ray Diffraction. 3 hrs.**
 Offered on demand. A study of the properties of X-rays, X-ray diffraction, and crystal structure. 2 lec-3 lab. (REC: CHM 358 or equivalent)
 631-632 **Seminar. 1; 1 hr. I, II.**
 640 **Fundamentals of Physics. 4 hrs. S.**
 Offered on demand. A course in fundamental concepts of physics. Subject content varies. Designed primarily to strengthen conceptual understanding of teachers.

- 644 Atomic Physics. 3 hrs.**
A historical development of the modern theories concerning the structure of matter, electricity, and light, including applications of optical spectra and X-rays. (PR: PHY 203, 204 or PHY 213, 204 or equivalent)
- 661-662 Special Topics. 1-3; 1-3 hrs.**
- 682 Thesis Research. 1-6 hrs. I, II, S.**
(PR: Graduate status and approval of advisor)

PHYSIOLOGY (PHS)

- 628 Mammalian Neurophysiology. 2 hrs.**
This course is a basic introductory, survey course covering neurophysiology from subcellular level to behavioral level. (PR: Consent of instructor)
- 629 Mammalian Physiology. 6 hrs. II.**
A study of mammalian systems including pulmonary, renal, cardiovascular, gastrointestinal, endocrine and reproductive systems. Emphasis will be placed on homeostatic mechanisms and on experimental approaches to physiology. (PR: PHS 628)
- 630 Experimental Physiology. 1 hr. II.**
A laboratory course in mammalian physiology which includes instruction in surgical preparation, bioinstrumentation technique and open-chest surgery in dogs. (PR: PHS 629 and consent of instructor. This course may be taken concurrently with 629)
- 631 Physiology Practicum. 2 hrs. II.**
Experience in laboratory instruction of medical and graduate students in the mammalian physiology laboratory. (PR: PHS 630 and consent of instructor)
- 632 Physiology of Sleep. 1 hr.**
Detailed examination of changes in EEG, EMG, cardiorespiratory function and ocular motility during sleep. (PR: PHS 628, 629)
- 634 Advanced Neurophysiology. 1-2 hrs., I.**
Bioelectric potentials. A.C. and D.C. potentials, transcortical potentials, E.E.G., cornea-retinal potential, blood-CSF potential, etc. (PR: PHS 628, 629)
- 638 Advanced Cardiovascular Physiology. 1-2 hrs., I.**
(PR: PHS 629)
- 639 Neurophysiology Research Techniques. 3 hrs.**
Class participants will be exposed to state-of-the-art neurophysiology research techniques while in the laboratories of neurophysiology faculty.
- 640 Advanced Renal and Electrolyte Physiology. 1-2 hrs., I.**
(PR: PHS 629)
- 641 Recent Advances in Physiology. 1 hr., I., II.**
Recently published articles in a selected area of physiological investigation will be presented by participants in the class. Each presentation will be followed by a discussion and evaluation of the paper. (PR: Consent of instructor)
- 661 Endocrinology. 3 hrs.**
An in depth study of the endocrine system with special emphasis on the role of experimentation in the development of concepts in endocrine physiology (PR: BMS 600 or equivalent, consent of instructor)
- 666 Physiology of the Cell. 3 hrs.**
An in-depth study of selected topics in cell physiology.
- 675 Special Topics. 1-4 hrs.**
Present course material on special areas of research of topics which are not routinely covered in existing courses.
- 676 Special Topics. 1-4 hrs.**
Present course material on special areas of research or topics which are not routinely covered in existing courses.
- 677 Special Topics. 1-4 hrs.**
Present course material on special areas of research or topics which are not routinely covered in existing courses.

POLITICAL SCIENCE (PSC)

- 505 International Organization. 3 hrs.**
Study of world and regional organizations as reflections of world politics, as instruments of foreign policies, and as forces for change and order, with emphasis on their role as channels for management of cooperation and conflict.

- 506 International Politics. 3 hrs.**
Study of major issues in world politics, with emphasis on theoretical approaches, problems of war and peace, and contemporary trends.
- 507 Asian Politics. 3 hrs.**
Study of such nations as India, China, Japan, and Korea in the contemporary setting.
- 508 Middle Eastern Politics. 3 hrs.**
Study of the Arab States and such nations as Israel, Iran and Turkey in the contemporary setting.
- 509 Western Democratic Politics. 3 hrs.**
Study of such nations as Canada and those of Western Europe, particularly Great Britain and France.
- 510 Politics of Russia and the Former Soviet Union. 3 hrs.**
The study of the politics of Russia and the former Soviet Union.
- 511 Latin American Politics. 3 hrs.**
This course studies Latin American politics by sectors, such as landed elites, the military, the church, etc. Various styles of governance are considered. Case examples illustrate concepts discussed.
- 512 International Political Economy. 3 hrs.**
This course will examine the evolution and structure of the global economic system with emphasis on the development of the Liberal International Economic Order.
- 515 International Law. 3 hrs.**
Study of theories, origins, sources, development, present state, and trends of international law as a factor in various aspects of international politics.
- 516 Politics of Development. 3 hrs.**
A survey of major theories of development and modernization and issues confronting developing nations around the world.
- 517 Homeland Security and Civil Liberties. 3 hrs.**
An examination of the policy issues involved in protecting the U.S. homeland from terrorist and other threats, with special attention to the impact such policies have on individual liberties.
- 518 American Political Thought II. 3 hrs.**
This course is a detailed examination of the philosophical and historical roots of American politics from Reconstruction through the present with emphasis on original texts.
- 519 Women and Political Thought. 3 hrs.**
This course examines how women were conceptualized in the history of political philosophy and how women then began conceptualizing themselves and their relation to politics.
- 520 Current World or Regional Issues. 3 hrs.**
An intensive study of specific world or regional problems, such as the politics of world hunger. The role of multinational corporations, imperialism, third world communist movements, etc.
- 521 American Political Thought I (Founding to Civil War). 3 hrs.**
This course is a detailed examination of the philosophical and historical roots of American politics from the Colonial era through the Civil War with emphasis on original texts.
- 522 African Political Systems. 3 hrs.**
The study of political systems of selected countries, blocs or regions.
- 523 American Foreign Policy. 3 hrs.**
The study of descriptive, analytical, and normative aspects of American foreign policy with emphasis on contemporary problems and issues.
- 524 Comparative Foreign Policy. 3 hrs.**
Application of the comparative method to foreign policy decision-making and outputs. Comparisons within or between geographic regions.
- 525 Ancient Medieval Political Thought. 3 hrs.**
Selective study of classics of Western political theory from earliest times through the 15th century, such as that of Plato, Aristotle, the Romans, Augustine, and Aquinas.
- 526 Modern Political Thought. 3 hrs.**
Selective study of classics of Western political theory from the 16th century through the 19th century, such as that of Machiavelli, Bodin, Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.
- 527 Shapers and Definers. 3 hrs.**
A study of political leaders who have shaped and defined the American constitutional tradition.
- 528 Islamic Political Ideas and Institutions. 3 hrs.**
A study of Islamic political ideas, practices and institutions and their impact on the rise and development of contemporary Islamic movements, organizations and states.
- 529 The Politics of Conflict and Revolution. 3 hrs.**
Study of major theories of conflict and revolution with emphasis on cross-national explanations and outcomes.

- 530 Political Ideologies. 3 hrs.**
This course examines modern political ideologies including Liberalism, Conservatism, Anarchism, Socialism, Fascism, Feminism, and Environmentalism with emphasis on the original texts.
- 531 Politics of Global Terrorism. 3 hrs.**
An examination of terrorism globally, both in its development and its current manifestations, with attention to its attractions, the difficulties of confronting it, and its implications for democratic society.
- 533 Public Administration and Policy Development. 3 hrs.**
An examination of alternative theoretical approaches to the study of policy and administration and their implications for the use of policy to shape administrative practice.
- 536 The American Judiciary. 3 hrs.**
Structure and behavior in American national and state judicial systems, including analysis of their decision making and policy making functions, their procedures and administration, and problems and trends.
- 540 Power in American Society. 3 hrs.**
An examination of some of the major theoretical approaches-pluralist, elitist, etc.-to the study of power. A major concern is on the relationship between the distribution of political resources and the performance of political systems. Efforts to transform political systems are examined on the basis of cross-national research.
- 541 American Politics in Film. 3 hrs.**
This course examines the way the American people view their political leaders and institutions through the use of film, with a critical eye towards the ebb and flow of public approval or disapproval.
- 542 Politics and Welfare. 3 hrs.**
A comparative course examining the political institutional methods states use to assist citizens who are poor, primarily women and children. It also addresses behavioral concerns that shape welfare policy.
- 544 Dictatorship and Democracy. 3 hrs.**
An investigation of the strengths of democracies relative to dictatorships with regard to such dimensions as economic growth, income equality, health and welfare of citizens and war reduction.
- 546 Politics in History. 3 hrs.**
A study of politics as an order-shattering, order-restructuring force during some of America's most transformative moments.
- 550 Administrative Law. 3 hrs.**
A study of the basic legal framework of administrative organization, including the problems of administrative discretion, rule making and adjudication, regulatory agencies, and administrative responsibility in the democratic state. (PR: PSC 333)
- 552 Public Personnel Administration. 3 hrs.**
Survey of Public Personnel Administration with particular attention on various facets of the merit system concept. Psychological and human relations aspects of the work situation and supervisor-subordinate interaction emphasized. (PR: PSC 333 or permission)
- 553 Governmental Budgetary Administration. 3 hrs.**
Study of organization, administration, and accountability in the management of public funds, with emphasis on the political decision-making processes of budget formulation, presentation, and execution. (PR: PSC 333 or permission)
- 554 Administrative Organization and Behavior. 3 hrs.**
A study of the contributions of the behavioral sciences to the study of organizations with stress on such concepts as leadership, motivation, power conflict, organizational design and decision making.
- 560 Civil Rights and Liberties. 3 hrs.**
The basic substantive and procedural elements of American constitutional liberties and civil rights with emphasis on historical development as influenced by social and political forces.
- 561 Urban Problems and Public Policy. 3 hrs.**
Study of policy problems of metropolitan areas in terms of structures, alternatives, and outcomes.
- 580-583 Selected Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
To offer a course on some special topic which is not adequately treated in the regular course offerings.
- 584 Constitutional Law. 3 hrs. I.**
Introduction to the principles of American constitutional law and analysis of constitutional issues, emphasizing leading Supreme Court cases.
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
These numbers are reserved for tutorials, directed and independent research, problem reports, etc.

- 600 Research Design. 3 hrs.**
Philosophy of Science as applied to empirical political inquiry; elements of good research design, measurement theory, writing and critiquing research reports. (PR: PSC 211 or permission)
- 601 Readings in Political Science. 2-3 hrs.**
Readings to meet the needs and interests of individual students.
- 604 Data Analysis. 3 hrs.**
A study of quantitative methods used in empirical research with an emphasis upon applied statistical analysis; writing and critiquing research reports.
- 606 Seminar in Judicial Politics. 3 hrs.**
- 609 Seminar in International Relations Theory. 3 hrs.**
- 611 Seminar in the American Legislative Process. 3 hrs.**
- 612 Seminar in the American Executive Process.**
- 614 Seminar in Comparative Politics. 3 hrs.**
- 618 Seminar in Public Administration. 3 hrs.**
- 621 Urban Administration. 3 hrs.**
Principles and methods of urban administration in the U.S.
- 622 Constitutions. 3 hrs.**
A study of constitutions, their duration, distribution of power, contribution to a stable government and the rule of law. While the course is comparative, major emphasis is on the United States.
- 629 Seminar in Political Thought. 3 hrs.**
- 648 Seminar in State Government and Politics. 3 hrs.**
West Virginia government and political problems will receive special attention although other states may be considered.
- 650-651 Seminar. 3-6 hrs.**
- 652 Seminar in Political Behavior. 3 hrs.**
- 660 Seminar in Policy Analysis. 3 hrs.**
Development of theoretical and methodological skills in the analysis of public problems and the use of policy in problem solving.
- 675 Legislative Internship. 6 hrs.**
Intensive work experience in the West Virginia legislative processes coupled with a seminar involving directed reading Legislative Services with only selected students participating. (PR: One semester of graduate work and recommendation of department chairman.)
- 680 Master's Essay. 3 hrs.**
- 681 Thesis. 1-6 hrs.**

PSYCHOLOGY (PSY)

- 502 Advanced Social Psychology. 3 hrs.**
Advanced study of selected topics in social psychology.
- 503 Applied Social Psychology. 3 hrs.**
Examination of the applications of social psychological methods, theories, principles and research findings to the understanding of social problems.
- 506 Psychometrics. 3 hrs.**
Mental test theory and applications.
- 508 Abnormal Psychology. 3 hrs.**
Study of the nature, causes and treatment of maladaptive human behavior.
- 515 Child Psychology. 3 hrs.**
Introduction to child development with major emphasis on normal growth and development. Specific topics include theories of child development and the biological, mental, emotional, social and cognitive growth and development of children.
- 516 Psychology of Learning. 3 hrs.**
Critical study of the major theories of learning and related research.
- 517 Intermediate Behavioral Statistics. 3 hrs.**
An intermediate level presentation of descriptive and inferential statistics as applied in behavioral research.
- 518 Psychology of Personnel. 3 hrs.**
Psychological principles and methods applied to functions in personnel administration.
- 519 Theories of Personality. 3 hrs.**
Discussion of theories of personality with attention given to major philosophies of science research and methodological problems in personality theory and research.
- 520 Introduction to Industrial-Organizational Psychology. 3 hrs.**
A systematic study of the application of psychological methods and principles in business and industry. Emphasis is on research methods, motivation, training, leadership, personnel selection, employee safety, and job satisfaction.

- 526 Cross Cultural Psychology. 3 hrs.**
Emic and etic cultural concepts are considered from an American (subcultural) and international perspective. Cultural influences on healing, health and service are covered.
- 527 Computer Applications in Psychology. 3 hrs.**
An introduction to computer applications in psychology, emphasizing data collection, management, organization, analysis and reporting.
- 533 Current Models of Psychotherapy. 3 hrs.**
Introduction to theoretical models and related therapeutic strategies which influence the practice of modern psychotherapy.
- 540 Physiological Psychology. 3 hrs.**
The relationships between physiological functions and biochemical processes and behavior.
- 543 Health Psychology. 3 hrs.**
Introduction to the contribution of psychology to the promotion and maintenance of health and the prevention and treatment of illness. (PR: PSY 201 & 323)
- 560 History and Systems of Psychology. 3 hrs.**
Overview of Psychology from historical perspective. (REC: 12 hours of psychology or equivalent)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hours.**
- 600 Teaching of Psychology. 3 hrs.**
A course designed to train psychology graduate students to teach a course in introductory psychology. (PR: Graduate status in Psychology and a minimum of 9 hours Psychology Graduate credit)
- 605 Ethical, Legal, and Professional Issues in Psychology.**
Introduction to ethical standards and issues, laws which influence psychological practice, and current challenges facing psychology as a profession.
- 608 Differential Diagnosis and Treatment Planning. 3 hrs.**
A course using the instruments and techniques of psychological clinical assessment to explore psychopathology with an emphasis on differential diagnosis and treatment planning. Students will become competent in the use of the diagnostic and statistical manual for classification of mental disorders and will be able to translate linguistic data into the goals and objectives of a treatment plan.
- 610 Assessment of Adults. 3 hrs.**
Principles and methods of psychological assessment for adults. Key issues in test construction, and training in report writing. (PR: Admission to Clinical Psychology area of emphasis or to Psy.D. program; CR: PSY 620)
- 611 Assessment of Children. 3 hrs.**
Principles and methods of psychological assessment for children. Key issues in test construction, and training in report writing. (PR: PSY 610; CR: PSY 621)
- 615 Advanced Developmental Psychology. 3 hrs.**
Psychological development from conception with a focus on major developmental principles, issues, and concepts. An introduction to conducting research with developmental topics and experience in applying basic developmental principles to work situations will be provided. (PR: PSY 515 or equivalent with permission of instructor)
- 616 Human Memory and Information Processing. 3 hrs.**
Theory and research relating to human learning, memory and decision processes. (PR: PSY 323 or equivalent)
- 617 Applied Developmental Psychology. 3 hrs.**
Application of research in developmental psychology to issues of causes of clinical problems, issues of parenting, and factors to be taken into account in interventions. (PR: Graduate status)
- 619 Psychotherapy with Children. 3 hrs.**
Discussion and analysis of the major theories of psychotherapy with children including psychoanalytic, client-centered, existential, and behavioral theories. Students will be expected to participate in an experiential component. (PR: admission to Clinical Psychology area of Emphasis, School Psychology program, or Psy.D. program or permission)
- 620 Assessment of Adults Practicum. 1 hr.**
Students will be expected to administer, score, interpret and write reports for a battery of tests used with adults. Must be taken concurrently with PSY 610.
- 621 Assessment of Children Practicum. 1 hr.**
Students will be expected to administer, score, interpret and write reports for a battery of tests used with children. Must be taken concurrently with PSY 611.
- 623 Experimental Design. 3 hrs.**
An introduction to the design and interpretation of behavioral research. Emphasis is upon tests of significance and assumptions governing their application. (PR: PSY 517 or equivalent)

- 624 Multivariate Analysis. 3 hrs.**
Multivariate analysis in behavioral research including multiple regression, analysis of variance, canonical correlation, and principal components and factor analysis. (PR: either PSY 623 or PSY 652)
- 627 Social Psychological Bases of Groups. 3 hrs.**
Examination of the dynamics of groups such as size, cohesion, leadership, norms and communication channels and their effects on the individual members; consideration of the impact of groups on the larger social structure.
- 630 Adult Diagnosis and Therapy. 3 hrs.**
Current diagnostic criteria for adult psychopathology, including prevalence, epidemiology and socio-cultural milieu; in-depth presentation of psychotherapy with adults, including psychodynamic, gestalt, crisis and other modalities. (PR: PSY 533 or equivalent, or permission; admission to clinical psychology area of emphasis)
- 633 Individual Psychotherapy and Interviewing. 3 hrs.**
An introduction to the basic skills and techniques used in treating various forms of psychopathology. (PR: Admission to Clinical Psychology area of emphasis or Psy.D. program)
- 634 Group Therapy. 3 hrs.**
Different types of group psychotherapy as appropriate for various forms of psychopathology. (PR: Admission to Clinical Psychology area of emphasis or Psy.D. program)
- 635 Child and Family Diagnosis and Therapy. 3 hrs.**
This course covers psychopathology, diagnosis and treatment of the major child and family disorders including childhood anxiety, depression, delinquency, parent-adolescent conflict, eating disorders, and others. (PR: Admission to clinical psychology area of emphasis, Psy.D. program, or permission)
- 650 Seminar in Performance Appraisal. 3 hrs.**
The course will offer students a research-based investigation of the performance evaluation process within work organizations. Emphasis is given to human rater x ratee x appraisal system features interactions (PR: Graduate standing in Psychology; or permission of the instructor)
- 651 Advanced Nonparametric Statistics. 3 hrs.**
An advanced survey of distribution-free statistical methods; dichotomous observations, one-sample tests, two sample tests for both independent and dependent observations, k-sample tests for both independent and dependent observations, ordinal correlational techniques, and relational measures. This course emphasizes both the theoretical constructs of distribution-free statistics and their application. Computer application of these techniques is stressed. (PR: PSY 517)
- 652 Advanced Regression Techniques. 3 hrs.**
Survey course of the theoretical development and application of multiple regression, advanced univariate correlational techniques, covariant analysis, and an introductory factor analysis. The course emphasis is on the application of these techniques to research and data analysis within the student's professional setting. Students will be expected to design and solve problems using computer-based models. (PR: PSY 517)
- 654 Single Subject Analysis. 3 hrs.**
Statistical analysis of small group designs as might be found in clinical and field situations. Emphasis will be on time series analysis and computer simulation of single subject and small group behaviors. (PR: PSY 517)
- 656-657 Research in Psychology. 1-3; 1-3 hrs.**
A laboratory course designed to give advanced students experience in all aspects of conducting psychological research. (PR: Permission of instructor)
- 670-671 Clinical Practicum. 1-3; 1-3 hrs.**
Supervised application of principles of therapy and evaluation in a clinical setting. CR/NR grading. (PR: PSY 611, 633 and consent of instructor)
- 672 Cognitive Psychology. 3 hrs.**
Theory and research findings in the process of learning/memory, attention, problem solving, decision making, concept formation and perception. Emphasis will be on the perceptual aspects of cognitive processes as they apply to psychological practices.
- 674 Biological Bases of Behavior. 3 hrs.**
A course designed to provide an understanding of the psychophysiological functions of the human organism as an operating entity in the environment. The areas to be covered include the basic characteristics of the nervous system and the internal physiological and biochemical environment; various models of genetic aberrations, stress, drugs and other physiological anatomical factors and their observed effects on behavior. Data will be drawn from experimental work on both human and infrahuman organisms. Both theoretical and applied aspects will be considered. (PR: 6 credit hours in biology or psychology)
- 675-679 Practicum in Teaching of Psychology. 1-3 hrs. CR/NC.**
Supervised teaching experience in introductory psychology, including development of lectures, classroom demonstrations, quizzes, tests, extra-credit activities and syllabi.

- 679 Testing in Industrial/Organizational Psychology. 3 hrs.**
An in-depth study of psychological and educational test theory and application. Emphasis is on classical test theory, constructs, and validation, including sources of variance in test scores and prediction of individual performance. Students will be expected to design, construct, and establish reliability and validity on a test as a class project.
- 680 Clinical Internship. 1-6 hrs. CR/NC.**
Placement in an approved mental health setting for minimum of 400 hours. Supervised by on-site personnel in addition to psychology faculty. CR/NC grading. (PR: completion of required clinical practicum sequence)
- 681 Thesis. 1-6 hrs. CR/NC.**
- 683 Internship in Industrial-Organizational Psychology. 3 hrs. CR/NC.**
This course will offer students applied observational/research experience in Personnel/Human Resource Departments under the supervision of professionals within the fields of Industrial-Organizational Psychology and Human Resources. CR/NC grading. (PR: Advanced standing and admission into the I/O degree program)
- 685-686 Independent Study. 3 hrs.**
- 690-695 Seminar. 1-3; 1-3; 1-3; 1-3; 1-3; 1-3 hrs.**
Reports on current problems and literature in psychology and related fields; professional ethics. (PR: consent of instructor)
- 706 Integrated Assessment I. 3 hrs.**
Integrated, battery-based assessment of adults with emphases on test selection and construction, validity, reliability, special populations, cultural and individual differences, and preparation of professional reports. (PR: Admission to Psy.D. program; CR: PSY 707)
- 707 Integrated Assessment Practicum I . 1 hr.**
Instrument administration for the psychological assessment of adults; includes multiple diagnostic procedures. (PR: Admission to PsyD Program, CR: PSY 706)
- 708 Integrated Assessment II. 3 hrs.**
Integrated, battery-based assessment of children with emphases on test selection and construction, validity, reliability, special populations, cultural and individual differences, and preparation of professional reports.(PR: Admission to Psy.D. program, Psy 706 and Psy 707; CR: PSY 709)
- 709 Integrated Assessment Practicum II . 1 hr.**
Instrument administration for the psychological assessment of children; includes multiple diagnostic procedures.(PR: Admission to Psy.D. program, PSY 706 and PSY 707; CR: PSY 708)
- 710 Advanced Psychological Assessment. 3 hrs.**
This course will offer coverage in advanced topics in psychological assessment. This topics will include geriatric assessment, assessment of addictions, neuropsychological screening, forensic assessment, and cross-cultural assessment issues. (PR: Admission to Psy.D. program or permission of instructor)
- 712 Geropsychology. 3 hrs.**
An examination of normal and abnormal processes of aging, including common social, cognitive, health and psychopathological problems, will be studied. Issues of community resources, assessment, and therapy will be discussed. (PR: Admission to Psy.D. program or permission of instructor)
- 713-714 Advanced Assessment Practicum. 1-3 hrs.**
This experience is designed to increase proficiency in psychological assessment through client experience. Students are supervised by a licensed psychologist in the campus training clinic.
- 723 Clinical Research Methods in Psychology. 3 hrs.**
This course will provide an overview in basic research methods and ethical issues prevalent in the field of clinical psychology. Use of research to document clinical outcomes will also be addressed.
- 726 Advanced Studies in Cross Cultural Psychology. 3 hrs.**
Comprehensive, broad scope course covering research topics, definitions and methodology; behavioral health needs of minorities; cultural perspectives on health / healing / wellness; international applications of psychological theory / practice.
- 731 Psychodynamic Therapy. 3 hrs.**
This course presents an overview of the theory underlying psychodynamic and insight-oriented psychotherapies, with an emphasis on brief/short-term interventions. Current empirical evaluation of insight therapy is covered. (PR: Admission to Psy.D. program or permission of instructor)
- 732 Behavior Therapy. 3 hrs.**
The course covers the methods of behavior therapy, including its use in treatment of common disorders such as depression, anxiety disorders, child conduct problems, and chronic illnesses such as schizophrenia. (PR: Admission to Psy.D. program or permission of instructor)

- 733 Cognitive Psychotherapy. 3 hrs.**
Introduction to the literature on and profession applications of cognitive approaches to psychotherapy. Readings, case discussions, demonstrations, and seminar interactions will be used throughout. (PR: Admission to Psy.D. program or permission of instructor)
- 750 Behavioral Health. 3 hrs.**
This course will provide an overview of common medical problems, and their related psychological issues. Adjustment issues, health behavior, family impacts, and medical compliance will also be discussed. (PR: Admission to Psy.D. program or permission of instructor)
- 752 Rural Community Psychology I. 3 hrs.**
This course presents an overview of the philosophy, issues, methods, and interventions of community psychology practice. Students will complete field projects as part of the experience. (PR: Admission to Psy.D. program or permission of instructor)
- 753 Supervision in Clinical Psychology. 3 hrs.**
Review of current supervision research and theory combined with opportunities for doctoral students to gain supervised experience in clinical supervision. (PR: Admission to Psy.D. program or consent of instructor)
- 755 Rural Community Psychology II. 3 hrs.**
This course prepares students to undertake supervised practice in rural areas, including employment of appropriate research techniques and the design of culturally and economically effective interventions. (PR: Admission to Psy.D. program or permission of instructor)
- 756 Independent Study. 1-4 hrs.**
This is a doctorate level course that will permit students to explore topics in-depth that are not part of the regular curriculum. Faculty supervision is required. (PR: Admission to Psy.D. program and permission)
- 764 Advanced Studies in Human Sexuality. 3 hrs.**
An examination of the knowledge and theory which explain important areas of sexual behavior. Topics emphasize sexual orientation, sexual dysfunctions, gender identity, paraphilias, and compulsive and coercive behaviors. (PR: Admission to Psy.D. program or permission of instructor)
- 769 Practicum in Clinical Psychology. 3 hrs.**
Supervised application of principles of therapy and evaluation in a clinical setting. (PR: Admission to Psy.D. program)
- 770-71 Advanced Practicum in Clinical Psychology. 3 hrs.**
Students provide supervised clinical services at an approved field site. (PR: Admission to Psy.D. program)
- 772-773 Rural Practicum I & II. 3 hrs.**
Supervised two-semester sequence providing field experience in rural mental health settings. (PR: Admission to Psy.D. program)
- 780-783 Pre-Doctoral Internship. 1-9 hrs.**
This is the final, capstone clinical training experience completed by students in the doctoral program in clinical psychology (Psy.D.). Students must complete the equivalent of a full-time, full year clinical placement at a site that is APA/APPIC accredited or has been approved by the clinical faculty. (PR: Completion of all coursework in the PsyD program; successfully pass doctoral comprehensive; approval of faculty)
- 790-96 Seminar in Clinical Psychology. 1 hr.**
Seminars on current topics and issues of interest to clinical psychologists. Topics will change for each semester. Psy.D. program students are required to enroll for six semesters of seminars; check with advisor for details. (PR: Admission to Psy.D. program)
- 799 Doctoral Research. 3-9 hrs.**
Doctoral research project under the supervision of research committee and chair. (PR: Permission of program coordinator)

QUALITY ASSURANCE (QA)

- 635 Quality Control. 3 hrs.**
Application of statistical methods to quality control: process control charts and acceptance sampling plans by variables and by attributes. Process improvement techniques.
- 636 Reliability Estimation and Analysis. 3 hrs.**
Failure models and distributions, graphical methods of goodness-of-fit and parameter estimation, reliability measures for components and systems, fault trees, accelerated life testing, and censoring mechanisms.
- 650-653 Special Topics. 1-4 hrs.**
Special topics in quality assurance. (PR: Consent)

- 676 Quality Assurance. 3 hrs.**
Provides a technical overview of quality assurance and managerial implications. Management of total quality systems will be stressed. Concepts from statistical process control will be introduced. Quality costs and audits.

RELIGIOUS STUDIES (RST)

- 519 Religious Thought in the Western World. 3 hrs.**
An analysis of the major schools of religious thought as they have developed in the West.
- 550 Sociology of Religion. 3 hrs.**
An investigation into the nature of religion as a social phenomenon.
- 580-583 Special Topics. 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4 hrs.**
- 599 Humanities Seminar. 3 hrs.**

SAFETY TECHNOLOGY (SFT)

- 500 Traffic Law Enforcement. 3 hrs.**
A course designed to study and evaluate the varied and complex system of laws governing the control of all forms of human traffic law and enforcement on present and future societies.
- 505 Introduction to Occupational Safety and Health. CR/NC. 1 hr.**
Introduces students to the basic principles and emerging trends in the safety and health discipline. (All students [except safety majors] will be required to enroll.)
- 510 Problems and Practices in Traffic Safety and Driver Education. 3 hrs.**
A survey course for supervisors of traffic accident prevention programs. Examines and evaluates problems, attitudes, activities, and administrative practices in school, city, and state traffic safety programs. Supplements basic teacher training courses in driver education. (PR: SFT 235 and 385)
- 536 Safety Education for Elementary Teachers. 1 hr.**
Survey of accident prevention methods in the elementary school environment, with emphasis on elementary school safety curriculum, laws, personal protection and resources for elementary school teachers.
- 540 Industrial Fire Protection. 3 hr.**
An introductory course that explores the relationship between engineering and fire prevention. Topics include: water supplies, sprinkler systems, behavior of fire and materials, fire protection, fire extinguishers, and other systems.
- 550 Traffic Engineering. 3 hrs.**
Concerned with traffic and pedestrian flow, channelization, light coordination, intersection control, and devices as related to safe, convenient, and economical transportation of persons and goods.
- 553 International Safety and Health. 3 hrs.**
The course covers the impact of globalization on worldwide safety and health programs, and a wide variety of safety and health programs for various countries and multi-national organizations.
- 554 Industrial Hygiene I. 3 hrs.**
Environmental protection as related to industrial settings. Air/water quality, noise and chemical pollution and hazardous material control.
- 554L Industrial Environmental Auditing/Programming. 2 hrs.**
Concerns development of an industrial environmental protection program for a small plant, including workplace experience in sampling/measurement of contaminants. (PR: SFT 454, or 554 or 647)
- 558 Hospital Safety. 3 hrs.**
The course covers the various aspects of safety and health in professional health care services.
- 560 Fundamentals of Ergonomics. 3 hrs.**
Introduction to ergonomics with discussion of ergonomic issues in relevant office, industrial, and service work. Emphasis on anticipation, recognition, evaluation, and control of ergonomic stressors.
- 565 Incident Investigation Techniques. 3 hrs.**
An introductory course in accident investigation designed to give insight into the recognition and collection of evidence, collection and recording data and reconstructing the accident based on the facts.
- 580-583 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in safety, providing important supplementary material for participating students.
- 585-588 Independent Study. 1-4 hrs.**
An approved study of special interest that is appropriate for the student's program of study concerning safety. Carried out under the supervision of a faculty member. (PR: Permission)
- 589 Process Safety Management. 3 hrs.**
A study of the latest industrial safety information which will assist the student in designing a program to reduce or eliminate all incidents which downgrade the system. (PR: SFT 565)

- 591-594 Workshop. 1-4 hrs.**
- 597 Occupational Safety and Health Program Development. 3 hrs.**
Safety functions in industry. Principles of organization and application of safety programs. Prevention, correction, and control methods are outlined and evaluated.
- 599 Occupational Safety Program Management. 3 hrs.**
A study of safety programs at the state and local levels including the administrative, instructional, and protective aspects of a comprehensive safety program in schools, occupations, home and public.
- 601 Safety in Transportation. 3 hrs.**
Concerned with safe, efficient movement of people and goods. Involves highway, air, water, pipeline, and rails.
- 606 Field Experience for the Safety Specialist. 3 hrs.**
Concerned with the visitation and evaluation of the safety program of various agencies in the region.
- 610 Philosophical and Psychological Concepts of Occupational Safety and Health. 3 hrs.** An analysis of the educational philosophies and the application of these philosophies to occupational safety. A study of the effect of occupational safety on modern living.
- 630 Current Literature and Research in Occupational Safety and Health. 3 hrs.** An analysis and study of selected works of national and international authors concerning significant works in Occupational Safety.
- 645 Safety Engineering and Equipment Design. 3 hrs.**
The design and engineering of facilities and equipment to meet the physical needs of the human as well as enhancing production.
- 647 Industrial Hygiene II. 3 hrs.**
Concerned with environmental health and safety hazards that arise out of or occur during work of employees.
- 647L Quantitative Industrial Hygiene Lab. 3 hrs.**
A laboratory course designed to complement Industrial Hygiene. (CR: SFT 647)
- 648 Industrial Ventilation. 3 hrs.**
The course will cover the techniques of development, design, maintenance, and trouble shooting of industrial ventilation systems. Also the types of ventilation systems used for different types of toxic materials. (PR: SFT 647 or SFT 554 or permission)
- 649 Biophysical Hazards and Monitoring. 3 hrs.**
The course will cover sources of biological and physical hazards for various industries and occupations. Hazard controls and preventive techniques will also be covered.
- 650 Internship for the Safety Specialist. 3-12 hrs. CR/NC.**
Supervised experience on the job site. Involves the student working under safety personnel and analyzing and writing of experiences. (Permission)
- 651 Toxicology and Epidemiology. 3 hrs.**
The course will emphasize the principles of toxicology, dose-response relationships, xenotoxins, the distribution of toxins, and the storage of toxins. (PR: SFT 554 or SFT 647)
- 652 Industrial Noise and Vibration. 3 hrs.**
A study of the physical characteristics of noise and vibration, and its effects on the human body. (PR: SFT 554 or SFT 647)
- 660 Human Factors in Accident Prevention. 3 hrs.**
A study of the psychological principles and their applications to accident causation and prevention.
- 661 Advanced Occupational Ergonomics. 3 hrs.**
The study and application of occupational ergonomics to the design and evaluation of various work environments. (PR: SFT 660)
- 662 Methods in Work Analysis. 3 hrs.**
To study, utilize, and critique several existing ergonomic analysis methods for specific intended purpose, and provide directions for new methodologies. (PR: SFT 660)
- 663 Work Environment Issues. 3 hrs.**
An examination of the aspects of the work environment that can affect health: time pressure, machine pacing, control, etc. The recognition, measurement, and control of these factors will be discussed.
- 669 Traffic Safety Management. 3 hrs.**
Concerned with the total Traffic Safety Management Program, including vehicle registration, driver licensing, motorcycle driver education, and motor vehicle registration.
- 679 Problem Report. 1-3 hrs. (Permission)**
- 681 Thesis. 1-6 hrs.**
- 690-692 Seminar. 1-4 hrs.**

SCHOOL PSYCHOLOGY (SPSY)

- 523 Independent Research. 1-3 hrs.**
Coursework designed to provide the student with the opportunity to work with a School Psychology program professor on a research on a research problem mutually agreed upon in terms of a specific plan of study.
- 601 Professional Competence I: Schools. 3 hrs.**
Introduction to the roles and functions of school pupil personnel professionals, models of operation, problems, issues, and techniques. The organization and administration of school systems and philosophy of education are considered. Students may be expected to spend a minimum of one-half day a week observing in a local school.
- 603 Professional Competence II: Professional School Psychology. 3 hrs.**
Examination of current professional issues, theoretical model and research related to delivery of school-based psychological services. Examination of the variety of methodologies and strategies for children of diverse backgrounds and exceptionalities. (PR: SPSY 601 or concurrently with 601).
- 606 Adolescent Substance Abuse. 3 hrs.**
Substance abuse is a pervasive problem within our society. Mental health professionals and educators require knowledge and skills in adolescent substance abuse prevention, intervention, and treatment to address this problem.
- 616 Typical and Atypical Child Development. 3 hrs.**
Psychological development from conception with a focus on major developmental principles, issues, and concepts. An introduction to conducting research with developmental topics and experience in applying basic developmental principles to work situations will be provided.
- 617 Indirect Service Delivery I: School Consultation. 3 hrs.**
This course is an introduction to the theory and practice of consultation and will prepare students to serve as consultants within public schools.
- 618 Direct Service Delivery I: Instruction Methods and Behavior Modification. 3 hrs.**
This course teaches the application of behavior modification principles to the classroom setting as well as the modification of instruction to meet the needs of atypical learners.
- 619 Direct Service Delivery I: Individual and Group Counseling. 3 hrs.**
This course is a direct interventions course focusing on individual and group therapy for children. (PR: SPSY 616 or PSY 615)
- 620 Indirect Service Delivery II: Primary Prevention. 3 hrs.**
This course is an introduction to the science and practice of primary prevention.
- 621 Data-Based Decision Making I. 3 hrs.**
This course is a beginning problem-solving course designed to provide students with a variety of assessment methods they can use to start constructing their professional "tool kits."
- 622 Data-Based Decision Making II. 3 hrs.**
This course is an intermediate problem-solving course designed to provide students with a variety of assessment measures to add to their professional "tool kits."
- 624 Data-Based Decision Making III. 3 hrs.**
This course is an advanced problem-solving course designed to provide students with a variety of assessment methods to add to their professional "tool kits."
- 674 Biological Bases of School Psychology. 3 hrs.**
SPSY 674 is a 3-credit interactive and reading intensive course that uses both live class meetings and the WebCT format to present information on the biological foundations of school psychology.
- 675 Survey of Psychological Foundations of School Psychology. 3 hrs.**
PSY 675 is a reading and writing-intensive course that presents information on the psychological foundations of school psychology.
- 700 Special Topics. 1-6 hrs.**
Courses in specialized areas of school psychology on issues in the practice of school psychology.
- 738 School Psychology Practicum I. 3 hrs. CR/NC.**
The initial practicum in school psychology is designed to provide a structured, experiential link between early coursework and practical experience.
- 739 School Psychology Practicum II. 3 hrs. CR/NC.**
The second practicum in school psychology is designed to provide a structured, experiential link between intermediate coursework and practical experience.
- 740 School Psychology Practicum III. 3 hrs. CR/NC.**
Assessment behavior management and consultation experiences in a school setting, supervised by a certified school psychologist for 2 days per week. (PR: SPSY 624 and SPSY 739)

- 745 Internship in School Psychology. 1-12 hrs. CR/NC.**
Students may apply for permission to enroll for this course with the Coordinator of Field-Based Experiences. Students must request internship from the program faculty at least one semester in advance of their starting dates. The internship requires full-time experience for one school year or one half-time experience for two consecutive school years (minimum of 1200 clock hours). Each 1 hour credit requires 100 clock hours. The internship in School Psychology requires a contractual agreement between the school system, the university, and the student that outlines the responsibilities of each party. Students will be expected to assume the roles and responsibilities of functioning school psychologists in a school. (PR: SPSY 740)
- 750 Ed.S. Thesis Research. 3 hrs.**
Development and defense of a research proposal examining a specific hypothesis in School Psychology. Analysis of data, written presentation in thesis form, and public defense are required. (PR: 3 credit hours of 600-level statistics and approved prospectus)
- 751 Program Evaluation. 3 hrs.**
The course is designed to provide students with the fundamental skills to develop and implement evaluations of educational programs in the classroom, school, county or state. (PR: PSY 517 and SPSY 623)

SOCIOLOGY (SOC)

- 501 Population and Human Ecology. 3 hrs.**
The course focuses on population and its relation to characteristics of environment. Specifically, it is designed to discuss the interaction of population processes and resources.
- 503 Social Research II. 3 hrs.**
Intermediate social research methodology with emphasis on research design. 2 lec-2 lab. (Required of all M.A. candidates). (PR: SOC 344, 345 or equivalent)
- 508 The Family. 3 hrs.**
Theoretical analysis of the family as a primary social institution. (PR: SOC 200 or permission)
- 513 Social Movements and Social Change. 3 hrs.**
Analysis of large-scale social change, including intentional social movements and revolutions. (PR: SOC 200)
- 520 Criminology. 3 hrs.**
An overview of sociological criminology, including an examination of explanations of criminal behavior, types of criminal activity, and an analysis of the criminal justice system. (PR: SOC 200 and SOC 311 or permission)
- 521 Sociological Theory. 3 hrs.**
Examination of the emergence and development of theoretical orientations in Sociology. (PR: SOC 200)
- 523 Social Class, Power and Conflict. 3 hrs.**
Theoretical analysis of economic and political inequality and the role of social conflict in the process of large-scale social organization. (PR: SOC 200)
- 525 Race and Ethnicity. 3 hrs.**
Diverse theoretical approaches to the meaning of race and ethnicity and the character of racial/ethnic relations, with substantive focus primarily on the U.S. (PR: SOC 200)
- 528 Medical Sociology. 3 hrs.**
Social organization of modern medicine and allied health delivery systems. (PR: SOC 200 or departmental permission)
- 532 Sociology of Appalachia. 3 hrs.**
Study of the economics, politics, and social relations of Appalachia, including contemporary debates. (PR: SOC 200)
- 533 Industrial Sociology. 3 hrs.**
Study of the organization and structure of the workplant as a social system; the meaning and organization of work; managerial functions; management-labor relations; and human relations in industry. (PR: SOC 200 or permission)
- 535 Juvenile Delinquency. 3 hrs.**
A sociological analysis of juvenile crime, including a review of the origins of juvenile delinquency, an evaluation of causal theories, and an overview of the juvenile justice system. (PR: SOC 200 and SOC 311 or permission)
- 540 Introduction to the Sociology of Aging. 3 hrs.**
An introduction to the social processes and consequences of growing older for both the individual and society. (PR: SOC 200)
- 542 Urban Sociology. 3 hrs.**
The sociology of urban and metropolitan communities. (PR: SOC 200 or permission)

- 543 Evaluation Research. 3 hrs.**
Analysis and application of theories and methods for assessing the outcomes of applied organizational services and programs to affect change in people and for social conditions. (PR: SOC 200)
- 545 Social Statistics II. 3 hrs.**
Intermediate level statistical analysis, including analysis of variance and covariance. 2 lec-2 lab. (Required of all M.A. candidates). (PR: SOC 345 or equivalent)
- 550 Sociology of Religion. 3 hrs.**
An investigation into the nature of religion as a social phenomenon. (PR: SOC 200 or permission)
- 552 Sociology of Death & Dying. 3 hrs.**
The study of death and dying as a societal and cultural phenomenon. Explores how institutions within our society deal with death. (PR: SOC 200 or permission)
- 555 Sociology of Sex and Gender. 3 hrs.**
Analysis of social differentiation and inequality by gender, with a focus on the contemporary U.S. (PR: SOC 200)
- 564 Complex Organizations. 3 hrs.**
Analysis of complex organizations with special attention given to bureaucratic organization. (PR: SOC 200)
- 570-571 Sociological Field Experience. 3; 3 hrs.**
Supervised field work in a social organization or community working on practical problems. (PR: SOC 406 or 506 or permission)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
Study of topics not covered in regularly scheduled courses. (PR: Graduate majors, SOC 200 or permission)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Individual study of topics not offered in regularly scheduled courses. (PR: For majors only; advance departmental permission is required)
- 597-598 Instructional Television Course. 1-4 hrs.**
A course based upon Instructional Television Series broadcast by public television. The student is responsible for viewing the series on the air and satisfying all course requirements announced by the department.
- 601 Advanced Sociological Theory. 3 hrs.**
Examination of current issues and controversies in Sociological theory. (PR: SOC 421 or SOC 521)
- 602 Contemporary Social Change. 3 hrs.**
Theories of social change and their uses in analyzing social change of today. (PR: SOC 200 or permission)
- 603-604 Behavioral Science I and II. 3; 3 hrs.**
Seminar in behavioral science theory. (PR: SOC 200 or permission)
- 615 Applied Demography. 3 hrs.**
The focus of this course is to study the application of the principles and methods of demography to decision making and planning problems in both public and private setting. (PR: SOC 200 or permission)
- 620 Criminology. 3 hrs.**
Seminar in crime and delinquency. (PR: SOC 200 or permission)
- 640 Problems and Prospects for an Aging Society. 3 hrs.**
Seminar in current and anticipated social consequences of aging for individuals and society and societal responses to this process. (PR: SOC 200 or permission)
- 655 Feminist Social Theory. 3 hrs.**
Diverse theoretical perspectives on the origins and nature of gender, inequality. Emphasis on contemporary debates and their political implications. (PR: SOC 200 or permission)
- 668 Seminar. 1-3 hrs.**
Topics vary from semester to semester. (PR: SOC 200 or permission)
- 679 Problem Report. 1-3 hrs.**
The preparation of a written report on a research problem or field study in sociology under direction of member of graduate faculty. (PR: Departmental permission)
- 681 Thesis. 1-6 hrs. I, II, S.**
Individual research in a selected field of sociology under the direction of a graduate faculty member of the department. (PR: Admission to candidacy and staff approval of thesis proposal.)

SPANISH (SPN)

- 505 Pedagogy and Instructional Experience in the Middle School. 3 hrs.**
Students plan and deliver beginning Spanish instruction to middle school students.

- 506 Composition, Conversation, and Introduction to Hispanic Literature. 3 hrs.**
Continuing supervision of students' teaching experiences. Continued attention to advanced grammar concepts, composition and conversation, and reading proficiency with an emphasis on the introduction of Hispanic literature.
- 510 Spanish Literature from the Cid Through the 17th Century. 3 hrs.**
On demand. Readings, lectures, reports and discussions of significant literary works from the Cid through the 17th century. (PR: 6 hours of literature numbered 318 or above or equivalent)
- 560 The Modernist Movement. 3 hrs. S.**
The precursors of the Modernist Movement, its chief exponents, and its influence on the literature of Spanish America and Spain. Readings, lectures, discussions, and reports in Spanish. (PR: 6 hours of literature numbered 318 or above or equivalent)
- 561 Advanced Syntax and Stylistics. 3 hrs. S.**
A detailed analysis of Spanish syntax and shades of meaning with the writing of original compositions in Spanish to perfect the student's own style. (PR: SPN 204 or equivalent)
- 580-583 Special Topics. 1-4; 1-4; 1-4; 1-4 hrs.**
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Independent research in selected areas of Spanish and Spanish American literature that are not available in other courses in the catalog. The student has the opportunity to become familiar with leading authorities and bibliographies. Conferences and reports in Spanish. (PR: 6 hours of literature numbered 318 or above or equivalent and permission of instructor)
- 507 Foreign Language Teaching Methodology. 3 hrs.**
Introduction to the communicative approach to language teaching. Presentations and practice in the creation of lesson plans using in-class technologies and computer assisted language learning materials. Course taught in English. Required for teaching assistants. Does not count toward degree.
- 511 Literature I: Pre Modern Latin American Literatures. 3 hrs.**
A study of representative Latin American literary works from the Pre-Colonial and Colonial periods and the 19th Century. Course taught in Spanish.
- 512 Literature II: Contemporary Latin American Literatures. 3 hrs.**
A study of a selection of Latin American authors and works representative of the major literary movements in Latin America, from Modernism to present. Course taught in Spanish
- 513 Literature III: Literary Genres and Non Can. Issues in Latin America 3 hrs.**
Study of poetry, fiction, drama, essays, etc. in Latin America. At the discretion of the instructor literary genres will be crossed with approaches such as gender, race, religion, ethnicity, etc. Course taught in Spanish.
- 514 Literature I: Medvl., Rnsscn., Golden Cent. Literature. 3 hrs.**
Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature from Medieval times to Spain's Golden century. Course taught in Spanish
- 515 Literature II: 18th and 19th Centuries. 3 hrs.**
Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature during the 18th and 19th Centuries. Course taught in Spanish.
- 516 Literature III: Contemporary Spanish Literature. 3 hrs.**
Study of the representative authors and literary works and the major intellectual movements in peninsular literature from the Generation of 1898 to the present. Course taught in Spanish.
- 533 Intensive Grammar Review. 3 hrs.**
This course will review and expand specific, advanced Spanish language structural points. It will include daily intensive practice in the four linguistic skills. Course taught in Spanish. (PR: SPN 315/316 or SPN 323/324 or permission)
- 535 Contemporary Latin American Culture. 3 hrs.**
The course provides an overview of contemporary Latin American cultures. It deals with political changes, artistic movements and issues of public interest during the 20th Century. Course taught in Spanish.
- 536 Culture and Society in Contemporary Spain. 3 hrs.**
Course based on origins of issues confronting contemporary Spain: the war's aftermath, transition to democracy and modernization, the European Union, terrorism, regional autonomy, feminism, sexual identity. Course taught in Spanish.
- 544 Bilingual Contrastive Grammar. 3 hrs.**
This course will compare Spanish and English grammatical structures. It will be taught in both languages to demonstrate the similarities, the differences, and intertwining relationship between them. (PR: SPN 315/316 or SPN 323/324 or permission)

- 610 Readings in Spanish or Spanish American Literature. 1-3 hrs.**
Readings designed for the graduate student who has the interest and the ability to study in depth a certain author, genre, or literary movement. (PR: 6 hours of literature numbered 318 or above or equivalent and permission of instructor)
- 611 Latin American Poetry: Resistance through Verse. 3 hrs.**
Course introduces students to Latin American poetry within framework of gender/genre and linguistic subversions of canonical and linguistic codes in traditionalist Western aesthetics of poetry. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 612 Spanish-American Romanticism. 3 hrs.**
Leading writers and trends in thought and versification of the romantic period. (PR: 6 hours of literature numbered 318 or above or equivalent)
- 613 Texts and Intertextualities in 20th Century Latin America. 3 hrs.**
Overview of the various ways in which literary and non-literary Latin American texts have interacted during the 20th century. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 614 Themes and Styles in Spanish Poetry. 3 hrs.**
Survey of Spanish poetry with emphasis on the cultural and intellectual contexts in which it is produced. Poetics. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 615 Latin American Theater: Plays, Performance and Politics. 3 hrs.**
Course introduces students to Latin American theater within framework of literary and discursive subversion theater and realism. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 616 Traditional and Innovative Forms in Spanish Prose. 3 hrs.**
Development of Spanish prose. Reading of selected works by important authors. Comparison and contrast of different types of discourses. Discourse analysis and interpretation. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 618 Society and Literature: Spanish Theater. 3 hrs.**
Application of dramatic theories to samples of Spanish theater. Emphasis will be placed on the cultural contexts of the plays read. Course taught in Spanish. (PR: SPN 656 and graduate status).
- 620 Spanish Romanticism. 3 hrs.**
The trends and characteristics of the romantic period in the writings of its leading exponents in lyric poetry, non-dramatic prose, and the theatre. (PR: 6 hours of literature numbered 318 or above or equivalent)
- 625 Spanish Literature of the Twentieth Century. 3 hrs.**
Emphasis on prose, poetry and the theatre since 1936, including writers in exile. (PR: 6 hours of literature numbered 318 or above or equivalent)
- 655 Introduction to Spanish Linguistics. 3 hrs.**
General Survey of Spanish linguistics, both theoretical (phonetics, phonology, syntax, and semantics) and applied (pragmatics, discourse analysis, sociolinguistics and bilingualism). Course taught in Spanish. (PR: SPN 533 or SPN 544 and graduate status)
- 656 Critical Theory for Spanish/Latin American Literature. 3 hrs.**
Study of the major trends in literary theory and criticism in the 20th century. Practical application of the theories to various kinds of texts written in Spanish. Course taught in Spanish. (PR: graduate status)
- 679 Problem Report. 1-3 hrs. (PR: Permission)**
- 681 Thesis. 1-6 hrs. (PR: Permission)**

SPECIAL EDUCATION
(See Curriculum and Instruction)

SPEECH
(See Communication Studies)

SPEECH PATHOLOGY
(See Communication Disorders)

SPORT ADMINISTRATION
(See Exercise Science and Sport)

TECHNOLOGY AND ENGINEERING (TE)

- 580-83 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in technology and engineering, providing important supplementary material for participating students.
- 585-88 Independent Study. 1-4 hrs.**
An approved study of special interest concerning technology and engineering that is appropriate for the student's program of study. Carried out under the supervision of a faculty member.
- 650-53 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in technology and engineering, providing important supplementary material for participating students.
- 685-88 Independent Study. 1-4 hrs.**
An approved study of special interest concerning technology and engineering that is appropriate for the student's program of study. Carried out under the supervision of a faculty member.
- 698 Comprehensive Project Formulation. 3 hrs. S/U.**
Comprehensive project proposal is developed and approved, and work begun under supervision. Technical report writing, oral presentations, and communication skills. (PR: EM 660 and have completed min. 18 hours toward degree)
- 699 Comprehensive Project. 3 hrs. S/U.**
Completion of comprehensive project under the supervision of a faculty member. Includes final written submittal and public oral presentation. (PR: TE 698 and have completed minimum 27 hours toward degree)

TECHNOLOGY MANAGEMENT (TM)

- 600 Program Introduction Seminar. 1 hr.**
This course reviews fundamental mathematical and statistical methods, presentations, report writing, group project skills, and use of case studies. An orientation and overview to the degree program are also provided. (PR: Full Admission to TM program, or permission of TM Program Director)
- 610 Technology and Innovation Management. 3 hrs.**
Provides a comprehensive introduction to technology and innovation management. Considers issues relating to international markets, innovation, and rapidly changing technology. Also covers effective organizational and managerial approach to technology. (PR: Full Admission to TM program, or permission of TM Program Director)
- 612 Economic and Financial Analysis for Technology Management. 3 hrs.**
Tools and techniques for financial analysis, cost estimation, budgeting, and control, for technology-oriented projects and organizations. Includes financial statements, economic analysis, reporting, and life-cycle costing and control principles. (PR: CITE majors only or permission)
- 615 Information Technology Strategies. 3 hrs.**
This course provides sound principles for managing information technology-computers and telecommunication systems - as well as the processes and procedures for applying the principles. (PR: CITE majors only or permission)
- 620 Technology Planning. 3 hrs.**
Methods of technology planning, strategic management, and forecasting for use in technology intensive organizations are discussed, including technology life cycles and strategies for commercializing products. (PR: TM 610 or permission of Program Director)
- 630 Quality and Productivity Methods. 3 hrs.**
Study of quality and productivity improvement methods with emphasis on applications to knowledge worker organizations. Examines total quality management, and personal and organizational productivity improvement processes. (PR: CITE majors only or permission)
- 640 Intelligent Transportation Systems. 3 hrs.**
Overview of transportation telemetrics and introduction to intelligent transportation systems. Communications and computing technologies in transportation. Overview of issues: traffic safety, public transportation.
- 650-653 Special Topics. 1-4 hrs.**
Occasional offerings of current topics in technology management, providing important supplementary material for participating students. (PR: Full Admission to TM program or permission of TM Program Director)
- 660 Computing and Information Systems Technologies. 3 hrs.**
Provides a broad understanding of computing and information systems technologies with emphasis on development, current trends, strategic and tactical management, and legal and regulatory issues. (PR: TM 615 or permission of Program Director)

- 664 Health Informatics. 3 hrs.**
Introduction of various aspects of medical informatics, including medical literature search and retrieval, management and analysis of data, modeling and simulation, data communications, on-line databases, and clinical decision analysis. (PR: TM 615)
- 667 Modern Manufacturing Concepts. 3 hrs.**
The course covers modern manufacturing concepts, analysis, and tools such as Just-In-Time, MRP systems, Lean Manufacturing, inventory management, total quality manufacturing, factory physics, and operating and control philosophies. (PR: TM 600 concurrent and TM 610 concurrent)
- 668 Computer Integrated Manufacturing. 3 hrs.**
The course covers computer-aided design, computer-aided manufacturing, and computerized process support tools for increasing productivity in manufacturing.
- 685-688 Independent Study. 1-4 hrs.**
An approved study of special interest concerning technology management, under the supervision of a faculty member. (PR: Full Admission to TM program, or permission of TM Program Director)
- 699 Capstone Project. 3 hrs. S/U.**
An individualized technology management capstone project, which will be planned and carried under the supervision of a faculty member and a work-site supervisor.

THEATRE (THE)

- 510 Playwriting. 3 hrs.**
Study of dramatic structure, characterization, dialogue, themes, sounds, and spectacle, including the writing of one-act plays. (PR: THE 101 or permission of instructor.)
- 520 Acting for the Musical Theatre. 3 hrs.**
Analysis of musical scripts; study of spoken and musical scenes; staging musical numbers; and preparation of audition material. (PR: THE 222)
- 521 Acting for the Camera. 3 hrs.**
Projects in acting for the camera. Video taping of selected acting exercises. (PR: THE 222)
- 523 Stanislavsky System of Acting. 3 hrs.**
Study of the Stanislavsky System of Acting and using it in preparing and performing excerpts from plays.
- 536 Children's Theatre. 3 hrs.**
Theory, direction, and staging of plays for children.
- 537 Directing I. 3 hrs.**
Introduction to theories, principles, techniques, and history of directing. (PR: THE 150, 151, 152, and 222)
- 538 Directing II. 3 hrs.**
In-depth study of directorial approaches. Analysis of contemporary movements and leaders in the field. Students must stage productions as part of class requirement. (PR: THE 537 or permission of instructor)
- 539 Directing for the Camera. 3 hrs.**
Projects in directing for the camera. Video taping of selected directing exercises. (PR: THE 437/537 or permission of instructor)
- 540 Theatre History to 1660. 3 hrs.**
Survey of man's activities in the theatre from primitive times to 1660. (PR: THE 101 or permission of instructor)
- 541 Theatre History since 1660. 3 hrs.**
Survey of man's activities in the theatre from 1660 to the present. (PR: THE 101 or permission of instructor)
- 550 Stage Lighting III. 3 hrs.**
Advanced study in the aesthetic principles of lighting design. Emphasis on design principles in non-proscenium theatres. (PR: THE 350)
- 560 Scene Design II. 3 hrs.**
Advanced work in the process and styles of design for the stage. Emphasis on abstraction, different materials, and designing for various theatre forms. (PR: THE 261, 360)
- 580-583 Special Topics in Theatre. 1-4; 1-4; 1-4; 1-4 hrs.**
Program of study not normally covered in other courses. Topics vary from semester to semester. (PR: Permission of chairman)
- 585-588 Independent Study. 1-4; 1-4; 1-4; 1-4 hrs.**
Courses taught by tutorials; directed independent readings or research; problem reports, and other activities designed to fill the needs of individual students. (PR: Permission of chair)



The Faculty

Visit the Marshall University Graduate Council's Web site (www.marshall.edu/graduate-council) for additional information on graduate faculty membership such as levels and expiration dates.

ACCOUNTANCY AND LEGAL ENVIRONMENT

Professor

Gary Saunders, B.S. 1964, M.B.A. 1973, Marshall; D.BA. 1977, University of Kentucky

Loren Wenzel (Department Head), B.S. 1978, M.B.A. 1980, Mankato State; D.B.A. 1990, Memphis State

Associate Professor

Jeffrey J. Archambault, B.S.B.A. 1983, M.S. 1986, Central Michigan University; Ph.D. 1992, Michigan State University

Robin Capehart, B.A. 1975, J.D. 1978, West Virginia; L.L.M. 1991, Georgetown

Suneel K. Maheshwari, B.C. 1985, Delhi; M.M.S. 1987, U. of Bombay; M.C. 1991, Miami; Ph.D. 1998, Florida Atlantic

Assistant Professor

Marie Archambault, B.B.A. 1986, Saginaw Valley State College; Ph.D. 1992, Michigan State University

Teresa Daniel, B.S. 1979, Centre College; J.D. 1982, Northern Kentucky University

Walter Smith, B.S. 1998, Ohio State; B.A. 1992, Marietta College; Ph.D. 1998, Ohio State

ADULT AND TECHNICAL EDUCATION

Professor

LeVene A. Olson, B.S. 1966, Ed.D. 1971, Georgia

Clara C. Reese, B.A. 1969, Lenoir Rhyne; M.S. 1972, Ed.D. 1980, North Carolina State

ADVANCED EDUCATIONAL STUDIES

Professor

Linda Spatig, B.S. 1971, Barton College; M.Ed. 1974, Western Washington State; Ed.D. 1986, Houston

Tony L. Williams, B.A. 1963, Marshall; M.A. 1968, Ed.D. 1970, West Virginia

ANATOMY, CELL AND NEUROBIOLOGY

Associate Professor

William Rhoten (chair), B.S. 1965, Colorado State; M.S. 1968, Illinois; Ph.D. 1971, Pennsylvania State

Ruu-Tong Wang, B.S. 1968, Fu Jen U. (Taiwan); M.S. 1973, Ph.D. 1976, Southern Illinois U.

Sasha Zill, B. A. 1966, Columbia University; Ph. D. 1979, University of Colorado
(continued)

Assistant Professor

Laura Richardson, B.A. 1972, Newton College of the Sacred Heart; M.S. 1979, U. of Virginia; Ph.D. 1993, Georgetown

Adjunct Professor

Jai Parkash, B.A. 1975, U. of New Delhi; M.Sc. 1978, M. Phil. 1980, Ph.D., 1986, Jawaharlal Nehru U.

APPLIED SCIENCE AND TECHNOLOGY

Professor

D. Allan Stern, B.Ed. 1971, Hawaii; M.Ed. 1972, Miami; Ed.D. 1977, Texas A&M

Associate Professor

Kathleen Miezio, B.S. 1972, Wisconsin-Milwaukee; M.S.I.E. 1988, Ph.D. 1992, Wisconsin

D. Scott Simonton, B.S. 1991, West Virginia Institute of Technology; M.S. 1997, Marshall; Ph.D. 2002, University of New Mexico 2002

Clair J. Roudebush, B.S. 1977, California U. of Pa.; M.S. 1980, Central Missouri State; Ph.D., Texas A & M

Adjunct Professor

James Wolfe, B.S. May 1991, United States Naval Academy; M.S. 1999, Marshall

ART AND DESIGN

Professor

Earline Allen, B.A. 1965, M.A. 1966, Marshall; M.F.A. 1978, Ohio

Byron Clercx (Chair), B.S. 1985, University of Wisconsin-River Falls; M.F.A. 1991, California State University-Fullerton

Michael I. Cornfeld, B.A. 1964, Indiana; M.F.A. 1967, Carnegie Institute

Mary Grassell, B.F.A. 1965, Carnegie Mellon University; M.F.A. 1984, Syracuse University

Susan Jackson, B.A. 1979, M.A. 1981, Ph.D. 1991, Ohio

Beverly Marchant, B.A. 1968, Randolph-Macon Woman's College; M.A. 1973, Virginia Commonwealth; Ph.D. 1983, State U. of NY-Binghamton

Peter A. Massing, B.F.A. 1985, NY at Buffalo; M.F.A. 1989, Ohio State

Stanley Sporny, B.F.A. 1968, Philadelphia College of Art; M.F.A. 1972, Pennsylvania

Associate Professor

Jonathan Cox, B.F.A. 1972, U. of Florida; M.F.A. 1975, Rhode Island School of Design

Assistant Professor

Claire Sherwood, B.F.A. 1997, Bowling Green State University; M.F.A. 2003, University of Maryland-College Park

Mark Slankard, B.A. 1996, Indiana University; M.F.A. 2002, Ohio University

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Associate Professor

Vernon Reichenbecher, Jr., B.S. 1970, West Virginia; Ph.D. 1976, Duke

Assistant Professor

Beverly Delidow, B.S. 1980, M.S. 1981, U. of Michigan; Ph.D. 1988, U. of California, Berkeley

Maiyon Park, B.S. 1985, Sham Yook University (Korea); M.S. 1994, Ph.D. 1998, University of Michigan

BIOLOGICAL SCIENCES

Professor

- James Brumfield**, B.S. 1961, M.S. 1964, Marshall; Ph.D. 1990, Union Institute
Victor Fet, B.S., M.S. 1976, U. of Novosibirsk, Russia; Ph.D. 1984, Academy of Sciences, St. Petersburg, Russia
Frank S. Gilliam, B.S. 1976, Vanderbilt University; Ph.D. 1983, Duke University
Marcia Harrison, B.S. 1977, Vermont; M.S. 1978, Ph.D. 1983, U. of Michigan
David Mallory, B.S. 1980, Cornell; M.S., 1983, Maine; Ph.D., 1987, West Virginia
Jeffrey May, B.A. 1976, Ph.D. 1990, U. of Rhode Island

Associate Professor

- Phillipe Georgel**, Maitrise, 1987, University of Poitiers (France); Ph.D. 1993, Oregon State University

Assistant Professor

- Eric Blough**, B.S. 1990, Michigan Technological University; M.S. 1992, Southern Illinois University; Ph.D., 1997, The Ohio State University
Nicola LoCascio, B.S. 1975, Mary Washington College of the University of Virginia; Ph.D. 1984, University of North Carolina - Chapel Hill
Sergei Markov,
Guo-Zhang Zhu, B.S. 1992, Shanghai Medical University (China); Ph.D. 1997, Shanghai Institute of Biochemistry (China)

Adjunct Professor

- J. Mark Chatfield**, B.S. 1977, M.S. 1980, Marshall; Ph.D. 1986, U. of Oregon

BIOMEDICAL SCIENCES

Professor

- Kinsley Kinningham**, B.S. 1986, M.S. 1989, Middle Tennessee State; Ph.D. 1996, University of Kentucky

CHEMISTRY

Professor

- Gary Anderson**, B.S. 1964, M.S. 1965, U. of Oklahoma; Ph.D. 1973, Florida State
Michael P. Castellani (Chair), B.S. 1982, Furman; M.S., 1983, Northwestern; Ph.D., 1986, UC-San Diego
John L. Hubbard, B.S. 1969, North Carolina; Ph.D., 1976, Purdue
Michael Norton, B.S. 1977, Louisiana State U. of Shreveport; Ph.D., 1982, Arizona State
Lawrence Schmitz, B.S. 1970, St. John's (Minn.); M.S. 1973, U. of Montana; Ph.D. 1982, U. of Calgary

Assistant Professor

- Rudolf Burecl**; M.S. Physical Chemistry; 1992; Charles University (Czechoslovakia) Ph.D. 1999; Oakland University
Jaroslava Miksovska, M.S. 1994, Charles University at Prague (Czech Republic); M.S. 1995, Ph.D. 1998, University Paris XI at Orsay (France)

CLASSICS

Professor

- Charles O. Lloyd II**, B.A. 1966, Marshall; M.A. 1973, Ph.D. 1976, Indiana
Caroline A. Perkins, B.A. 1973, McGill University; M.A. 1975, State University of New York at Buffalo; Ph.D. 1984, The Ohio State University

COMMUNICATION DISORDERS

Professor

Mary E. Reynolds, B.A. 1973, Kentucky; M.A. 1977, Marshall; Ph.D. 1996, Ohio

Associate Professor

Kathryn Chezik (*chair*), B.A. 1967, M. A. 1969, Indiana University

Karen McComas, B.A. 1977, M.A. 1978, Marshall

Assistant Professor

Loukia Zikkos Dixon, B.A. 1987, M.A. 1988, Marshall University

Susan Frank, B.A. 1976, Marshall; M.A. 1977, The George Washington University

Kelly Harlow, B.A. 1980, M.A. 1981, Marshall University

Pamela Holland, B.A. 1992, M.A. 1995, Marshall University

Karen K. McNealy, B.A. 1974, Marshall; M.A. 1975, Tennessee

Beverly E. Miller, B.A. 1987, Thiel College; M.A. 1989, Ohio

Lisa Thomas, B.A. 1996, M.A. 1998, Marshall

COMMUNICATION STUDIES

Professor

Robert Bookwalter, B.A. 1979, California State, Fresno; M.A. 1982, Montana; Ph.D. 1989, Kansas

Camilla Brammer, B.S. 1979, M.A. 1982, Marshall; Ph.D., 1992, Ohio

Robert Edmunds (*Interim Chair*), B.A. 1966, Marshall; M.A., 1968, Ph.D., 1979, Ohio

Edward Woods, B.A. 1975, M.A. 1982, Ph.D., 1993, Kentucky

Associate Professor

Stephen D. Cooper, A.B. 1972, Princeton; M.C.I.S. 1994, Ph. D. 2001, Rutgers

Assistant Professor

Susan Gilpin, B. A. 1973, West Virginia; M.A. 1999, Marshall; Ph.D. 2005, Carnegie Mellon

Karl Winton IV, B.A. 1976 Bethel College; M.A. 1981, Texas Tech University; Ph.D. 1998, University of Oklahoma

COUNSELING

Professor

Michael D. Burton, B.S. 1967, West Virginia State College; M.A. 1971, West Virginia; Ed.D 1975, Virginia Polytechnic Institute and State University

Donald L. Hall, B.A. 1971, Marshall; M.A., 1972, Eastern Kentucky; Ed.D., 1978, Virginia

Robert L. Rubenstein, B.S. 1977, M.A. 1980, Ed.D. 1989, West Virginia

Associate Professor

Wayne F. Coombs (*Director, West Virginia Prevention Resource Center*), B.A. 1987, M.A. 1989, Ph.D. 1994, West Virginia

Beverly Farrow, B.S. 1974, Hampton Institute; M.S. 1978, U. of Dayton; Ph.D. 1998, Kent State

Heather A. Hagerman, B.S. 1974, M.Ed. 1975, Idaho State; Ph.D. 1982, U. of Arizona

Carolyn Hayslett Suppa, B.S. 1971, Fairmont State College; M.A. 1976, West Virginia College of Graduate Studies; Ed.D. 1981, West Virginia

Assistant Professor

Darlene Daneker, B.A. 1997), M.S. 1999, Eastern Washington University; Ph.D. 2002, University of North Carolina at Greensboro

CRIMINAL JUSTICE

Professor

Margaret Phipps Brown, B.A. 1976, West Virginia Wesleyan; J.D. 1979, Emory
Samuel L. Dameron, A.B. 1973, Ohio; M.S. 1978, Eastern Kentucky State; Ph.D. 1987, Sam Houston State

Assistant Professor

Dhruba J. Bora, B.A. 1991, Marshall University; M.S. 1992, Eastern Kentucky University; Ph.D. 2003, Indiana University of Pennsylvania.
Kimberly A. DeTardo-Bora, B.A. 1996, Bowling Green State University; M.A. 1999, Ph.D. 2003, Indiana University of Pennsylvania.

DIETETICS

Professor

Shortie McKinney (Dean, Health Professions), B.S. 1971, Marshall University; M.S. 1976, Ph.D. 1977, The Ohio State University

Assistant Professor

Mary Kathryn Gould, B.A. 1991, Miami University; B.A. 1993, Marshall; M.S. 1996, Case Western Reserve University
Kelli Williams, B.S. 1995, Lipscomb; M.A. 1997, Marshall; Ph.D. Ohio State, 2006

EDUCATIONAL FOUNDATIONS

Professor

James Sottile, B.A. 1988, College of New Jersey; M.A. 1990, Ed.D. 1995, West Virginia
Tony L. Williams, B.A. 1963, Marshall; M.A. 1968, Ed.D. 1970, West Virginia

ELEMENTARY & SECONDARY EDUCATION

Professor

Sandra S. Bailey, B.S. 1971, Bluefield State; M.A. 1985, WV Graduate College; Ed.D. 1988, West Virginia
Ronald B. Childress, B.S. 1969, M.S. 1971, East Tennessee State; Ed.D. 1975, U. of Tennessee
Nega Debela, B.Ed. 1980, B.A. 1985, M.Ed. 1988, Leeds University (U.K.); Ph.D. 1995, Adelaide University (Australia)
Mary Jo Graham, B.S. 1966, Michigan State; M.A. 1970, Kent State; Ph.D. 1997, Ohio
Calvin F. Meyer, B.A. 1965, Carson-Newman College; M.A. 1974, Spalding University; Ed.D. 1979, University of South Carolina
Carl S. Johnson (Division Chair), A.A. 1960, School of the Ozarks; B.S. 1961, S.W. Missouri State; M.S. 1964, Arkansas; Ph.D. 1975, Kansas State
Jane McKee, B.A. 1962, Radford; M.A. 1978, Western Carolina; Ed.D. 1988, West Virginia
Rudy D. Pauley (Interim Dean, Graduate School of Education and Professional Development), B.S. 1992, Liberty University; M.A. 1994, WV Graduate College; Ed.D. 1998, West Virginia
Samuel Securro, B.A. 1964, Fairmont State College; M.A. 1966, Ed.D. 1970, West Virginia University
Frances Simone, B.A. 1964, Queens College of CUNY; M.Ed. 1967, U. of Florida; Ph.D. 1974, Duke
Nancy Wilson, B.A. 1966, College of Wooster; M.S. 1973, Midwestern State; Ed.D. 1986, West Virginia

(continued)

Associate Professor

- Janet Dozier**, B.A. 1994, M.A. 1999, Ed.S. 2003, Ed.D. 2005, Marshall
Lisa A. Heaton, B.S. 1992, Bethel College; M.Ed. 1995, Ph.D. 1999, University of Virginia
Paula White Lucas, B.A. 1989, M.A. 1990, Marshall; Ed.D. 1998, West Virginia
Ruth Ann Murphy, B.S. 1985, M.A. 1991, Ph.D. 2001, Ohio University
W. Fred Pauley, A.B. 1971, M.A. 1975, Marshall; Ph.D. 1994, University of Connecticut

Assistant Professor

- Melinda Backus**, B.A. 1989, M.A. 1994, Ed.S. 2003, Ed.D. 2005, Marshall University
Thelma Isaacs, B.A. 1989, M.A. 1999, M.A. 1999, Ed. S. 2002, Marshall University; Ed.D. West Virginia University 2002
Edna Meisel, B.S. 1980, Florida State University; M.A. 1994, Ed.S. 2003, Marshall University; Ed.D. 2005, West Virginia University
Bizunesh Wubie, B.A. 1978, Addis Ababa University; M.E. 1993, Ph.D. 2001, University of Toronto

ENGINEERING AND COMPUTER SCIENCE

Professor

- Thomas D. Hankins**, B.A. 1961, Denison; S.M. 1964, U. of Chicago; Ph.D. 1974, Clark
Eldon R. Larsen, B.S. 1977, M.S. 1978, Brigham Young; Ph.D. 1983, U. of California, Berkeley
Richard McCormick, B.S. 1971, WV Tech; MS 1974, Ph.D. 1979, Virginia Polytechnic Institute and State University
William E. Pierson, B.S. 1969, West Virginia Institute of Technology; M.S. 1973 West Virginia University; Ph.D. 1976 University of Missouri-Rolla

Associate Professor

- John Biros**, B.A. 1962, M.A. 1964, Duquesne; M.S. 1993, West Virginia Graduate College
Venkat Gudivada, B.Tech. 1983, JNT University (India); M.S. 1986, Ph.D. 1993, University of Louisiana
Patricia Logan, B.A. 1973 University of San Francisco; M.A. 1976, San Jose State University; Ph.D. 1996, Utah State University

Adjunct Professor

- Jonathan Thompson**, B.S. 1977, Massachusetts Institute of Technology; M.S. 2001 Marshall
William Mankins, B.S. 1962, M.S. 1963, West Virginia University
James Wolfe, B.S. 1991, United States Naval Academy; M.S. 1999, Marshall
William O'Brien, B.S. 1958, M.S. 1961, Ph.D. 1972, West Virginia University

ENGLISH

Professor

- Lee Erickson**, B.A. 1973, Yale; Ph.D. 1980, UCLA
Shirley Lumpkin, B.S. 1965, Ohio Wesleyan; M.A. 1966, Johns Hopkins; Ph.D. 1983, McGill
John McKernan, B.A. 1965, University of Omaha; M.A. 1967, University of Arkansas; M.F.A. 1971, Columbia University; Ph.D. 1980, Boston University
James Riemer, B.A. 1975, SUC at Brockport, NY; M.A. 1977, Ph.D. 1982, Bowling Green
Arthur E. Stringer, B.A. 1971, Ohio; M.A. 1974, Colorado State; M.F.A. 1979, Massachusetts
John W. Teel, B.A. 1960, M.A. 1962, Marshall; Ph.D. 1984, West Virginia

Associate Professor

- Timothy Burberry**, B.A. 1985, Claremont McKenna; Ph.D. 1997, SUNY, Stony Brook
Gwenyth Hood, B.A. 1977, Wellesley College; M.A. 1978, Ph.D. 1984, Michigan
Mary Moore, B.A. 1967, U. of California, Riverside; M.A. 1976, California State; Ph.D. 1994, U. of California, Davis
Katharine Rodier, B.A. 1977, M.A. 1979, M.F.A. 1982, Virginia; Ph.D. 1995, U. of Connecticut.
Michele Schiavone, A.B. 1978, Long Island; Ph.D. 1989, SUNY
Kateryna Rudnytzky Schray, B.A. 1987; M.A. 1989, Georgetown; Ph.D. 1997, North Carolina
John Van Kirk, B.A. 1976, Webster; M.F.A. 1991, Univ. of Maryland

Assistant Professor

- Janet Badia**, B.A. 1994, M.A. 1996, Ph.D. 2000, Ohio State University
Kelli P. Grady, B.A. 1998, Nicholls State University; M.A. 2001, University of Southern Mississippi; Ph.D. 2005, University of Louisville,
Christopher Green, B.A. 1991, University of Kentucky; M.A. 1993, Appalachian State University; M.F.A. 1996, M.S. 1998, Indiana University; Ph.D. 2004, University of Kentucky
Hyo-Chang Hong, B.A. 1995, Yeung-Nam University (Korea); M.A. 1997, Ph.D. 2002, Ball State
Roxanna Kirkwood, B.A. 1997, M.A. 2000, University of Arkansas at Little Rock; Ph.D. 2005, Texas Woman's University
Sherri Smith, B.A. 1986, M.A. 1989, M.A. 1993, Northwestern; Ph.D. 2000, Indiana
Lachlan Whalen, B.A. 1991, M.A. 1994, Ph.D. 2001, North Dakota
John Young, A.B. 1990, Princeton; M.A. 1992, Ph.D. 1998, Northwestern

EXERCISE SCIENCE, SPORT AND RECREATION

Professor

- C. Robert Barnett**, B.A. 1965, Marshall; M.A. 1969, Ph.D. 1972, Ohio State
Raymond L. Busbee, B.S. 1962, M.S. 1964, Ph.D. 1969, Georgia
William P. Marley, B.S. 1960, Concord; M.A. 1962, Maryland; Ph.D. 1969, Toledo
R. Daniel Martin (Division Chair), B.A. 1973, Bethany; M.S. 1976, Ed.D. 1997, West Virginia

Associate Professor

- John Kiger**, B.A. 1977, Milton College; M.S. 1979, San Francisco State; Re.D. 1996, Indiana
Jennifer Y. Mak, B.A. 1995, Hong Kong Baptist University; M.S. 1998, Ph.D. 2000, Indiana

Assistant Professor

- Charles Eric Arnold**, B.S. 1996, West Georgia University; M.S. Georgia State University, 1999
Ronda Childress, B.S. 1998, Ohio University; M.S. 2000, Auburn University; Ph.D. 2003, The University of Alabama
Jean-Claude Martin, B.A. 1974, Central Connecticut State; M.A. 1977, Louisiana State; M.P.H. 1995, Rutgers; Ph.D. 1985, Wisconsin-Milwaukee.
David Robertson, B. S, 1988, University of Louisville; M. A., 1995, Eastern Kentucky University

FAMILY AND COMMUNITY HEALTH

Associate Professor

- Margaret Fish**, B.S. 1965, MS. 1978, U. of California, Davis; Ph.D. 1990, Penn State.

FAMILY AND CONSUMER SCIENCE

Professor

Susan Linnenkohl, B.S. 1975, Eastern Kentucky; M.S. 1980, Kansas State; Ph.D. 1991, Oklahoma State

FINANCE AND ECONOMICS

Professor

Ramchandra Akkihal, B.S. 1958, Lingaraj; M.A. 1961, Bombay; Ph.D. 1969, Tennessee

Michael L. Brookshire, B.S. 1971, Ph.D. 1975, Tennessee

Dallas Brozik, B.A. 1972, Coe College; M.B.A. 1980, Lewis University; Ph.D. 1984, South Carolina

Lawrence Shao (Division Head), B.S. 1980, M.B.A. 1982, Old Dominion; Ph.D. 1989, Tennessee

Harlan Smith, B.A. 1977, Kalamazoo College; M.A. 1982, M.A. 1984, Ph.D. 1989 Yale

Associate Professor

Richard Agesa, B.A. 1984, M.A. 1986, University of Poona (India); M.A. 1990, Ph.D. 1996, University of Wisconsin - Milwaukee;

Michael Newsome, B.B.A. 1990, Marshall; M.S. 1993, Ph.D. 1997, Kentucky

FORENSIC SCIENCE

Professor

Terry Fenger, B.A. 1970, Ph.D. 1976, Southern Illinois

Thomas Rushton, B.A. 1985, Vandervilt, M.D. 1989, South Florida

Associate Professor

Ronnie Jewell, B.S. 1989, Concord College; M.S. 1991, Marshall

Graham Rankin,

Pamela J. Staton, B.S. 1975, Morehead State University; M.S. 1978, West Virginia; Ph.D. 2001, Marshall

GEOGRAPHY

Associate Professor

Sarah A. Brinegar, A.B. 1992, Illinois; M.A. 1996, Western Illinois; Ph.D. 2000, Arizona State

Larry Jarrett (Chair), B.A. , 1961, MA, 1964, Marshall

Assistant Professor

Joshua Hagen, B.A. 1997, University of Northern Iowa; M.S. 1998, Ph.D., 2003, University of Wisconsin-Madison.

James Leonard, B.A. 1991, M.A. 1994, Marshall; Ph.D. 2001, U. of Cincinnati

Anita Walz, M.S. 1993, Oregon State University; M.S. equivalent (1994), Universitaet Konstanz (Germany); Ph.D. 2002, University of Maryland

GEOLOGY

Professor

Ronald L. Martino, B.A. 1973, Bucknell; M.S. 1976, Ph.D. 1981, Rutgers

Dewey D. Sanderson, B.S. 1964, Wisconsin; Ph.D. 1972, Michigan State

Associate Professor

Aley K. El-Shazly, B.Sc. 1983, University of Alexandria (Egypt); M.S. 1987, Ph.D. 1991, Stanford University

William Niemann, B.S. 1983, Southern Illinois U.; M.S. 1986, U. of Iowa; Ph.D. 1999, U. of Missouri-Rolla

HISTORY

Professor

William G. Palmer, B.S. 1973, Iowa State; Ph.D. 1981, Maine

Robert D. Sawrey, B.A. 1970, South Dakota; M.A. 1971, Ph.D. 1979, Cincinnati

Associate Professor

Montserrat M. Miller, B.A. 1983, M.A. 1988, Marshall; M.A. 1990, Ph.D. 1994, Carnegie Mellon.

Assistant Professor

Daniel Holbrook, B.A. 1986, Brandeis University; M.S. 1994, Ph.D. 1999, Carnegie Mellon University

David Mills, B.A. 1990, Kansas; M.A. 1993, Ph.D. 1997, Utah

Kat D. Williams, B.A. 1988, M.A., 1994, Ph.D., 2001, Kentucky

HUMANITIES

Professor

Luke Eric Lassiter, B.S. 1990, Radford University; Ph.D. 1995, University of North Carolina at Chapel Hill.

Frances Simone, B.A. 1964, Queens College of CUNY; M.Ed. 1967, U. of Florida; Ph.D. 1974, Duke

Adjunct Professor

Timothy Alderman, B.A. 1974, Duquesne; M.A. 1976, Ph.D. 1982, Purdue

R. Eugene Harper, A.B. 1960, Wittenberg; M.A. 1962, Ph.D. 1969, U. of Pittsburgh

Barbara Ladner, B.A. 1978, Rice University; M. Phil. 1981, Yale University; Ph.D. 1987, Yale University

Robert F. Maslowski, B.A. 1968, Holy Cross College; Ph.D. 1978, U. of Pittsburgh

Barbara L. Nicholson, B.A. 1973, Glenville State College; M.A. 1978, West Virginia; Ph.D. 1987, Ohio

Reidun Ovrebo, C.M. 1979, Norwegian Universities; Ph.D. 1993, Ohio

John Richards, B.A. 1978, West Virginia State University; M.A. 1982, Ohio University; Ph.D. 2000, Ohio University

Robert D. Sawrey, B.A. 1970, South Dakota; M.A. 1971, Ph.D. 1979, Cincinnati

Celene Seymour, B.A. 1973, Saint Francis College; M.L.S. 1980, Catholic U. of America; Ph.D. 1998, Indiana U. of Pa.

Michael W. Smith, B.S. 1987, M.A. 1989, Virginia Polytechnic Institute & State U.; Ph.D. 1995, Florida State

INTEGRATED SCIENCE AND TECHNOLOGY

Professor

Mike Little, B.A. 1967, M.S. 1973, Marshall; Ph.D. 1983, University of Louisville

Ralph Taylor, B.S. 1960, Murray State U.; M.S. 1968, Ph.D. 1972, University of Louisville

JOURNALISM AND MASS COMMUNICATIONS

Professor

Corley F. Dennison (Dean), B.A. 1976, James Madison; M.A. 1984, Northwest Missouri State; Ed.D. 1991, West Virginia

Burnis Morris (Carter G. Woodson Professor), B. A. 1973, University of Mississippi; M.P.A. 1977, University of Dayton

Associate Professor

Charles G. Bailey, B.A. 1974, M.A. 1985, Marshall University; Ed.D. 1993, West Virginia

Janet Dooley (Assistant Dean), B. A. 1973, Marshall; M. S. 1974, University of Tennessee at Knoxville

Rebecca Johnson, B.A. 1975, M.A. J. 1976, Marshall

Maryl Neff, B.A. 1983, New Mexico State University; M.A. 1985, University of Georgia; Ph.D. 1996, University of Florida, 1996

Assistant Professor

Allyson Goodman, B.A. 1982, Marshall; M.A. 1988, Shippensburg University

LEADERSHIP STUDIES

Professor

Dennis M. Anderson (Distinguished Professor of Education), B.S. 1964, Florida State; M.A. 1965, M.A. 1971, Appalachian State; Ed.D. 1975, Virginia Tech

Michael L. Cunningham, B.S. 1972, West Virginia; M.A. 1977, West Virginia College of Graduate Studies; Ed.D. 1996, West Virginia

Teresa R. Eagle, B.S. 1978, U. of Charleston; M.A. 1982, WV Graduate College; Ed.D. 1996, West Virginia

Michael Galbraith, B.Ed. 1973, M.A. 1981, Toledo; Ed.D. 1984, Oklahoma State

Barbara L. Nicholson, B.A. 1973, Glenville State College; M.A. 1978, West Virginia; Ph.D. 1987, Ohio

Linda Spatig, B.S. 1971, Barton College; M.Ed. 1974, Ed.D. 1986, University of Houston

Powell E. Toth, B.S. 1956, M.Ed. 1961, Miami U.; Ph.D. 1967, Ohio State

Associate Professor

Jerry D. Jones, B.S. 1972, West Virginia State; M.A. 1974, West Virginia College of Graduate Studies; Ed.D. 1978, Virginia Tech

Assistant Professor

Mary Harris-John, B.A. 1975, M.A. 1979, Washington & Jefferson College; Ed.D. 1995, University of Pittsburgh

Adjunct Professor

Jack Yeager, B.A. 1965, West Virginia State College; M.A. 1969, Marshall; Ed.D. 1975, Virginia Tech

MANAGEMENT/MARKETING

Professor

W. Blaker Bolling, B.S.I.E. 1964, M.S.I.E. 1969, Virginia Polytechnic Institute; D.B.A. 1979, Virginia

Charles Braun, B.E.S. 1980, St. Cloud State U.; M.A. 1986, Minnesota; Ph.D. 1994, Kentucky

Bob S. Brown, B.S.B.A. 1966, M.B.A. 1968, West Virginia; Ph.D. 1977, American U.

Dennis C. Emmett, B.A. 1972, Thiel College; M.B.A. 1974, D.B.A. 1978, Kent State University

Katherine Karl, B.S. 1983, University of Michigan-Flint; M.B.A. 1986, Ph.D. 1991, Michigan State University

Chong W. Kim (Division Head), B.A. 1966, Yon Sei; M.B.A. 1971, Miami; Ph.D. 1976, Ohio State

Deanna Mader, B.A. 1975, M.A. 1978, Western Kentucky University; Ph.D. 1984, University of Georgia

Frederick Mader, B.S. 1975, M.S. 1978, Western Kentucky; M.B.A. 1981, Ph.D. 1988, Georgia

Marjorie McInerney, B.S.B.A. 1975, University of Akron; M.B.A. 1977, Marshall; Ph.D. 1983, Ohio State

Phil Rutsohn, A.A.S. 1964, SUNY Farmingdale; B.A. 1967, New Mexico Highlands; M.S. 1968, Oklahoma State; Dr.P.H. 1976, The U. of Texas Health Sciences Center

Dale Shao, B.S.B.A. 1977, M.B.A. 1978, Old Dominion; Ph.D. 1989, Georgia State

Andrew Sikula, Sr. (Director, Graduate School of Management), B.A. 1966, Hiram College; M.B.A. 1967, Ph.D. 1970, Michigan State University

Uday Tate, B.A., M.B.A. 1967, Univ. of Baroda; M.B.A. 1974, Western Illinois; D.B.A. 1983, Tennessee

Associate Professor

Elizabeth Craycraft Alexander, B.B.A. 1983, M.B.A. 1989, Marshall; Ph.D. 2000, U. of Kentucky

Lorraine Anderson (Associate Dean, Lewis College of Business), B.A. 1978, U. of Florida; M.B.A. 1991, Marshall; Ed.D. 2000, West Virginia

Ashish Chandra, B.S. 1986, M.M.S. 1989, Banaras Hindu Univ.; M.B.A. 1993, Ph.D. 1996, Northeast Louisiana

Kurt E. Olmosk, B.S. 1964, Case Institute of Technology; Ph.D. 1970, Case Western Reserve University

Rick Weible, B.B.A. 1977, M.B.A. 1985, Marshall; D.B.A. 1993, Mississippi State University

Assistant Professor

Christopher M. Cassidy, B.S. 1985, United States Air Force Academy; M.B.A. 1992, Gonzaga University; Ph.D. 2002, Texas A&M University

Deepak Kumar Subedi, B.E. 1988, M.B.A. 1994, M.Sc. 1977, Ph.D. 2004 Univ of Toledo

M. Shane Tomblin, B.S. 1989, M.A. 1992, Marshall; Ph. D. 2005, University of Kentucky

MATHEMATICS

Professor

Laura Adkins, B.A. 1981, M.A. 1982, Marshall; M.S. 1990, Ph.D. 1996, Ohio State

Ariyadasa Aluthge, B.S. 1981, Kelaniya, Sri Lanka; M.S. 1985, Ottawa; Ph.D., 1990, Vanderbilt

John Drost, B.S. 1978, Florida International; Ph.D. 1983, Miami

Karen Mitchell, B.A. 1971, M.A. 1979, Marshall; Ed.D. 1999, West Virginia University

Ralph Oberste-Vorth (Chair), B.A., M.A. 1981, Hunter College; Ph.D. 1987, Cornell U.

Gerald E. Rubin, B.S. 1964, Penn State; M.S. 1966, State NY; Ph.D. 1977, George Washington

Judith Silver, B.S. 1969, Walla Walla; M.A.T. 1971, Washington, Seattle; Ph.D. 1988, Kentucky

Associate Professor

Alfred Akinsete, B.Sc. 1980; M.Sc., 1983; Ph.D., 1996, University of Ibadan (Nigeria)

Clayton Brooks, B.A. 1988, Marshall; M.A. 1991, Ph.D. 1994, Kentucky

(continued)

Alan Horwitz, B.S. 1980, Ohio State; M.A. 1985, Ph.D. 1988, SUNY Stony Brook
Bonita Lawrence, B.A. 1979, Cameron; M.S. 1990, Auburn; Ph.D. 1994, U. of Texas, Arlington

Assistant Professor

Yulia Dementieva, M.S. 1994, St. Petersburg State U. (Russia); Ph.D. 2001, Emory U.

Norah Esty, B.S. 1998, Montana State; Ph.D. 2005, U. C. Berkeley

Basant Karna, B. Sc., M. Sc. 1997, Tribhuvan University (Nepal); Graduate Diploma 1999,
International Center for Theoretical Physics; Ph.D. 2004, Baylor University

Peter Saveliev, Diploma 1987, Moscow State University (Russia); Ph.D. 1999, U. of Illinois

MEDICINE

Professor

Bruce Chertow, M.D. 1965, U. of Illinois College of Medicine

John W. Leidy, Sc.B. 1972, Brown; Ph.D. 1979, M.D. 1979, Washington

Maurice Mufson, B.A. 1953, Bucknell University; M.D. 1957, New York University

MICROBIOLOGY, IMMUNOLOGY AND MOLECULAR BIOLOGY

Professor

Donald Primerano, B.S. 1976, St. Vincent; Ph.D. 1982, Duke

Associate Professor

Susan Jackman, B.S. 1971, M.S. 1974, Marquette; Ph.D. 1984, Iowa

Hongwei Yu, B.S. 1983, Shandong College; M.S. 1990, U. of Alberta; Ph.D. 1993, U. of
Calgary

Assistant Professor

Vincent E. Sollards, B.A. 1993, Ph.D. 2000, University of Kansas 1993

MODERN LANGUAGES

Associate Professor

José Luis Morillo-Amo, B.A. 1985, U. of New Orleans; M.A. 1989, Ph.D. 1993, Tulane
University

MUSIC

Professor

David Castleberry, B.A. 1978, Furman University; M.A. 1980, D.M.A. 1992, University of
Texas at Austin

M. Leslie Petteys, B.M. 1972, M.M. 1975, Colorado; D.M.A. 1987, Missouri-Kansas City

Michael Stroehrer, B.M. 1974, Missouri-St. Louis; M.M. 1979, New England Conservatory;
M.M.E. 1990, Ph.D. 1991, North Texas

Associate Professor

Stephen Lawson (Interim Chair), B.M., 1978, SUNY Potsdam; M.M. 1983, D.M.A., 1991,
Michigan State University

Assistant Professor

Mark Zanter, B. M. 1990, U. of Minnesota; M.M. 1993, D.M.A. 2000, U. of Illinois

NURSING

Professor

Madonna Combs, B.S.N. 1970, M.S.N. 1972, Kentucky; M.A.C.E. 1978, Morehead State;
D.N.Sc. 1996, Rush

Sandra Marra, B.S.N. 1985, M.S.N. 1987, M.A. 1992, Ed.D. 1997, West Virginia
Karen Stanley, B.S.N. 1984, West Virginia; M.S. 1986, Ohio State; D.N.Sc. 1996, Rush
Diana P. Stotts, B.S.N. 1974, Kentucky; M.S.N. 1981, U. of Texas Health Science Center at
San Antonio; Ph.D. 1990, U. of Texas at Austin; CS-FNP
Robin Walton, B.S.N. 1987, Marshall; M.S.N. 1990, Bellarmine College; Ed.D. 2002, Marshall

Associate Professor

Nancy Fagan, A.D.N. 1974, B.S.N. 1982, Ohio; M.S.N. 1994, Marshall; CS-FNP

Assistant Professor

Joy Cline, B.S.N. 1986, Marshall; M.S.N. 1998, Bellarmine College

Adjunct Professor

Robert Stanton, B.S. 1979, West Virginia; M.B.A. 1985, U. of Wisconsin-Madison; Pharm.D.
1989, Kentucky

Diane Tomasic, B.S. 1971, Point Park College; M.N. 1980, U. of Pittsburgh; M.S.Ed. 1974,
Duquesne; Ed.D. 1989, West Virginia

PHARMACOLOGY

Professor

Gary O. Rankin (Chair), B.S. 1972, Arkansas-Little Rock; Ph.D. 1976, Mississippi

Monica A. Valentovic, B.S. 1978, Michigan Tech.; M.S. 1980, Toledo; Ph.D. 1983, Kentucky

Associate Professor

Jack Terry, B.S. 1973, Miami University; M.S., O.D. 1975, Ohio State; Ph.D. 1995, Marshall

Adjunct Professor

James Kraner, B.A. 1986, Ph.D. 1991, U. of New Mexico

Lawrence H. Lash, B.A. 1980, Case Western Reserve; Ph.D. 1985, Emory

PHILOSOPHY

Professor

Jeremy Barris, B.A. 1980, Rhodes University; B.A. 1981, M.A. 1983, University of Cape Town;
M.A. 1984, Duquesne; Ph.D. 1990 SUNY-Stony Brook

John N. Vielkind (Chair), B.A. 1967, St. Mary's; M.A. 1970, Ph.D. 1974, Duquesne

Associate Professor

Jeffrey Powell, A.B. 1981, Ohio; M.A. 1984, Duquesne; M.A. 1989, Loyola; Ph.D. 1994,
DePaul

PHYSICS AND PHYSICAL SCIENCE

Professor

Ralph E. Oberly, B.S. 1963, Ph.D. 1970, Ohio State

Ashok Vaseashta, M.S., M.Tech. 1978, Ph.D. 1990, Virginia Tech

PHYSIOLOGY

Professor

Howard Aulick, A.B. 1962, William and Mary; B.S. 1964, Medical College of Virginia; M.A.
1973, Ph.D. 1974, Indiana

William McCumbee, B.S. 1965, St. Edward's University; M.S. 1967, Sam Houston State
University; Ph.D. 1977, University of Houston

(continued)

Associate Professor

Todd Green, B.S. 1978, Florida State; Ph.D. 1986, Virginia

Lawrence M. Grover, B.S. 1982, The University of the South; M.A. 1984, Ph.D. 1986, Princeton University

Gary Wright (Chair), B.S. 1968, Eastern Kentucky State; M.S. 1970, New Mexico State; Ph.D. 1974, The Ohio State University

POLITICAL SCIENCE

Professor

Simon Perry, A.B. 1954, Berea College; M.A. 1955, U. of Tennessee; Ph.D. 1961, Michigan State

Jean Edward Smith (John Marshall Professor), A.B. 1954, Princeton University; Ph.D. 1964, Columbia University

Associate Professor

D. Stephen Cupps, B.A. 1963, Duke University; Ph.D. 1970, Princeton University

Assistant Professor

Cheryl Brown, B.S. 1987, M.P.H. 1990, Columbus College; Ph.D. 1997, Georgia State

George Davis, B.A. 1997, State University of New York at Oswego; M.A. 2000, Virginia Polytechnic Institute and State University; Ph.D. 2005, Pennsylvania State University, 2005

Daniel Masters, B.S. 1992, M.A. 1995, Appalachian State University; Ph.D. 2000, University of Tennessee

Jamie Warner, B.A. 1991, Millersburg State U.; M.A. 1995, Ph.D. 2001, Penn State

PSYCHOLOGY

Professor

Marty J. Amerikaner (Chair), B.A. 1972, SUNY-Albany; M.A. 1975; Ph.D. 1978, Florida

Thomas Ellis, B.A. 1974, University of Texas at Austin; Psy.D. 1978, Baylor University

Marianna Footo-Linz, B.A. 1983, M.A. 1986, Marshall; Ph.D. 1991, North Carolina

Marc A. Lindberg, B.A. 1971, Minnesota; M.A. 1973, Ph.D. 1976, Ohio State

Steven Mewaldt, B.A. 1969, Cornell; M.A. 1972, Ph.D. 1975, Iowa

Pamela Mulder, B.A. 1978, Whittier College; M.A. 1985, California State, Fresno; Ph.D. 1991, California School of Professional Psychology

Stephen O'Keefe, B.S. 1965, M.A., Ohio State; Ph.D. 1973, Peabody College of Vanderbilt University

Robert A. Wilson, B.A. 1966, College of Wooster; M.A. 1968, U. of Akron; Ph.D. 1971, U. of Houston

Joseph Wyatt, B.A. 1969, Morris Harvey; M.S. 1970, Miami; Ph.D. 1980, West Virginia

Associate Professor

Keith Beard, B.A. 1992 West Virginia University; M.A. 1994 Marshall; Psy.D. 2000, Wright State University

Christopher W. LeGrow, B.S. 1987, Plymouth State College; M.S. 1989, Ph.D. 1992, Ohio

Assistant Professor

Tony Goudy, B.A. 1985, M.S. 1988, West Virginia; Ph.D. 1994, Penn State

Wendy Williams, B.A. 1997, Swarthmore College; M.A. 1999, U. of Florida; Ph.D. 2005, U. of California

READING EDUCATION

Professors

E. Noel Bowling, B.A. 1969, M.A.T. 1970, Lynchburg College; Ed.D. 1975, U. of Virginia; Post Doctorate 1990, Ohio State

Barbara Loebach, B.S. 1968, University of Illinois; M.A. 1978, West Virginia College of Graduate Studies; Ed.D. 1998, University of Cincinnati

Associate Professor

Barbara O'Byrne, Certificate in Secondary Education, 1979, McGill; M.A. 1981, Concordia College; Ph.D. 1995, U. of Toronto

Assistant Professor

Patrick Iannone, BA. 1987, M.A. 1994, West Virginia University

RELIGIOUS STUDIES

Clayton McNearney, B. A. 1962, Minnesota; Ph.D. 1970, Iowa

SCHOOL PSYCHOLOGY

Professor

Fred Krieg, B.S. 1967, Boston University; M.A. 1968, U. of Massachusetts; M.S. 1971, O.D. 1972, Ph.D. 1973, Ohio State

Stephen O'Keefe, B.S. 1965, M.A., Ohio State; Ph.D. 1973, Peabody College of Vanderbilt University

Associate Professor

Peter Prewett, B.S.1982, M.A. 1986, Ph.D. 1991, The Ohio State University

Assistant Professor

Sandra Stroebel, B.A. 1982, Asbury College; M.A. 1986, Ph.D. 1988, University of South Carolina

SOCIOLOGY AND ANTHROPOLOGY

Professor

Kenneth Paul Ambrose, B.A. 1962, West Virginia Wesleyan College; M.Div. 1963, Duke University; M.A. 1970, Marshall; Ph.D. 1978, Ohio State

Nicholas P. Freidin, A.B. 1973, Georgetown; D.E.A. 1975, Oxford; D. Phil. 1981, Oxford

Associate Professor

Elena Ermolaeva, Ph.D. equivalent, 1989, Russian Academy of Sciences; M.A. 1991, Ph.D. 1997, Johns Hopkins University

Richard Garnett, B.A. 1980, The University of Vermont; M.A.1987, Ph.D. 1993, The University of North Carolina at Chapel Hill

Karen L. Simpkins, B.A. 1966, American University of Beirut (Lebanon); M.A. 1969, University of North Carolina at Chapel Hill; Ph.D. 1976, Edinburgh University (Scotland)

Assistant Professor

Sangmoon Kim, B.A. 1996, Dongguk University; M.A. 1999, Ph.D. 2004, University of South Carolina

Martin Laubach, B.S. 1978, M.A. 1999, Ph.D. 2002, Indiana University

Frederick P. Roth, B.A. 1968, The College of William and Mary; M.A. 1985, Rutgers University; Ph.D. 2001, University of Connecticut

Donna Sullivan, B.S. 1997, M.S. 2000, Ph.D. 2004, University of Massachusetts Boston

SPECIAL EDUCATION

Professor

Robert S. Angel, B.A. 1969, Queen; M.S. 1972, Long Island; Ph.D. 1977, Arizona

Joyce A. Meikamp, B.S. 1975, M.A. 1980, Ed.D. 1984, Ball State University

Edwina Pendarvis, BA 1969, M.A. 1971, University of South Florida; Ed.D. 1983, University of Kentucky

Michael E. Sullivan, B.S. 1971, West Virginia State College; M.A. 1973, M.A. 1982, West Virginia Graduate College; Ed.D., West Virginia

Ronald K. Wolf, B.A., 1970, Indiana U. of Pennsylvania; M.Ed. 1977, Shippensburg U. of Pennsylvania; Ph.D. 1983, U. of Kansas

Associate Professor

James O. Burton, B.A. 1993, Fairmont State; M.A., 1998, West Virginia

Assistant Professor

Patricia Myers, B.S. 1988, Georgetown College; M.A. 1998, West Virginia University; Ed.S. 2005, Marshall

Molly Simonton, B.S. 1996, Illinois State University; M.S. 1999, University of Nebraska-Omaha



Calendar

Marshall University Academic Calendar for 2006-2007

FIRST SEMESTER 2006-2007

August 14, Monday – August 18, Friday	Registration/Schedule Adjustment
August 19, Saturday, 9 a.m.	Residence Halls Open
August 21, Monday, 8 a.m.	First Day of Classes
August 21, Monday – August 25, Friday	Late Registration and Add/Drop (Schedule Adjustment)
August 25, Friday	Last Day to Add Classes (Withdrawals Only After This Date)
August 28, Monday	“W” Withdrawal Period Begins
September 1 – September 5	University Computer Services Unavailable
September 4, Monday	Labor Day Holiday – University Closed
September 15, Friday	Application for December Graduation Due in Academic Dean’s Office
September 22, Friday	Last Day to Drop 1 st 8 Weeks Courses
October 9, Monday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
October 10, Tuesday	Mid-Semester, 1 st 8 Weeks Courses End
October 11, Wednesday	2 nd 8 Weeks Courses Begin
October 16, Monday	Deadline for Submitting Freshman Mid Term Grades
October 27, Friday	Last Day to Drop a Full Semester Individual Course
October 30 – December 5	Complete Withdrawals Only
November 10, Friday	Last Day to Drop 2 nd 8 Weeks Courses
November 6 – November 17	Advance Registration for Spring Semester for Currently Enrolled Students
November 17, Friday, 9 p.m.	Residence Halls Close
November 20, Monday – November 25, Saturday	Thanksgiving/Fall Break – Classes Dismissed
November 20 – December 12	Advanced Registration for Spring Semester Open to All Admitted/Re-Admitted Students
November 23 – November 26	University Computer Services Unavailable
November 23, Thursday	Thanksgiving Holiday – University Closed
November 24, Friday	University Holiday – University Closed
November 26, Sunday, Noon	Residence Halls Open
November 27, Monday	Classes Resume
November 29, Wednesday – December 5, Tuesday	“Dead Week”
December 5, Tuesday	Last Class Day and Last Day to Completely Withdraw for Fall Semester
December 5, Tuesday	Last Possible Date for Thesis/Dissertation Defense
December 6, Wednesday	Study Day – Exams for Wednesday Classes 3 p.m. and After Will Be Held
December 7, Thursday	Exam Day
December 7, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be In Graduate College Office
December 8, Friday	Exam Day
December 9, Saturday	Exam Day for Saturday Classes (and some common finals)

(continued)

December 11, Monday	Exam Day
December 12, Tuesday	Exam Day - Fall Semester Closes
	Official Graduation Date For Fall Semester
December 13, Wednesday 9 a.m.	Residence Halls Close
December 13 - December 26	Advance Registration/Schedule Adjustment for Spring Semester is Suspended
December 14, Thursday, Noon	Deadline for Submitting Final Set of Grades
December 22, Friday - January 1, 2007, Monday	University Closed
December 27-28	On-Line Registration (myMU) Resumes

SECOND SEMESTER 2006-2007

January 2, 2007, Tuesday	University Offices Open
January 2, Tuesday - January 6, Friday	Registration/Schedule Adjustment
January 7, Sunday, 9 a.m.	Residence Halls Open
January 8, Monday	First Day of Class
January 8, Monday - January 12, Friday	Late Registration and Add/Drop (Schedule Adjustment)
January 12, Friday	Last Day to Add Classes (Withdrawals Only After This Date)
January 15, Monday	Martin Luther King, Jr. Holiday - University Closed
January 16, Tuesday	"W" Withdrawal Period Begins
January 19, Friday	Application for May Graduation Due in Academic Dean's Office
February 9, Friday	Last Day to Drop 1 st 8 Weeks Courses
February 28, Wednesday	Mid-Semester, 1 st 8 Weeks Courses End
March 1, Thursday	2 nd 8 Weeks Courses Begin
March 5, Monday	Deadline for Submitting Freshman Mid Term Grades
March 12, Monday	Final Draft of Thesis/Dissertation Due in Advisor's Office
March 17, Saturday, Noon	Residence Halls Close
March 18, Sunday - March 25, Sunday	Spring Break - Classes Dismissed
March 25, Sunday, Noon	Residence Halls Open
March 26, Monday	Classes Resume
March 26, Monday - March 30, Friday	Advance Registration For Summer Session for Currently Enrolled Students
March 30, Friday	Last Day to Drop a Full Semester Individual Course
April 2 - April 27	Complete Withdrawals Only
April 2, Monday	Advance Registration for Summer Session Open to All Admitted/Re-admitted Students
April 4, Wednesday	Assessment Day - Classes Dismissed for University-Wide Assessment Activities
April 5, Thursday	Last Day to Drop 2 nd 8 Weeks Courses
April 9- April 20	Advance Registration Fall Semester for Currently Enrolled Students
April 23, Monday	Last Possible Date for Thesis/Dissertation Defense
April 23, Monday - April 27, Friday	"Dead Week"
April 23, Monday - May 4, Friday	Advance Registration for Fall Semester Open to All Admitted/Re-Admitted Students Except First Time Fall Undergraduates
April 27, Friday	Last Class Day and Last Day to Completely Withdraw for Spring Semester
April 28, Saturday	Exam Day for Saturday Classes (and some common finals)
April 30, Monday	Exam Day
May 1, Tuesday	Exam Day
May 2, Wednesday	Study Day - Exams for Wednesday Classes 3 p.m. and After Will Be Held
May 3, Thursday	Exam Day
May 3, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and All Paperwork/Checks Must Be in Graduate College Office
May 4, Friday	Exam Day
May 4, Friday, 6 p.m.	Residence Halls Close (except for Graduating Seniors)

(continued)

May 5 – May 13	Advance Registration/Schedule Adjustment for Fall Semester is Suspended
May 5, Saturday	170 th Commencement Exercises
May 7, Monday	Summer Session “A” Begins
May 8, Tuesday, 4 p.m.	Deadline for Submitting Final Set of Grades
May 14, Monday	Registration/Schedule Adjustment Resumes for Fall Semester for All Students Except First Time Fall Undergraduates
May 26 – May 28	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed

SUMMER SESSIONS 2007

Session A

May 4, Friday, 8 a.m. – 5 p.m.	Session A – Regular Registration
May 7, Monday	Session A – First Day of Classes
May 7, Monday, 8 a.m. – 5 p.m.	Late Registration/Schedule Adjustment Closes for Session A
May 25, Friday	Last Day to Drop an Individual Course
May 26 – May 27	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed
May 30 – June 1	Complete Withdrawals Only
June 1, Friday	Last Class Day – Last Day to Withdraw for Session A
June 1, Friday	Final Examination Day – Session A Ends
June 4, Monday	Deadline for Submitting Final Grades for Session A

Session B:

Term 1 (12 Weeks) May 14 – August 6

Term 2 (6 Weeks) May 14 – June 25

Term 3 (6 Weeks) June 26 – August 6

Term 1

May 11, Friday, 8 a.m. – 5 p.m.	Regular Registration – Session B
May 14, Monday	First Class Day
May 16, Wednesday	Late Registration/Schedule Adjustment Closes for Session B
May 26 – May 28	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed
July 4, Wednesday	Independence Day Holiday Observed – University Closed
July 13, Friday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
July 20, Friday	Last Day to Drop an Individual Course
July 30, Monday	Last Possible Date for Thesis/Dissertation Defense
August 3, Friday	Last Class Day
August 6, Monday	Final Examination Day
August 8, Wednesday	Deadline for Submitting Grades
August 9, Thursday	Approved Thesis/Dissertation Must Be Submitted Electronically and all Paperwork/Checks Must Be in Graduate College Office

Term 2

May 11, Friday, 8 a.m. – 5p.m.	Regular Registration – Session B
May 14, Monday	First Class Day
May 14, Monday	Late Registration/Schedule Adjustment Closes for Session B
May 26 – May 28	University Computer Services Unavailable
May 28, Monday	Memorial Day Holiday – University Closed
June 8, Friday	Final Draft of Thesis/Dissertation Due in Advisor’s Office
June 15, Friday	Last Day to Drop an Individual Course
June 22, Friday	Last Class Day
June 25, Monday	Final Examination Day
June 27, Wednesday	Deadline for Submitting Grades
July 5, Thursday	Approved Thesis/Dissertation Due in Graduate College Office

(continued)

Term 3

June 28, Thursday First Class Day
July 4, Tuesday Independence Day Holiday Observed – University Closed
July 13, Friday Final Draft of Thesis/Dissertation Due in Advisor’s Office
July 27, Friday Last Day to Drop an Individual Course
July 30, Monday Last Possible Date for Thesis/Dissertation Defense
August 3, Friday Last Class Day
August 6, Monday Final Examination Day
August 8, Wednesday Deadline for Submitting Grades
August 9, Thursday Approved Thesis/Dissertation Must Be Submitted Electronically
and all Paperwork/Checks Must Be in Graduate College Office

Session C

June 1, Friday, 8 a.m. – 5 p.m. Regular Registration – Session C
June 3, Sunday, 9 a.m. Residence Halls Open
June 4, Monday Session C – First Day of Classes
June 4, Monday Late Registration/Schedule Adjustment Closes for Session C
June 8, Friday Application for July Graduation Due in Academic Dean’s Office
Final Draft of Thesis/Dissertation Due in Advisor’s Office
June 22, Friday Last Day to Drop an Individual Course
June 26 – July 5 Complete Withdrawals Only
July 4, Wednesday Independence Day Holiday – University Closed
July 5, Thursday Approved Thesis/Dissertation Due in Graduate College Office
July 5, Thursday Last Class Day – Last Day to Withdraw from Session C
July 6, Friday Final Examination Day – Session C Ends – Official July Graduation Date
July 9, Monday Deadline for Submitting Final Grades for Session C

Session D:

July 9, Monday, 8 a.m. – 5 p.m. Session D – Regular Registration
July 10, Tuesday Session D – First Day of Classes
July 10, Tuesday Late Registration/Schedule Adjustment Closes for Session D
July 13, Friday Application for August Graduation Due in Academic Dean’s Office
Final Draft of Thesis or Dissertation Due in Advisor’s Office
August 3, Friday Last Day to Drop an Individual Course
August 6 – August 10 Complete Withdrawals Only
August 10, Friday Last Class Day – Last Day to Withdraw from Session D
Approved Thesis or Dissertation Due in Graduate College Office
August 10, Friday Final Examination Day – Session D Ends
Official Graduation Date for Session D
August 10, Friday, 6 p.m. Residence Halls Close
August 13, Monday Deadline for Submitting Final Grades for Session D



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