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## Graduate Edition 1994-95

Effective September 1994  
Youngstown, Ohio

GRADUATE CATALOG  
1994  
EFFECTIVE SEPTEMBER 1994  
YOUNGSTOWN, OHIO

Youngstown  
State  
University  
Bulletin

Youngstown State University reserves the right to change without notice any statement in this bulletin concerning, but not limited to, rules, policies, tuition, fees, curricula, and courses.

Youngstown State University is committed to a policy of nondiscrimination on the basis of race, color, age, religion, sex, national origin, disability, sexual orientation, or identity as a disabled veteran, or veteran of the Vietnam Era, in respect to students and/or to applicants for admission, to employees and/or to applicants for employment, and to organizations providing contractual services to Youngstown State University.

Inquiries should be addressed to Youngstown State University's Director of Affirmative Action, who is responsible for coordinating the University's programs for compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972. Inquiries can be initiated in writing or by calling (216) 742-3370.

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Youngstown, Ohio

GRADUATE CATALOG  
ISSUE  
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YOUNGSTOWN, OHIO

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## OHIO BOARD OF REGENTS

	Term Expires
Paul M. Dutton, Chair .....	1996
Ralph K. Frasier, Vice Chair .....	1996
Raymond T. Sawyer .....	1996
William F. Boyle .....	1999
Elizabeth K. Lanier, Secretary .....	1999
Jesse Philips .....	1999
Gerald H. Gordon .....	2002
Tahlman Krumm, Jr. ....	2002
Stephen A. Perry .....	2002
Elaine H. Hairston, Chancellor	

## YOUNGSTOWN STATE UNIVERSITY BOARD OF TRUSTEES

	Term Expires
Phillippe Sebastian, Student Trustee .....	1994
Scott R. Schulick, Student Trustee .....	1995
Eugenia C. Atkinson .....	1994
Elizabeth C. DeLuca .....	1995
Richard P. McLaughlin, Chair .....	1996
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Mark E. Lyden .....	1998
Martin J. O'Connell .....	1999
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George J. Limbert .....	2002
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## ADMINISTRATIVE OFFICERS

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 Raymond E. Dye, Ph.D., Vice President for Student Affairs  
 G. L. Mears, Ed.D., Executive Vice President  
 James J. Scanlon, Ph.D., Provost

## ACADEMIC ADMINISTRATION

- Barbara Brothers, Ph.D., Dean, The College of Arts and Sciences  
 David R. Decker, Ph.D., Interim Dean, The Warren P. Williamson, Jr. College of  
 Business Administration  
 Clara M. Jennings, Ph.D., Dean, The College of Education  
 Frank J. Tarantine, Ph.D., Interim Dean, The William Rayen College of  
 Engineering and Technology  
 David Sweetkind, Ph.D., Dean, The College of Fine and Performing Arts  
 John J. Yemma, Ph.D., Dean, The College of Health and Human Services

## THE SCHOOL OF GRADUATE STUDIES

3001 Jones Hall

(216) 742-3091; FAX (216) 742-1580

Peter J. Kasvinsky, Ph.D., Dean, School of Graduate Studies

## THE GRADUATE COUNCIL

Jack D. Bakos, Jr., Civil and Environmental Engineering (Chair)

John J. Buoni, Mathematics

Randy L. Hoover, Secondary Education

Birsan Karpak, Management

Edward J. Largent, Music (Secretary)

Daryl W. Mincey, Chemistry

Virginia R. Monseau, English

Joseph A. Waldron, Criminal Justice

Dorothy Skaggs, Graduate Student Advisory Committee (student)

Peter J. Kasvinsky, Dean of Graduate Studies (ex officio)

## STANDING GRADUATE STUDIES COMMITTEES

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Betty T. Greenway, English

Shakir Husain, Civil and Environmental Engineering

Virginia R. Monseau, English (Chair)

C. Allen Pierce, Criminal Justice

James Pusch, Foundations of Education

Helen M. Savage, Accounting and Finance

Carol Litty, Graduate Student Advisory Committee (student)

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Ronald L. Gould, Music

Ganesh V. Kudav, Mechanical Engineering

Leonard Schaiper, Special Education

Steven M. Schildcrout, Chemistry

John J. Yemma, College of Health and Human Services

Kristen Baum, Graduate Student Advisory Committee (student)

## GRADUATE STUDENT ADVISORY (GSAC)

Kristen Baum, Music (student)  
Tamara Engle, Criminal Justice (student)  
Larry Fauver, Management (student)  
George Koss, Civil and Environmental Engineering (student)  
Carol Litty, History (student)  
Dorothy Skaggs, Counseling (student)  
Daryl W. Mincey, Chemistry (Council)

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Bassam Deeb, Student Affairs  
Ram M. R. Kasuganti, Management  
George J. Koss, Civil and Environmental Engineering (student)  
Kimberly Lambright, Criminal Justice (student)  
Sandra McBee, Criminal Justice (student)  
Joseph A. Waldron, Criminal Justice (Chair)

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Randy L. Hoover, Secondary Education (Chair)  
Kathie Garbe, Health Sciences  
Geneva Kornbluth, Art  
Scott C. Martin, Civil and Environmental Engineering  
Dean S. Roussos, Marketing  
Larry Fauver, Graduate Student Advisory Committee (student)

## SCHOLARSHIPS, ASSISTANTSHIPS, AND AWARDS

Javed Alam, Civil and Environmental Engineering  
Joseph Edwards, Music  
Birsan Karpak, Management (Chair)  
A. Bari Lateef, Criminal Justice  
Howard Mettee, Chemistry  
Paul M. Mullins, Computer and Information Sciences  
Pietro J. Pascale, Foundations of Education  
Clement Psenicka, Management  
Tamara Engle, Graduate Student Advisory Committee (student)

# THE ACADEMIC CALENDAR 1994-95

## FALL 1994

Date	Day	Time	Event
May 16	Mon.		Registration of current students begins
May 26	Thurs.		Registration of current students ends
Aug. 15	Mon.		Last day to apply for admission
			Registration of admitted new and former students by appointment during summer
Sept. 5	Mon.		Legal holiday—University closed (Labor Day)
Sept. 15	Thurs.		Registration of admitted new and former students (payment due at registration)
Sept. 16	Fri.		Late and final registration (payment due at registration)
Sept. 19	Mon.		Faculty/Staff Meetings
Sept. 20	Tues.		Change of registration
Sept. 21	Wed.	8:00 A.M.	Classes begin
Sept. 27	Tues.	5:00 P.M.	Last day to add a class
Oct. 7	Fri.	6:00 P.M.	Last day to apply for fall quarter graduation
Nov. 1	Tues.	5:00 P.M.	Last day to withdraw with a W
Nov. 11	Fri.		Legal holiday—University closed (Veteran's Day)
Nov. 23	Wed.	11:00 P.M.	Thanksgiving academic break begins
Nov. 24	Thurs.		Legal holiday—University closed (Thanksgiving Day)
Nov. 25	Fri.		Legal holiday—University closed (observance of Columbus Day)
Nov. 28	Mon.	8:00 A.M.	Thanksgiving academic break ends
Dec. 5	Mon.	8:00 A.M.	Final examinations begin
			Deadline to submit theses to the School of Graduate Studies
Dec. 10	Sat.	5:00 P.M.	Final examinations end

## WINTER 1995

Nov. 7	Mon.		Registration of current students begins
Nov. 15	Tues.		Last day to apply for admission
Nov. 22	Tues.		Registration of current students ends
Dec. 15	Thurs.		Registration of admitted new and former students
Dec. 21	Wed.		Late and final registration (payment due at registration)
Dec. 22	Thurs.		Change of registration
Dec. 26	Mon.		Legal holiday—University closed (Christmas Day)
Dec. 27	Tues.		Legal holiday—University closed (observance of President's Day)
Dec. 30	Fri.		Legal holiday—University closed (New Year's Day)
Jan. 2	Mon.	8:00 A.M.	Classes begin
Jan. 9	Mon.	6:00 P.M.	Last day to add a class
Jan. 13	Fri.	6:00 P.M.	Last day to apply for winter quarter graduation
Jan. 16	Mon.		Legal holiday—University closed (Martin Luther King Day)
Feb. 13	Mon.	6:00 P.M.	Last day to withdraw with a W
Mar. 13	Mon.	8:00 A.M.	Final examinations begin
			Deadline to submit theses to the School of Graduate Studies
Mar. 18	Sat.	5:00 P.M.	Final examinations end
Mar. 25	Sat.	10:00 A.M.	Winter Commencement



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### SPRING 1995

Feb. 13	Mon.		Registration of current students begins
Feb. 15	Wed.		Last day to apply for admission
Feb. 23	Thurs.		Registration of current students ends
Mar. 22	Wed.		Registration of admitted new and former students (payment due at registration)
Mar. 23	Thurs.		Late and final registration (payment due at registration)
Mar. 24	Fri.		Change of registration
Mar. 27	Mon.	8:00 A.M.	Classes begin
Apr. 1	Sat.	12:00 P.M.	Last day to add a class
Apr. 7	Fri.	6:00 P.M.	Last day to apply for spring quarter graduation
May 6	Sat.	12:00 P.M.	Last day to withdraw with a W
May 29	Mon.		Legal holiday—University closed (Memorial Day)
June 5	Mon.	8:00 A.M.	Final examinations begin Deadline to submit theses to School of Graduate Studies
June 10	Sat.	5:00 P.M.	Final examinations end
June 17	Sat.	10:00 A.M.	Spring Commencement

### SUMMER 1995

May 8	Mon.		Registration of current students begins
May 11	Thurs.		Registration of current students ends
May 15	Mon.		Last day to apply for admission—Summer I
June 14	Wed.		Registration of admitted new and former students (payment due at registration)
June 15	Thurs.		Late and final registration (payment due at registration)
June 16	Fri.		Change of registration for full term and first term classes
June 19	Mon.	8:00 A.M.	Classes begin—full term and first term classes
June 23	Fri.	5:00 P.M.	Last day to add a class—first term classes
June 26	Mon.	6:00 P.M.	Last day to add a class—full term classes
June 30	Fri.		Last day to apply for summer quarter graduation
July 3	Mon.		Last day to apply for admission—Summer II
July 4	Tues.		Legal holiday—University closed (Independence Day)
July 10	Mon.	5:00 P.M.	Last day to withdraw with a W—first term classes
July 20	Thurs.		Change of registration for second term classes
July 22	Sat.	5:00 P.M.	First term ends (final examinations are given during last scheduled class period)
July 24	Mon.	8:00 A.M.	Classes begin—second term classes
July 28	Fri.	5:00 P.M.	Last day to add a class—second term classes
July 31	Mon.	5:00 P.M.	Last day to withdraw with a W—full term classes
Aug. 14	Mon.	5:00 P.M.	Last day to withdraw with a W—second term classes
Aug. 21	Mon.		Deadline to submit theses to School of Graduate Studies
Aug. 25	Fri.	10:00 P.M.	Second term and full term ends (final examinations are given during last scheduled class period)
Aug. 26	Sat.	10:00 A.M.	Summer Commencement

All registration is by appointment only and is concluded prior to the beginning of classes for each quarter.

## GENERAL INFORMATION

Youngstown State University is located in downtown Youngstown, an industrial center in northeastern Ohio midway between Pittsburgh and Cleveland.

Youngstown State University had its beginning in 1908 with the establishment of the School of Law of the Youngstown Association School, sponsored by the Young Men's Christian Association.

In 1920, the State of Ohio empowered the school to grant the Bachelor of Laws degree; in the same year, the school offered a four-year course in business administration. In 1921, the school changed its name to The Youngstown Institute of Technology, and liberal arts classes were offered, in the evening, for the first time.

In 1927, the College of Arts and Sciences, offering daytime classes, was established. In 1928, the Institute changed its name to Youngstown College, and in 1930, the College began to confer the Bachelor of Arts degree.

Dana's Musical Institute, founded in nearby Warren in 1869, became the Dana School of Music of the College in 1941. In 1946, the engineering department, organized several years before, became the William Rayen School of Engineering; two years later the business administration department became the School of Business Administration, and in 1981 the school name was changed to the Warren P. Williamson Jr. School of Business Administration. In 1960 the department of education became the School of Education. The Graduate School and the College of Applied Science and Technology were established in 1968. In 1972 Youngstown State University, with The University of Akron and Kent State University, formed a consortium to sponsor the Northeastern Ohio Universities College of Medicine. The College of Fine and Performing Arts was established in 1974.

In 1944, the trustees of the Young Men's Christian Association transferred control of the institution to members of the Corporation of Youngstown College, and in 1955, the Corporation was re-chartered as The Youngstown University. In 1967, the University joined the Ohio system of higher education and the name was changed to Youngstown State University. A Board of Trustees of nine members was appointed by the Governor with concurrence by the Ohio Senate. As in the case of other state-assisted institutions in the Ohio higher education system, the University is also responsible to the Ohio Board of Regents.

In 1993 the University underwent academic reorganization and constituted itself into the following units: the College of Arts and Sciences, the College of Education, the College of Engineering and Technology, the College of Fine and Performing Arts, the College of Health and Human Services, the Warren P. Williamson, Jr., College of Business, the School of Graduate Studies, and the Northeastern Ohio Universities College of Medicine.

A co-educational institution, Youngstown State University had an enrollment of 300 students in 1930, grew to 2,000 in the 1940's, tripled by the 1950's, reached 10,000 in the mid-sixties, and recorded over 15,000 in the fall of 1986.

## Degrees Granted

Youngstown State University grants the degrees: Doctor of Education, Master of Arts, Master of Business Administration, Master of Music, Master of Science, Master of Science in Education, Master of Science in Engineering, Bachelor of Arts, Bachelor of Engineering, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Applied Science, Bachelor of Science in Business Administration, Bachelor of Science in Education, and Bachelor of Science in Nursing. A broad selection of two-year programs leading to the degrees Associate in Arts, Associate in Applied Business, Associate in Applied Science, and Associate in Labor Studies is offered.

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### Accreditation

The University is accredited by the North Central Association of Colleges and Secondary Schools and by appropriate professional accrediting bodies.

### Mission

Youngstown State University strives to create a teaching and learning environment that promotes academic excellence, fosters intellectual growth and scholarship, focuses on the needs of students and the community, and reflects an awareness of cultural and global perspectives and concerns. The University is dedicated to outstanding teaching; to quality research and scholarly activity, both in the traditional sense and as they relate to classroom instruction and needs of the service region; and to responsible public service—addressing the employment and economic needs of the region as a whole; providing knowledge, resources, and leadership to assist area schools, businesses, industries, agencies, and governments; and taking measures to enhance the quality of life for the constituencies it serves.

Youngstown State University aspires to provide an environment in which students can enrich their minds, their creativity, and their problem-solving abilities, so that they may become fully developed individuals; informed, conscientious, and productive citizens; and responsible and understanding partners with others in life, family, and work. The University strives to prepare students for the future, that they may play active roles in shaping it. To these ends, the University seeks to integrate the best elements of the long tradition of humanistic, liberal education in the arts and sciences with education in the most significant advancements in technology, health, engineering, education, business, and the applied arts.

The University is committed to fostering an understanding of the connections between and among teaching, scholarship, and service. The University seeks faculty who combine these elements in ways that bring excitement to the classroom, studio, clinic, and laboratory, stimulating enthusiasm and eagerness for learning in students. The University endeavors to enhance the educational experience by providing out-of-class development and support as well as cocurricular opportunities and services. The primary test of the University's effectiveness is the high quality of its graduates, the kinds of lives they lead, their accomplishments, and their service to society. In this sense, teaching and learning, research and scholarship, University and public service are seen not only as interrelated but also as fundamental to endeavors both within and outside the University.

As a state-assisted metropolitan university, Youngstown State University provides a wide range of opportunities in higher education primarily, but not exclusively, to the residents of northeastern Ohio and western Pennsylvania. The University espouses the principles of equal opportunity, affirmative action, and broad access to education: academic access through open admission for all Ohio high school graduates to a wide range of programs; economic access through reasonable tuition and a comprehensive program of financial aids; and programmatic access through careful attention to the collective and individual needs of all its various constituencies: degree and nondegree students; transfer students; commuters and noncommuters; traditional and nontraditional students; associate, baccalaureate, masters, and doctoral students; as well as others encompassed by the Youngstown State University mission.

### Affirmative Action Office Statement of Policy

Youngstown State University shall operate within an effective affirmative action program to promote equal employment opportunities and also to ensure non-discrimination in all of its educational programs and services.

Youngstown State University shall operate in compliance with the *Civil Rights Act* of 1964, as amended by Executive Order 11246, and also with *Title IX Regulations* implementing the *Education Amendment* of 1972.

Explicitly, it is the policy of Youngstown State University to reaffirm its commitment toward non-discrimination on the basis of sex, race, religion, color, age, national origin, disability, sexual orientation, or identification as a disabled veteran, or veteran of the Vietnam Era, to: 1) applicants for admission to the University, and 2) matriculating students in its execution of the operational educational programs; also, 3) employees of the University; 4) applicants for employment to the University; and 5) organizations extending contractual services to the University.

### Responsibility and Implementation

The University shall maintain an active Affirmative Action Office and Committee, under the direction of the Affirmative Action Director. This office shall periodically review the Affirmative Action program; discuss grievances and charges of discrimination; and extend recommendations for achieving an effective affirmative action program. The ultimate responsibility for maintaining a viable and effective Affirmative Action program rests with the President of the University.

The University shall make available a written affirmation of its Affirmative Action program to all people associated with the University—every student, staff member, faculty member, and employee. Further, the University shall make written and public announcements of its equal opportunity employment policy and its Affirmative Action program (communicated by television and radio messages, publications in appropriate journals and magazines, announcements in replies to correspondence, and by posting of the Affirmative Action program at conspicuous locations on campus).

## THE CAMPUS

During its earlier years the institution had a number of homes. Starting in the old Central Y.M.C.A. building, it occupied various sites on Wick Avenue until the completion of Jones Hall in 1931. Additional buildings have been constructed and nearby properties converted to University use, so that today the campus extends through most of an area four blocks long and three blocks wide, covering 105 acres.

Kilcawley Center was completed in 1966. The building contains dining rooms, meeting rooms, lounges, and recreational areas including rooms for billiards, table tennis, and television viewing. Student offices are included in the facility, as are a bookstore, a bank, facilities for various student publications, and the Multicultural Student Services office.

In 1967, the Ward Beecher Hall, a large addition to the Science Building, was completed. This structure contains laboratories, classrooms, a greenhouse, a planetarium, and offices for chemistry, biology, physics, and astronomy. The planetarium has the largest seating capacity (150 seats) in Ohio.

The University opened its Engineering Science Building in 1968. This building houses the William Rayen School of Engineering and Technology and the department of geology. The structure contains an auditorium seating 268, a fluid-flow laboratory that extends two stories, and a chemical engineering chamber that extends three floors to accommodate absorption and distillation equipment.

In September, 1970, the School of Business Administration Building, made possible by The University Foundation, Inc., was dedicated. Renamed Williamson Hall in 1981, the six-story structure houses classrooms and faculty and staff offices of the Warren P. Williamson, Jr. College of Business Administration.

Beeghly Physical Education Center was completed early in 1972. The building houses the Department of Health Sciences and the Department of Human Performance and Exercise Science. Its facilities include a large gymnasium with spectator seating, and an olympic-size swimming pool. There are 17 classrooms including laboratories for health research and kinesiology; separate gymnasiums for wrestling, weight lifting, gymnastics, and physical education for the handicapped; handball and squash courts; dance studio; and a rifle range.

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Cushwa Hall, completed in 1976, houses the departments and the dean of the College of Health and Human Services as well as the Media Center, WYSU-FM Radio, University Outreach, and the departments of Geography and Mathematics. The building contains 52 classrooms, 70 laboratories, 169 offices and 23 conference-seminar rooms.

A building to house the College of Arts and Sciences offices and classrooms, now named DeBartolo Hall, was occupied early in 1978. The departments of Economics, English, Foreign Languages and Literatures, History, Philosophy and Religious Studies, Political Science and Social Science, Psychology, and Sociology, Anthropology and Social Work, as well as the offices of the dean, are located in this six-story structure. Also located in this building are five student lounge/study areas, a computer terminal room and a 210-seat lecture hall with stage.

Housing the College of Fine and Performing Arts, Bliss Hall was completed in 1976. Its facilities include the 409-seat theatre, Ford Auditorium; the 237-seat Choral Recital Hall; an experimental theatre with flexible seating for up to 250; 70 music practice rooms, equipped with studio or grand pianos; a Schlicker performance organ and two Flentrop practice organs; 27 faculty office-studios which can be used for music instruction; a band/orchestra room with a library; a photography studio with 18 enlargers; a crafts studio with 18 weaving looms; fully equipped drawing, advertising, printmaking, sculpture, and painting studios; a complete shop with heavy equipment for working in three-dimensional design; art faculty office-studios; a student lounge/art gallery; a materials center with a collection of 6000 LP's, 2000 volumes of musical scores, and 50,000 art slides; and conference and seminar rooms. A \$2,940,000 interior renovation and ceramics/sculpture wing were completed in 1989. The McDonough Museum, a new facility completed in 1991, functions primarily as a gallery for art by YSU faculty and students.

Meshel Hall, dedicated January 1986, houses expanded facilities for academic and administrative computer use, broadens the Youngstown State University educational programs, and provides local business and industry with highly trained personnel. The state-of-the-art center is for instruction, research and application in advanced computer technology including computer-assisted design and robotics which will serve the entire University community. The building contains 6 classrooms, 16 specialized computerized laboratories, 26 faculty offices, and a large atrium for student study. The fourth floor houses the University's main computer facilities and Computer Center staff. The Harry Meshel Hall total project cost was \$15,000,000 which includes the structure, furnishings and equipment.

The All-Sports Complex was opened in 1982. This facility, located on an 18-acre site adjacent to Beeghly Physical Education Center, includes a 16,000-seat stadium and multi-purpose sports field for football, field hockey, and soccer. The stadium, named for the late Arnold D. Stambaugh, houses offices, classrooms, gymnasiums, locker rooms, and athletic facilities.

## ACADEMIC SUPPORT SERVICES

### William F. Maag Library

The University's William F. Maag Library opened in January 1976. The six-story structure is an attractive and comfortable environment for study and research. A member of the Online Computer Library Center (OCLC), Maag Library provides reference and interlibrary loan services, CD-ROM as well as online database searching, access to government documents, and other services necessary to meet the needs of the University community. The library's online public access catalog (Innovative Interfaces, Inc.), with over 40 terminals throughout the building, provides remote access from home or office.

Maag Library is a member of OhioLINK, a statewide library and information network linking university and college libraries throughout the state. OhioLINK provides straightforward, easy access to a combined catalog of nearly 3,000,000 records. The network also provides a growing number of databases that can be searched for journal and newspaper articles. Other features of OhioLINK include patron-initiated borrowing, book and document delivery, and Internet access.

The Library offers instructional and research materials in books, periodicals and microfilms. These holdings number more than 615,580 bound volumes and over 1,000,000 microforms, in addition to 190,304 government documents. Periodicals, microforms and micro readers are housed on the first floor. A copy management center allows both self-service or operator-serviced copies. The second floor is the main floor, where most user services and Library offices are located. Government Documents is on the sixth floor. The book collection is distributed throughout the second through sixth floors in open stacks, with split level design between stack and reading areas. Study carrels and Scholar Studies are located on five of the floors.

## Computer Center

The Computer Center is a centralized computational facility that provides for decentralized access by faculty, staff, and students throughout the University. The Center occupies the fourth floor of Meshel Hall, an 87,000 square-foot advanced technology center. Serving both academic and administrative needs, the Computer Center operates an AMDAHL 5868 Multiprocessor (equivalent to two IBM 3081 GXs) with 64 megabytes (67.1 million characters) of main memory. The AMDAHL 5868 multiprocessor supports MVS/Extended Architecture (MVS/XA) and is complemented by an AMDAHL 5860 Uniprocessor executing VM/ESA with the System/370 architectural feature. The AMDAHL 5860 Uniprocessor supports 32 megabytes (33.6 million characters) of main memory. The two mainframe processors provide online access to over 65.6 gigabytes of conventional direct access disk storage along with access to a 192-megabyte high-performance solid-state storage device. The computer complex is complemented by approximately 700 on-line devices, including terminals, personal computers, printers, plotters and projection systems.

Students have access to the computer either in the batch mode or interactively using IBM 3270 color display terminals located in various academic departments throughout campus. The main facilities are located in Meshel Hall, which contains classrooms and laboratories dedicated to student use. Telephone lines are provided for remote access off-campus.

Personal computers are available on a local area network for instruction and research. These networked PCs allow access to a variety of software, as well as other facilities, such as the Maag Library Online Catalog and the Youngstown FreeNet community computer system.

An Ethernet backbone through the heart of campus connects the AMDAHL 5860 with the Mathematical and Computer Sciences Department's UNIX-based parallel processor and an RISC System/6000 processor, along with Maag Library's Online Catalog. Access to the Cray YMP8/864 supercomputer located at the Ohio Supercomputer Center in Columbus is also supported via the network.

A full-time professional staff and part-time student assistants are available for consultation on coursework and research projects. A wide variety of software and peripheral equipment are explained in full detail in the Computer Center's annual publication, *The Guide to Academic Computing*. Computing services available to students and faculty are described in this publication but are also available via online tutorials using computer-based education techniques.

## Office of University Outreach

The office of University Outreach develops and administers courses and programs outside the traditional degree programs through Continuing Education, Education Outreach, Edutrail, College for the Over Sixty and the Center for Quality and Productivity. Through both credit and noncredit course offerings at a variety of convenient times and locations, it makes academic programs, along with administrative and support services, available to nontraditional students and regional workplaces.

Through the office of University Outreach, YSU attempts to make the lifelong process of education possible for the adult with family and work obligations.

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Youngstown State University offers degree and non-degree programs, courses, workshops, and seminars, all specifically designed and planned to meet the varied needs of adults. The University has the flexibility to build a schedule that is both comfortable and convenient for adults.

The **Continuing Education** noncredit programs offer area residents a wide variety of adult study or lifelong-learning courses and seminars to meet the needs for a changing society for professional updating and upgrading, for mid-career adjustments and for lifestyle changes.

Area residents participate annually in more than 200 noncredit programs, many of which are in the academic disciplines and professional areas, varying from half-day seminars to multi-week courses conducted in local business and government settings and other off-campus locations.

The **College for the Over Sixty** is a state-mandated program providing for the enrollment, in undergraduate credit classes and on a space-available basis, of Ohioans 60 years of age who have been residents of the State for the preceding 12 months.

**Edutavel** provides adults with the opportunity to explore cultural learning by visiting foreign countries to experience other lands and cultures. Travel-study programs in this series provide on-site lectures, seminars and field experience and include visits to sites and facilities often not available to the average tourist.

**Education Outreach** coordinates the off-campus delivery of credit classes throughout the service area at instructional settings, including business, agency or community locations. Evening off-campus credit programs are designed for people who find the traditional daytime courses on campus inaccessible. They permit students, with or without prior credit, to undertake courses for an undergraduate degree during evenings or weekends or both.

Additionally, the Education Outreach unit provides a variety of re-entry opportunities for adult learners by offering one-on-one educational information and counseling sessions at public libraries in the five-county service area.

The **Center for Quality and Productivity**, established through a grant from the Ohio Board of Regents' Productivity Improvement Challenge Program, serves as a training center to assist small- to medium-sized businesses in applying present-day quality and productivity approaches and techniques.

Further information may be obtained from the office of University Outreach, room B089, Cushwa Hall: (216) 742-3221, or for noncredit programs, (216) 742-3358.

## STUDENT SUPPORT SERVICES

### Career Services

The University maintains a comprehensive Career Services office to provide professional assistance to students and alumni in career exploration and employment placement. Students are encouraged to make use of the office for aid in career planning and decision making. The office is a member of the National College Placement Council, Inc., and both national and local employers come to the campus to interview students and alumni seeking employment. Credentials services are provided to certified teachers applying for positions or further studies with schools, colleges and universities.

Students are also assisted in finding employment while enrolled in the University, both on- and off-campus. The location of the University makes it possible for many students to earn all or part of their expenses by working in nearby stores and industrial plants during the school year. Individual career counseling is available, as well as three computerized interactive programs: 1) Discover—career guidance system; 2) Navigator—job search guidance system; and 3) FOCIS (Federal Occupational and Career Information System)—guidance system for federal careers and occupations.

The Career Services office has an information center which includes career and organization material from over 1,600 employers and many other sources. Over 360 video tapes with career and employer information are also available. Career and Job Fair days are presented through the year as are seminars on job search techniques, resume writing, interviewing techniques and an orientation of the office.

## International Student Services

The International Student Services office (ISSO) provides services for YSU's participants in international educational exchange. Students and scholars from over 50 countries are present on campus. The office serves as the primary campus liaison with agencies of the United States and foreign governments concerned with international educational exchange. ISSO provides information and advice for study abroad and international students and scholars from other lands. Confidential academic, career, cultural, personal, and legal advising is provided.

Programs are maintained for Nonimmigrant Academic & Language Students (F-1) and Exchange Visitors for study and scholarship (J-1) in accordance with the regulations of the U.S. Immigration & Naturalization Service. Special services provided include U.S. immigration advice, pre-arrival and arrival assistance, program advisement, and return/re-entry assistance.

ISSO sponsors special programs to enhance cross-cultural communication, including: WorldFest workshops and programs to increase global awareness and cultural communication; International Coffee Hour, to increase informal campus exchange; International Speakers' Bureau and Friend Families, to provide global information and expertise for campus and community; Partners in American Language (PALS) to match English speakers with English as a Second Language students for cultural exchange; International Orientation, a workshop series to assist new international students adjust to campus and community life and learning.

## Student Health Service

The Student Health Service is maintained by the University to provide most routine health care to students who are in need of medical assistance. Staff consists of registered nurses and licensed physicians. The cost of the service is included in the general fee; however, outside laboratory and diagnostic testing is the responsibility of the student.

A voluntary group-accident-and-sickness insurance is available at the time of initial registration for each academic year. A brochure explaining this program is available at the Student Health Services and Bursar's offices. All foreign students who are not permanent residents of the United States and all residents of University-owned housing are required to participate in this or a comparable program of health and accident insurance during their entire period of enrollment at Youngstown State University.

## Counseling and Testing

The Counseling Center staff includes several counseling psychologists and a testing director. All are experienced professionals who specialize in working with college students who might be concerned with adapting to college life, academic progress, career choice, drugs, family, and marriage.

The Counseling Center administers the American College Test, the Graduate Record Examination, the Miller Analogies Test, The Law School Admission Test, Medical College Admission Test, and the Graduate Management Admission Test. Information regarding other national examinations is available.

Counseling services are free to all students of the University. Fees, however, are associated with the testing programs.

No information is released to officers of the administration, to faculty members, to parents of students aged 18 or over, or to outside agencies without the student's explicit authorization, except when there is a clear and immediate threat to the life or welfare of the student or the community at large. Information obtained in the course of counseling remains confidential and in no way reflects upon the student's academic record.



### Health Enhancement Services

The University subscribes to a holistic view of health and development. It provides programs and services which support this belief. Substance Abuse Services and Disabled Student Services come under this advocacy.

**Substance Abuse Services** offers prevention/education programs as well as intervention/referral services for students, faculty and staff. This service is coordinated by a certified alcohol/drug counselor, who also serves as the associate director of Health Enhancement Services.

Programs include educational presentations on various aspects of alcohol and other drugs and prevention activities among students, faculty and staff. The prevention focus offers the campus community alternatives to the abuse of alcohol and the use of drugs as a means of coping.

Health Enhancement Services offers an open resource library containing books, reference materials, research papers, and articles from periodicals and magazines on various substance abuse topics to fulfill research needs. The intervention/referral service directs students, faculty and staff to appropriate treatment or support services in the community or on campus. Health Enhancement Services is located in B101 Tod Hall.

**Disabled Student Services**, located within Health Enhancement Services, is the office that delivers basic accommodations to students with disabilities. Any YSU student with a documented permanent or temporary disability may register with this office. Services for eligible students include proctored exams, interpreters, use of a lounge for students with disabilities, advocacy, and referrals. Disabled Student Services also helps students make contact with other services on campus (e.g., handicapped parking, escorts, tutors) and makes use of the Arkenstone Reading Machine. For more information or to register with this office call (216) 742-3322.

### Alcohol and Drug Abuse Prevention Program

Youngstown State University is committed to a campus free of unlawful drug use and alcohol abuse. The following information outlines YSU's Alcohol and Drug Abuse Prevention Program. It is being distributed to all YSU students and employees, as required by the Federal Drug-Free Schools and Communities Act Amendments of 1989.

On September 14, 1990, the YSU Board of Trustees adopted a policy in accordance with the requirements of Title V of the Federal Anti-Drug Abuse Act of 1988 and the Drug-Free Schools and Community Act Amendments of 1989. The policy is printed in the University Policies section of this catalog, along with a summary of the educational guidelines of the Acts. Also included are information tables listing the federal trafficking penalties for commonly-abused drugs.

The University provides counseling and referral services at no cost to all students, faculty and staff who are seeking help with a drug or alcohol problem or are concerned about the drug or alcohol problem of a friend, colleague or family member. Among the offices providing these services are: Health Enhancement Services, B-101 Tod Hall, 742-3322; Counseling Services, 3046 Jones Hall, 742-3056; or Employee Assistance, 314 Tod Hall, 742-3060. Referral to the appropriate community or regional treatment centers will be made when additional treatment is necessary.

If you have any questions or concerns about any aspect of the policy or the program, please contact the above-named consultation and referral services.

### Bookstore

The Youngstown State University bookstore, located at the west end of Kilcawley Center, sells required texts, materials, and supplies. Additionally, the bookstore boasts a wide array of emblematic clothing, literary pleasures, specialty gift items, and software at educational prices. The bookstore strives to meet the diverse needs of the YSU community by providing quality, up-to-date merchandise at competitive prices.

## Housing

When **Lyden House** opened in the fall of 1990, a new era began for on-campus housing at Youngstown State. The impressive five-story structure reflects a traditional collegiate gothic style with clean, contemporary lines.

Lyden House, located just north of campus along Madison Avenue, houses 300 students. A typical student room is approximately 12' by 17', and houses two students. In addition to a set of bunk beds, which can be stacked or separated, each student has a desk and chair, a dresser, a shelving unit and an armoire wardrobe unit. The furniture is uniquely designed to interchange to suit the individual student's tastes and personal decor. Rooms also feature individually controlled heating as well as air conditioning units, decorator vertical window blinds, overhead lighting and tiled floors. All rooms in Lyden are handicapped-accessible.

Each wing of this beautifully designed residence hall includes convenient shower and restrooms, quiet study rooms, and comfortable conversation lounges. Students have full access to a kitchenette/vending area, and laundry facilities in the lower level of Lyden. A convenient parking area is also available adjacent to Lyden House.

The University designed **Weller House** and **Wick House** to meet the needs of junior, senior and graduate students. Both houses are located along Wick Avenue and have a unique historical setting located next to the Arms Museum and near the Butler Institute of American Art. Both of these houses were purchased by the University and were then completely renovated, and now each accommodates 40 to 42 student tenants. Complete renovations also included all new energy-efficient windows, heating and air conditioning units, carpeting, and lighting. Furnishings provided for each student are similar to those previously listed for Lyden House residents.

Weller House opened in Fall 1991 offering apartment-style on-campus living facilities. Each unit has a full bathroom with tub and/or shower, a kitchen furnished with modern cabinets, an electric range, refrigerator/freezer, garbage disposal and a dining table. Apartments vary in size and are designed to accommodate two to five students. Weller also offers students a comfortable group lounge and convenient laundry facilities on the lower level.

The Wick House, constructed in 1906, offers the traditional architecture style of the turn of the century. This former mansion is four floors and features a breath-taking historically-preserved dual staircase. It offers women students a wide variety of housing options, ranging from single-occupant rooms to rooms accommodating four students. Residents share showers and restroom facilities. Wick House residents enjoy security monitoring, a conversation lounge and laundry facilities.

Applications for University housing can be arranged by contacting the Housing office, room 100, Kilcawley House, or by calling (216) 742-3547.

## Food Service

The **Christman Dining Commons**, opening Fall Quarter 1991, serves any student with an on-campus resident meal card. Various meal plans are also available to those current students not living in University-owned facilities. The Commons is located adjacent to Lyden House and is easily accessible from Elm Street, Madison Avenue and Custer Street.

This gracious single-floor dining facility architecturally complements the Lyden House and seats 300. The Commons offers a wide variety of dining options to campus residents, from self-served cold foods, beverages and snack selections, to staff-served grille specialties and hot entrees.

## Kilcawley Center

Kilcawley Center is the community center of the University for all the members of the University family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the University.

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As the *living room* or the *hearthstone* of the University, the Center provides the services, conveniences and amenities the members of the University family need in their daily life on the campus, and facilities for getting to know and understand one another through informal association outside the classroom.

Kilcawley Center is part of the educational program of the University. As the center of University community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democratic society.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

Kilcawley Center attempts to meet the diversified needs of the University community in its food service program. The Snack Bar, which has been contracted to Arby's, offers a variety of fast foods designed to meet the needs of today's commuting student. A full breakfast is offered beginning at 7:00 a.m., while the evening student arriving after work may choose from a varied menu including roast beef. If you prefer a Mexican flavor to your food, a Taco Bell Express opens at 10:00 a.m. each weekday. For those not taken by the fast food craze, breakfast, a full cafeteria-style menu, as well as a variety of sandwiches are offered in the first floor Terrace Room.

For those who wish to dine in a more relaxed atmosphere, the Wicker Basket offers a choice of table service menu items, or a moderately priced buffet-style meal including a salad bar. In addition to the Wicker Basket, the second floor houses dining facilities for students living in Kilcawley, Lyden, and Weller Houses, and for students not rooming in University-owned housing. Students who are not residents may purchase a quarterly meal ticket or individual meals in the Brass Rail Cafe or Christman Dining Commons.

Groups who wish to avail themselves of Kilcawley Center catering services may choose from a selection of buffet and table service menus, served in a variety of attractive conference rooms, with service available for groups of up to 450 persons.

# THE SCHOOL OF GRADUATE STUDIES

## DEVELOPMENT AND ORGANIZATION

On March 28, 1967, the Trustees of The Youngstown University authorized the President and faculty of the University to begin the process of developing graduate programs at the master's degree level, to begin in the fall quarter of 1968. In May, 1967, the Faculty Senate of The Youngstown University considered and authorized the development of master's degree programs in various academic departments of the University. The Youngstown State University Board of Trustees, at its first meeting on August 15, 1967, established the office of the Dean of the Graduate School and the general regulations governing the appointment of a Graduate Faculty. It also identified and authorized the initial graduate degree programs that were to be offered. These programs gained approval of the Ohio Board of Regents on December 15, 1967; preliminary accreditation by the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools in July, 1968; continued accreditation was awarded in 1974, 1978, and 1988. The School of Graduate Studies is a member of the Council of Graduate Schools in the United States and the Midwestern Association of Graduate Schools.

The School of Graduate Studies is administered by a dean who is also a member of the Graduate Council. The elected members of the Graduate Council consist of one representative of each of the colleges of the University in which graduate programs are offered, two faculty members-at-large elected by the Graduate Faculty and one representative of the Graduate Student Advisory Committee. Standing committees of the Graduate Council are Curriculum; Graduate Faculty Membership; Graduate Student Advisory; Policy; Scholarships, Assistantships, and Awards; and Graduate Student Grievance.

## GRADUATE PROGRAMS

The graduate degree programs offered by Youngstown State University are:

- Doctor of Education (Educational Leadership)
- Master of Arts (Economics, English, History).
- Master of Business Administration (Finance, Management, Marketing).
- Master of Music (Performance; Music Theory and Composition; Music History and Literature; Music Education).
- Master of Science (Biology, Chemistry, Criminal Justice, Mathematics).
- Master of Science in Education (Master Teacher Program for Elementary and Secondary School Teachers; Educational Administration; Counseling; and Special Education).
- Master of Science in Engineering (Civil, Electrical, and Mechanical Engineering, and Materials Science).
- Early Placement Program for Ph.D. in Engineering, with Akron University.

## ADMISSION

Students are admitted to the School of Graduate Studies by the Dean of Graduate Studies on recommendation of the department in which the applicant wishes to do major work. Students in combined baccalaureate/master's programs must follow standard procedures for admission to the School of Graduate Studies. Admission is required before registration in any course for graduate credit (see also Graduate Courses for Undergraduates).

The complete application for admission, including supporting materials, should be received by the School of Graduate Studies at least four weeks before the beginning of the term in which the applicant plans to register. Youngstown State University admits graduate students in the fall, winter, spring, and summer quarters, except that foreign students and students majoring in Counseling may enter only during the fall or spring quarters.

### Application Procedure

Application for admission is made on a form provided by the School of Graduate Studies, which can be requested by writing to the Dean of Graduate Studies, Youngstown State University, Youngstown, Ohio 44555-3091.

The completed application form is submitted with the application fee to the Bursar's office. Applicants must have sent to the School of Graduate Studies one transcript from each college or university attended, except Youngstown State University. Transcripts must be sent directly from the institution. Personal or unofficial transcripts (stamped *issued to student*), or those delivered or sent by the applicant instead of the institution, will not be accepted.

Applications for admission cannot be reviewed until the official transcripts of all previous college or university work are received. It is imperative, therefore, that the applicant see that these reach the School of Graduate Studies at the earliest possible date. Omission of information called for on the application form will necessitate requests for the additional information and therefore delay processing of the application, so the applicant should take care to provide all the information requested in the first submission of materials. International applicants should also see the section International Student Admission for additional requirements.

As soon as possible after receipt of application materials, the Graduate Dean will notify the student of the action taken on the application, and if the student is admitted, will have information on registration procedures provided.

### Admission Requirements

Minimum requirements for admission to the School of Graduate Studies are:

- 1) A bachelor's degree from an accredited college or university.
- 2) An unrecalculated cumulative grade-point average in undergraduate work of at least 2.5 (on a 4.0 scale). If an undergraduate course has been repeated, both (all) grades received will figure in the calculation of the grade-point average.
- 3) Satisfactory preparation for the graduate program in which the student wishes to enroll, as specified by the department of the major.
- 4) The University reserves the right to request a test of written/spoken English of any entering graduate student whose primary language is not English.

The applicant is reminded to check the specific admission requirements of the program in which he/she wishes to enroll, to determine whether there are requirements in addition to those outlined above.

### Test Information

In certain master's programs test results must be submitted as part of the admissions procedure. The registration forms and deadline dates for both the Graduate Record Examination and the Graduate Management Admission Test may be secured from the Testing Center, Youngstown State University; but the applicant must register for the test with the Educational Testing Service, Princeton, New Jersey. Arrangements for taking the Miller Analogies Test should be made directly with the Testing Center.

### Types of Admission

#### Regular

Regular admission will be granted to a student who satisfies the admission requirements for the master's program in which he/she wishes to enroll.

### Provisional Admission Procedure

On recommendation of the person in charge of the program involved and subject to the approval of the Graduate Dean, a student may be accepted with provisional admission if the undergraduate record shows slight deficiencies in comparison with the admission requirements of the program to which the student seeks entrance. Students who are admitted provisionally may be required to make up deficiencies by taking the appropriate undergraduate courses without graduate credit. The academic record of all provisional students shall be reviewed when 12 quarter hours of degree credit coursework have been completed. The advisor will change the status from provisional to regular if the student's deficiencies have been met and the student's record justifies such a change, and will report the change to the Dean of Graduate Studies on the Change of Status form.

### Non-Degree

Students with a bachelor's degree who wish to register for courses, but who do not expect to work toward an advanced degree, may be admitted to the School of Graduate Studies as non-degree students on recommendation of the department applied to with the approval of the Dean of Graduate Studies. A maximum of 12 credits earned as a non-degree student may later be applied toward a degree if accepted by the department in which the student wishes to earn a degree and approved by the Dean of Graduate Studies.

### Special Non-Degree

An individual who does not wish to participate in a specific graduate program or be assigned to an advisor in a program may be considered for admission as a special non-degree student by the Dean of Graduate Studies. The special non-degree student must meet the prerequisites of the courses prior to enrollment in them. As above, a maximum of 12 quarter hours earned as a special non-degree student may later be applied toward a degree if the student and the credits are accepted by the department in which the student wishes to earn a degree and the department's recommendation is approved by the Dean of Graduate Studies.

### Restricted

Students who wish to take a workshop for graduate credit but who have not completed the regular School of Graduate Studies admission process will be permitted to register in the School of Graduate Studies as restricted graduate students. Such permission is granted by the Dean of Graduate Studies, through the workshop representative, upon receipt of a completed Workshop Registration form, which includes a statement signed by the applicant that a baccalaureate degree has been received. Graduate workshops designated as *restricted* are graded on a S/U (satisfactory/unsatisfactory) basis.

Workshop courses, upon approval of the graduate advisor, may be applied to degree work at a later date if regular admission to the School of Graduate Studies is obtained and if those courses are part of the degree program.

Workshop courses are those specifically designated as such in the Graduate Catalog or by the Graduate Council.

### Transient

Transient admission may be granted to a student who is in a degree program at an accredited graduate school and who submits a graduate transient student form signed by the dean of the graduate school to which he/she wishes to transfer credit, showing that he/she is a graduate student in good standing. The form to be used in such cases may be secured from the Youngstown State University School of Graduate Studies office. Under some circumstances transient admission may be renewed for a second quarter, but the graduate deans of both universities must approve the renewal.

If a transient student later wishes to become a regular graduate student, the student must be admitted to a degree program by following the usual admission procedures.

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### Transfer Credits

*Master's Degree:* Up to 12 quarter hours (8 semester hours) of graduate work completed at other accredited institutions may be applied toward a master's degree at Youngstown State University, provided the student earned a grade of A or B in such courses.

*Doctoral Degree:* Up to 24 quarter hours (16 semester hours) of post-master's degree graduate work completed at other accredited institutions may be applied toward a doctoral degree at Youngstown State University, provided the student earned a grade of A or B in such courses.

Credits for courses in which grades of S were received will not be transferred. The number of transfer credits to be accepted in each case is to be determined by the Graduate Dean on the basis of evaluation and recommendation by the department of the student's major. It is the responsibility of the student to initiate a request for the approval of transfer credits. Transfer hours are not included in the calculation of the student's cumulative grade-point average.

### International Student Admission

International applicants must provide all materials required at least three months prior to the quarter they wish to be considered for admission. In addition to the regular admission requirements, the following must also be submitted:

- 1) A true or certified copy of the degree earned and all course and examination records, including grades received, beyond the secondary school level.
- 2) A graduate of a foreign university who is a non-native English speaker, must score a minimum of 550 on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey; or score a minimum of 84 on the Michigan English Language Battery (MELAB) administered by the English Language Institute, Ann Arbor, Michigan. Prior to full admission to academic study, students are tested and placed in special English classes, if necessary, to ensure an adequate level of English proficiency.

For F-1 or J-1 visa certification:

- 3) Certification of good health, including medical history and physician's examination.
- 4) Evidence of financial support and sponsorship during the period of study at Youngstown State University, including documents of verification.
- 5) An international applicant who has attended another United States academic or language school must also provide a Visa Clearance form from the last school attended.

YSU enrolls students in accordance with the policy of the United States Immigration and Naturalization Service.

## REGISTRATION

### Advisement

Before initial registration the student must consult with the faculty member in charge of the program to which the student has been admitted, or with an assigned advisor, for advice in developing a program of study leading to the desired degree. The ultimate responsibility for selection of graduate courses, based upon the requirements of the student's program as set forth in the catalog, remains with the student. Continued consultation with the advisor is encouraged. Because of the nature of certain programs, an advisor may require consultation before each registration.

## Registration Procedure

New graduate students and those who are returning after more than four quarters' absence register in person by appointment from the Registrar's office. Current graduate students receive registration materials by mail and have the option of registering by mail. Registration is concluded on or before the Late and Final Registration date published in the Schedule of Classes. Detailed information on registration is contained in the Schedule of Classes and in the directions for registration received with registration materials. Registration is not officially completed until all tuition and fees are paid.

## Change of Registration

A registered student who wishes to alter a schedule must complete a Change of Registration form and submit it to the Registrar's office. A change of registration fee is charged to the student's account.

No student may add a course for credit or audit after the seventh calendar day of the quarter or after the fifth calendar day of a summer term.

Withdrawal from a course must be accomplished through the Change of Registration procedure. Simple failure to attend class or notification to an instructor is insufficient. A grade of F will be recorded unless a student officially withdraws. If a student withdraws from one or more classes during the first two weeks of classes, no entry will be made on that student's permanent record for the withdrawn class(es).

## Complete Withdrawal of Registration

The student who wishes to withdraw from all classes in a particular quarter must follow the same procedure as in Change of Registration. If a student withdraws from all classes during the first two weeks of the quarter, the academic record will contain the statement *Student Completely Withdrew During the First Two Weeks of the Quarter*. The student who withdraws from all classes will automatically receive a permit to register for the subsequent four quarters.

## OTHER REGULATIONS

### Time Limit

**Master's Degree:** All work (including transfer credits) offered in fulfillment of the minimum credit hour requirement for the degree must have been taken within the six-year period immediately preceding the date on which the last requirement is completed.

**Doctoral Degree:** All post-master's coursework, including transfer credit, must be taken within the six-year period immediately preceding eligibility for doctoral candidacy.

In special cases, the Dean of Graduate Studies may grant an extension of the coursework time limit upon the written request of the Chair of the department of the master's or doctoral study.

**Matriculation to Doctoral Candidacy:** Doctoral students shall be granted a six-year period to successfully complete the general examination and acquire candidacy status.

**Doctoral Candidacy to Final Dissertation Copy:** Doctoral candidates will have five years from the acquisition of candidacy status to filing the final dissertation copy. Failure to meet this time frame will result in cancellation of the candidacy. With the approval of the advisor and the Graduate Studies Committee, the student may take a supplemental general examination to reacquire candidacy. If the supplemental general examination is passed, the student is readmitted to candidacy and must complete the dissertation within two years. The supplemental general examination may not be repeated more than once.



### Graduate Courses

Courses in which graduate credit may be earned are:

- 1) 1100-level courses, which are for doctoral students only.
- 2) 900- and 1000-level courses, which are open to master's students (see Graduate Courses for Undergraduates). At least one-half of the credits applied toward the master's degree must be earned in courses in the 900- and 1000-series.
- 3) Upper-division undergraduate courses (800-level) in which the student may enroll for graduate credit only with the approval of the advisor.

Only certain upper-division undergraduate courses may be taken for graduate credit. Those that are in this category are listed in the Courses section of this catalog. To earn graduate credit in an upper-division course the student must be admitted to the School of Graduate Studies before the course is taken. Graduate students in undergraduate courses which offer graduate credit may be expected to pursue the subject matter in greater depth than the undergraduate student. This may require additional work assignments.

Graduate students may register for 700-level or lower courses but these courses do not apply toward the requirements of a graduate degree. Although the grade received and quarter hours for such courses appear on the student's record, the hours and quality points are not included in the student's cumulative totals.

### Seminar

A seminar is generally considered to consist of a group of advanced students studying a subject under a professor, each making some pertinent contribution and all exchanging results through informal lectures, reports, and discussions.

### Thesis

Certain programs accept or require a thesis as partial fulfillment of the requirements for the degree. Students follow the style manual used by the field as determined by the department. The deadline to submit theses is the first day of final examinations of the graduating quarter. Additional thesis presentation information is available from the School of Graduate Studies office.

### Second Master's Degree

A student who has a master's degree from Youngstown State University and desires a second master's degree must earn a minimum of 18 quarter hours of credit in addition to the total that the student had when the requirements for the first degree were completed and must complete the requirements for another graduate program. Students with a master's degree from another university will be limited to a maximum of 12 quarter hours of transfer credit.

### Interrupted Enrollment

Students who interrupt their attendance for four or more quarters must apply for readmission as former students at least two weeks prior to late and final registration. Graduate students who have not attended for six years must also pay a readmission fee.

Graduate students who fail to take courses or otherwise to pursue their graduate education for a period of two years will be readmitted only under regulations in force at the time of reapplication.

### Academic Standards

A cumulative grade-point average of at least 3.0 (on a 4.0 scale) is required for graduation. All graduate credit courses taken at YSU are included in the grade-point average determination. (See Grading System for grades less than C.)

Good academic standing for graduate students is a cumulative grade-point average of at least 3.0 (on a 4.0 scale) for all graduate credit courses taken at YSU. A graduate student who is not in good standing may continue to register for courses until he/she is dropped from the graduate program.

### Full-Time Status

A full-time student is one carrying 8 or more hours for credit. A student who is employed as a graduate assistant may carry a minimum of 6 quarter hours and be considered a full-time graduate student for academic purposes. However, graduate assistants applying for federal financial aid must enroll for 8 quarter hours to meet full-time financial aid status requirements. Graduate assistants who find it necessary to withdraw from a class during the academic quarter and drop below 8 quarter hours may lose eligibility for federal financial aid as well as eligibility for the assistantship.

### Reduced Load for Employed Students

The School of Graduate Studies recommends that the employed student carry less than a full academic load as determined in consultation with the major advisor or graduate committee.

### Graduate Courses for Undergraduates

The Application by Undergraduate to Enroll in a Graduate Course form is available in the School of Graduate Studies office. Students may choose to take such courses for graduate or undergraduate credit.

#### For Graduate Credit

An undergraduate student who has senior standing and an unrecalculated grade point average of at least 2.7 and who does not require a full schedule to complete the baccalaureate degree requirements at Youngstown State University may enroll in 900- and 1000-level courses for graduate credit, provided such enrollment does not cause the total schedule for the quarter to exceed 16 quarter hours. Before registering for courses the student must have the approval of the advisor, the instructor of each course, and the Dean of Graduate Studies. The credit earned cannot be counted toward fulfillment of the requirements for a bachelor's degree, and may not be used for graduate credit at Youngstown State University until the student is admitted to the School of Graduate Studies and the credit is accepted by the department in which the student continues graduate work. The maximum amount of such credit that will be acceptable at Youngstown State University is 15 hours.

#### For Undergraduate Credit

Permission to undergraduates to enroll in graduate courses for undergraduate credit will be granted only to students with proven exceptional academic ability; such permission will be based on a petition prepared by the student's major department containing a statement of criteria used to determine *exceptional* and approved by the chair of the department offering the course and the Dean of Graduate Studies.

### Grading System

The following grading system is used in reporting a final evaluation of the work of graduate students in courses or thesis research: A, B, C, D, F. The grade point equivalents are 4, 3, 2, 1, and 0 respectively.

Grades of D and F carry no graduate credit but will be used to determine the student's grade-point average. Failure will normally be indicated by a D; a grade of F indicates that the student has not achieved even a minimum grasp of the essentials of the course; this grade can also result from failure to withdraw officially from a course (see Change of Registration, and Reduction/Refund of Fee Charges Upon Withdrawal). A student has the privilege of repeating a course once, but the repetition is treated merely as another course, along with the first, in calculating the student's grade-point average.

Graduate workshops designated as *restricted* are graded on a S/U (satisfactory/unsatisfactory) basis.

A grade of I (incomplete) may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the student's control and deemed justifiable by the instructor, has not completed all requirements for a course when grades are submitted. A written explanation of the reason for the I and a date by which all course requirements will be completed (which must be within one year) will be forwarded to the office of the Registrar for inclusion in the student's permanent record, with copies to the student and the department chair. The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs within one year, the I automatically converts to an F. If graduation occurs within the one-year time period, the I grade will be converted to an F before graduation. Department chairs are granted authority to convert grades of I into final grades in cases where instructors may have severed connections with the University or have been incapacitated before converting the grade.

The grade of W will be given for all withdrawals properly processed during the third through sixth weeks of any quarter (or from the fifth calendar day through the third week of each 5-week summer term). (*Properly processed* describes withdrawals made in conformity with the instructions on the Change of Registration Form.) A grade of W does not appear on the student's academic record if withdrawal occurs before the end of the second week of classes, although it does appear on the grade report received by the student. A withdrawal made after the three- or six-week period will be recorded as an F unless the withdrawal was the result of circumstances over which the student had no control as shown by evidence presented by the student in a petition to the Dean of Graduate Studies. Any grade of F assigned because of absence may be reviewed upon petition to the Graduate Dean. Where withdrawals change the student's status from full-time to part-time, the student immediately forfeits any privileges contingent upon full-time status, and all interested parties who legally require it will be notified.

In the case of thesis work, independent study, and other courses where research or scholarship is still in progress at the time grades are to be reported, a PR may be reported in place of a conventional grade. The PR grade is intended to indicate that it is the nature of the scholarship rather than the student's ability to complete the work that is preventing the issuance of a conventional grade. A PR grade must be converted to a regular grade prior to graduation.

In the case of thesis, independent study, and other courses where research or scholarship is still in progress at the time grades are reported, a PR may be assigned in place of a conventional grade. The PR grade is intended to indicate that it is the nature of the scholarship rather than the student's ability to complete the work that is preventing the issuance of a conventional grade. PR grades must be converted to a regular grade prior to graduation.

Au signifies that the student was enrolled in the class as an auditor.

A graduate student may not elect to take a course under the credit/no credit option.

## Grade Changes

Applications for grade changes must be completed by the instructor and must contain the signature of the Graduate Dean unless the change is from Incomplete (I) or Progress (PR). All grade changes must be submitted to the Records Office by the dean or instructor; they will not be accepted from the student. In no case may a grade be changed after a student has received a graduate degree for the purpose of changing the grade-point average of the completed degree.

## Change of Curriculum

A student must request in writing transfer from one graduate program to another. The transfer is complete when an advisor in the program to which the student is transferring has been appointed and has accepted the student as an advisee, and when the change has been reported to and approved by the Dean of Graduate Studies. In such cases of transfer, courses taken in

the original curriculum that also apply toward the degree in the new curriculum will be accepted. None of the credit hours or quality points earned in other courses in the original curriculum will be taken into account in the new curriculum. However, the student's academic record and grade-point average will reflect all graduate courses taken.

### Auditing Courses

A student may register for and attend any courses as an auditor. An auditor is not held responsible for the regular classwork, class attendance and preparation of assignments, and receives no credit for the course. The student pays the regular tuition, as well as any other applicable fees, for the course(s) audited. Audit courses are carried in a student's load only for fee purposes. A student who has registered for a course for audit may not change that status to credit after the last day to add a class. An Au may be given only to a student who has begun a course as an auditor or who has changed status to that of auditor before six weeks of a regular quarter or three weeks of a split summer session have elapsed.

### Foreign Language Proficiency Examinations

The Department of Foreign Languages and Literatures administers proficiency examinations in the following languages: French, German, Italian, Latin, Russian and Spanish. The graduate student should consult the major department to learn specific degree requirements.

A grade of *pass* or *fail* on the proficiency examination will be registered with the Graduate Studies office.

It is not the responsibility of either the University or the Department of Foreign Languages and Literatures to tutor students for these examinations or to recommend tutors.

### Commencement

The Intention to Apply for Graduation form and the Application for Graduation form must be filed and the graduation fee paid before 5:00 p.m. on the second Friday of the quarter in which the student intends to graduate. Late applications will be accepted through the Friday of the sixth week of the quarter, but will require the signature of the graduate dean. A copy of the Intention to Apply for Graduation form will be sent to the student's major department. There are three graduation ceremonies each year: Winter Commencement, in March, at the end of the second quarter of the academic year; Spring Commencement, in June, at the end of the third quarter; and Summer Commencement, in August or September, at the end of the summer session. There is no graduation ceremony at the end of the fall quarter. Diplomas and transcripts for students who have completed the requirements for a degree at the end of the fall quarter and who have applied for candidacy for December graduation bear a December graduation date. However, diplomas for fall graduates are not distributed until the Winter Commencement ceremony in March.

### Student Rights, Responsibilities, and Conduct

In accordance with *The Code*, formal disciplinary sanction may be imposed by the University whenever student and/or group/organization behavior interferes with the University's responsibility to ensure a positive educational environment; or its subsidiary responsibilities for protecting the rights, health, and safety of persons in the University community; maintaining and protecting property; keeping accurate records; and providing necessary services and non-classroom activities.

In extraordinary circumstances, the President of the University may suspend a student and deny access to the University campus for a reasonable period of time pending consideration of the case. In event of acquittal, every consideration shall be given to the student for completion of academic work.

Copies of *The Code* are available in the office of the Vice President For Student Affairs, 203 Tod Hall.

## 1994-95 STUDENT FEES AND CHARGES

## Tuition

## INSTRUCTIONAL FEE (including audit)

Graduate Students, all credits .....	\$ 72	per credit
Undergraduate Students, 1-11 credits .....	64	per credit
Undergraduate Students, 12-16 credits .....	768	per quarter
Undergraduate credits in excess of 16 per quarter .....	64	per credit

## GENERAL FEE

All Students, 1-11 credits .....	17	per credit
All Students, 12 credits or more .....	202	per quarter

## NON-RESIDENT TUITION SURCHARGE

The YSU Regional Service Area, for non-resident tuition surcharge purposes, is defined as including the counties of Chautauqua, New York; Allegheny, Armstrong, Beaver, Butler, Clarion, Crawford, Erie, Fayette, Forest, Greene, Indiana, Jefferson, Lawrence, Mercer, Venango, Warren, Washington, and Westmoreland, Pennsylvania; and Brooke, Hancock, Marshall, and Ohio, West Virginia.

## Regional Service Area:

Students registering for 1-11 credits .....	56	per credit
Students registering for 12-16 credits .....	672	per quarter
Students registering for more than 16 credits .....	56	per credit

## Outside of Regional Service Area:

Students registering for 1-11 credits .....	70	per credit
Students registering for 12-16 credits .....	840	per quarter
Students registering for more than 16 credits .....	70	per credit

## HOUSING

Room and Board .....	3,750	per acad. yr.
(Payable \$1,250 per quarter, except that an extra \$200 is collected the first quarter of residency and the Spring Quarter is reduced by \$200.		
If a resident does not stay through the Spring Quarter, the \$200 is forfeited.)		
Security Deposit (paid first quarter) .....	50	
Single Room Surcharge .....	220	per quarter
Room—per five-week summer session .....	320	
Single Room Surcharge—per five-week summer session .....	110	
University Apartments (room only, per person per academic year) .....	2,460	
Summer (room only, five weeks) .....	370	
Voluntary Board Plan (students not living in University housing)		
Nineteen-meal plan—per week .....	615	per quarter
Fifteen-meal plan—per week .....	525	per quarter
Ten-meal plan—per week .....	405	per quarter
Five-meal plan—per week .....	220	per quarter

## Special Purpose Fees

Laboratory Materials Fee .....	20	per course
Performance Music .....	25	per credit
Application (graduate students) .....	30	
Change of Registration .....	10	per change
Credit by Examination .....	40	per course
Graduation .....	25	
Late Application for Graduation (after third week of the quarter) .....	50	

International Student Credentials Evaluation .....	35	
Late Payment .....	21	
Late Registration .....	40	
Parking Permit .....	35	per quarter
Per day without permit .....	2	
Proficiency Examination .....	25	per course
Transcript .....	5	per copy
Tuition Installment Payment Plan Application .....	21	per use
Tuition Installment Late Payment .....	14	
Tuition Loan Late Payment .....	10	per month

### Service Charges

Diploma Mailing (not assessed those attending commencement) ..	10	
Diploma Replacement .....	30	
Health and Physical Education Activity: set by and paid to independent vendor.		
Health and Physical Education Locker and Towel:		
All authorized users .....	25	per quarter
Lock or Towel Replacement .....	5	each
I.D. Replacement .....	10	
I.D. Validation Sticker Replacement .....	5	
Maag Library Carrel Key Deposit (paid at Maag Library) .....	20	
Returned Check or Credit Card .....	20	
Student Locker Rental (paid at Kilcawley) .....	10	per acad. yr.
Thesis Binding .....	15	per copy
Withdrawal .....	25	

### Fines

#### LIBRARY

- Overdue book: 10 cents per day to a maximum of \$11, plus cost of book replacement, plus \$10 processing charge.
- Overdue reserve book: 55 cents per day to a maximum of \$11, plus cost of book replacement, plus \$10 processing charge.
- Unauthorized removal of closed reserve book: same as for overdue reserve, plus \$5.

#### PARKING

- (fines double if not paid within 20 days of issuance of ticket):
- Class I—All violations except those in Class II .....
  - Class II—Parking in a handicap zone without proper permit,  
parking at a no parking sign, tow away zone, loading zone,  
official use only sign, fire lane, or in the campus core area. ....

**THE UNIVERSITY RESERVES THE RIGHT TO CHANGE ANY FEE WITHOUT NOTICE**

### Fees

*Tuition.* The sum of the Graduate Instructional Fee and the General Fee is the tuition for a student.

*Graduate Instructional Fee.* This charge is assessed all students each quarter. The rate is per academic quarter hour of credit of registration. This fee supplements the state subsidy and is a revenue of the University's Educational General Fund.

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**General Fee.** This charge is also assessed all students each quarter; the rate depends upon the number of credits for which the student is registering. This fee is for non-instructional services such as Kilcawley Center, intercollegiate athletics, intramural sports, performing artists and lecture programs, student government, and the Career Services office.

**Auditing Courses.** Students may audit courses (i.e., register to take a course without receiving credit). The fees are the same as if the course was taken for credit.

**Non-Resident Tuition Surcharge.** As noted above, all students pay the instructional fee and the general fee. Those students who are not legal residents of Ohio must also pay a surcharge. Students who are legal residents of the regional service area pay a lesser surcharge than do students who are legal residents of other areas. The regional service area includes 23 counties in New York, Pennsylvania, and West Virginia.

**Course Fee; Computer Assisted Course Fee; Computer Intensive Course Fee.** Many classes and laboratories require the use of consumable materials or supplies. Students enrolled in courses so identified are assessed a fee for these supply items. The fee is variable and is approximately proportional to the cost of the supplies used in the class.

**Performance Music Fee.** This fee is in addition to the regular instructional fee. It is assessed students taking music lessons and applies on a per-credit basis.

### Other Fees

**Application Fee.** A non-refundable application fee must accompany the application for admission to the School of Graduate Studies. Once a student has paid the application fee, he/she shall not be recharged an application fee unless six or more years have elapsed since the student was last registered as a graduate student.

**Graduate Management Admission Test (GMAT) Fee.** The GMAT is an aptitude test designed to measure abilities important to the study of business at the graduate level. It is offered four times a year. Registration forms are available at the University Counseling and Testing Center.

**Graduate Record Examination Fee.** The aptitude portion of the Graduate Record Examination is administered on campus five times a year. Registration forms are available at the Counseling and Testing Center.

**Graduation Fee.** A fee is charged persons awarded a degree and is to be paid before the application for graduation is filed with the dean of the school or college awarding the degree. The fee covers the required academic attire (cap and gown) and the diploma. No reduction or waiver of the fee occurs for graduation in absentia or for use of non-academic attire. The fee applies for each degree granted except honorary degrees. The graduation fee doubles when paid after the deadline to apply for graduation. This fee is nonrefundable.

**Late Payment Fee.** Payment of a bill after the due date results in assessment of a late payment fee. The graduate instructional fee, general fee, non-resident tuition, and applied music fee are due in full 10 days prior to the first day of scheduled classes for that term or as otherwise shown in the *calendar* or Schedule of Classes. All fees and charges billed must be paid and partial payment will not be accepted. This fee is also charged any student who registers after classes begin.

**Late Registration Fee.** A fee is charged a currently enrolled student who fails to register for the next term at the assigned time.

**Parking Permit Fee.** A permit to park in YSU parking facilities will be issued to students and employees of the University upon payment of the fee. The fee is for the academic quarter and does not guarantee a parking space. Some facilities are restricted (e.g. for students only, or for faculty and staff only). The current Driving and Parking Regulations pamphlet and parking lot map should be consulted. A daily fee is charged anyone not having a permit who wishes to park in facilities designated for cash business. Persons other than employees and students who are on campus for a short period of time to conduct business may park in the visitor's lot on the corner of Spring and Bryson Streets (lot M8) if space is available. The parking permit fee is refundable only if the student withdraws and returns the permit and access card. Any refund

is prorated at the daily parking rate through the end of the withdrawal period (first 6 days of regular term), unless an Application for Involuntary Withdrawal is filed and the sticker and card are returned within 5 days of withdrawal. There is no refund for permits returned later than 5 days after withdrawal.

*Proficiency Examination Fee.* A fee is charged for an examination provided by an academic department to determine a student's proficiency for some reason other than assignment of academic credit.

*Withdrawal Charge.* See *Reduction/Refund of Fee Charges Upon Withdrawal.*

## Service Charges

*Health and Physical Education Locker and Towel Fee.* Students enrolled in a class requiring locker, basket or towel service in Beeghly Physical Education Center or the Sports Complex do not pay a fee. Other authorized persons pay a fee each academic quarter. Loss or damage to the lock or towel will result in assessment of a replacement charge.

*Identification Card Replacement Charge.* A charge is made for replacement of an ID card or a current term validation sticker which is to be affixed to the ID card.

*Residence Hall Charge.* University housing is available by the academic year. The residence contract includes room and 19 meals per week. In addition to the charge for service, a security deposit is required. Payment and refunds are as scheduled in the housing contract. Meal tickets are also available for students who are not residents of University-owned housing.

*Returned Check Charge.* A charge is made to anyone whose check or charge card is returned unpaid by the bank. Any late payment fee applicable is also assessed. Failure to pay billing of return check and/or charge within ten days and/or a second check/charge return will result in the University not accepting this type of payment at any of its collection points.

*Student Locker Charge.* A limited number of lockers are available in various buildings for the convenience of commuting students. Payment and assignments are made at the Kilcawley Information Center.

*Thesis Binding Charge.* A charge is made for each copy of a master's thesis bound by the William F. Maag, Jr. Library.

*Transcript of Credits Charge.* A charge is made for each transcript issued. Transcripts will not be issued for students or alumni with outstanding debts owed the University. Only a student may order a transcript; however, students are cautioned that most graduate and professional schools and many employers accept transcripts only if sent directly by the University.

## Fines

*Parking Violation Fine.* Parking without a permit, parking in such a manner as to impede regular traffic flow, occupancy of more than one identified space (assuming lines are not obscured), and other offenses as identified in the Driving and Parking Regulations will result in issuance of a citation against the student responsible for the vehicle (e.g., student driving parents' car). Payment of a fine removes the citation; however, the fine is doubled if not paid within 20 days of issuance. Vehicles may be towed in certain cases. See the regulations.

*Library Fines.* Fines are assessed for failure to return books on time as stipulated or for the unauthorized removal of a reserved book. Willful damage or defacement of library materials or other property is a violation of State law and is punished as such.

## Reduction/Refund of Fee Charges Upon Withdrawal

To withdraw from a single course or from all courses it is necessary to complete a Change of Registration form and present it to the Registrar's office, Jones Hall. Nonattendance of class or notification to the instructor or department does not constitute official withdrawal.



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A full reduction of the instructional, general, music performance, and course materials fees, and the nonresident surcharge, will be provided for all withdrawals in conformity with the following schedule:

Course Duration*	100% Refund‡	No Refund
10 weeks or more	6th day of term or earlier	7th day of term or later
5–9 weeks	5th day of term or earlier	6th day of term or later
less than 5 weeks	3rd day of term or earlier	4th day of term or later

\*Every day of the week is counted except Sunday

‡For a complete withdrawal from any term, a withdrawal charge of \$25—as well as all applicable fees, fines and penalties—will be deducted from all refunds. Student accounts paid with financial assistance awards will be billed the \$25 charge. The YSU student identification card must be surrendered before the refund is paid. After the refund period, the \$25 withdrawal charge is not assessed.

If fees were paid by scholarship, loan, or grant-in-aid, the appropriate credit is issued to the fund from which the initial payment was made. Pro-rata refunds are calculated for first-time freshmen Title IV recipients who completely withdraw during the first 6 weeks of the quarter. No refunds or adjustments are made on student accounts until after the tenth day of the term.

Any withdrawal or reduction in academic hours, after the schedule outlined above, will not be entitled to a reduction of charges and/or refund.

### Application for Involuntary Withdrawal

If a student withdraws for reasons beyond his or her control (e.g., illness, military service, job transfer or shift change imposed by the employer which creates a direct conflict with the class schedule), the fee charges may be refunded in direct proportion to the number of weeks in attendance. An Application for Involuntary Withdrawal can only be processed for courses in which the student has already received a grade of W (withdrawn). Applications for involuntary withdrawal will only be considered for quarters falling within the immediately preceding one-year time period (4 quarters). Appeals pertaining to quarters beyond this one-year time limit will not be accepted. All Applications for Involuntary Withdrawal must be documented, and are processed only by mail on forms provided by the Bursar. Address such correspondence to the Fees & Charges Appeals Board, c/o Bursar, Youngstown State University, Youngstown, OH 44555.

## STATE RESIDENCY STATUS

Place of residency for tuition purposes will be determined at the time of admission or readmission by the Director of Enrollment Services, on the basis of the residency rules stated below and information supplied on the *Application for Admission* form.

If the student has any question about the appropriate classification, he/she should immediately bring it to the attention of the Director of Enrollment Services for review. Retroactive refunds or charges may be made to any student improperly classified.

### Resident Status Appeal

Appeal for a change in residency classification should be made in writing to the Director of Enrollment Services, who may require the student to complete an *Application for Non-Resident Tuition Surcharge Exemption* form. The Director's decision will be sent in writing to the student, who may then appeal the classification in a personal interview with the Director of Enrollment Services.

The student may request the Director of Enrollment Services to arrange an appearance before the Residence Classification Board. Such appearances ordinarily occur within two weeks of the request, if possible. The Residence Classification Board's appellate decision is final.

## Ohio Student Residency for State Subsidy and Tuition Surcharge Purposes

### (A) Intent and Authority

(1) It is the intent of the Ohio Board of Regents in promulgating this rule to exclude from treatment as residents, as that term is applied here, those persons who are present in the State of Ohio primarily for the purpose of receiving the benefit of a state-supported education.

(2) This rule is adopted pursuant to Chapter 119 of the revised code, and under the authority conferred upon the Ohio Board of Regents by Section 3333.31 of the revised code.

### (B) Definitions for Purposes of This Rule:

(1) A *resident of Ohio for all other legal purposes* shall mean any person who maintains a twelve-month place or places of residence in Ohio, who is qualified as a resident to vote in Ohio and receive state welfare benefits, and who may be subjected to tax liability under section 5747.02 of the revised code, provided such person has not, within the time prescribed by this rule, declared himself or herself to be or allowed himself or herself to remain a resident of any other state or nation for any of these or other purposes.

(2) Financial Support, as used in this rule, shall not include grants, scholarships and awards from persons or entities which are not related to the recipient.

(3) An Institution of Higher Education, as used in this rule, shall mean any university, community college, technical institute or college, general and technical college, medical college or private medical or dental college which received a direct subsidy from the State of Ohio.

(4) For the purpose of determining residency for tuition surcharge purposes at Ohio's state-assisted colleges and universities, *domicile* is a person's permanent place of abode; there must exist a demonstrated intent to live permanently in Ohio, and a legal ability under federal and state law to reside permanently in the state. For the purpose of this policy, only one domicile may be maintained at a given time.

(5) For the purpose of determining residency for tuition surcharge purposes at Ohio's state-assisted colleges and universities, an individual's immigration status will not preclude an individual from obtaining residency status if that individual has the current legal status to remain permanently in the United States.

### (C) Residency for Subsidy and Tuition Surcharge Purposes

The following persons shall be classified as residents of the State of Ohio for tuition surcharge purposes:

(1) A dependent student, at least one of whose parents or legal guardian has been a resident of the State of Ohio for all other legal purposes for twelve consecutive months or more immediately preceding the enrollment of such student in an institution of higher education.

(2) A person who has been a resident of Ohio for the purpose of this rule for at least twelve consecutive months immediately preceding his or her enrollment in an institution of higher education and who is not receiving, and has not directly or indirectly received in the preceding twelve consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.

(3) A dependent child of a parent or legal guardian, or the spouse of a person who, as of the first day of a term of enrollment, has accepted full-time employment and established domicile in the State of Ohio for reasons other than gaining the benefit of favorable tuition rates.

Documentation of full-time employment and domicile shall include both of the following documents:

(a) A sworn statement from the employer or the employer's representative on the letterhead of the employer or the employer's representative certifying that the parent or spouse of the student is employed full-time in Ohio.

(b) A copy of the lease under which the parent or spouse is the lessee and occupant of rented residential property in the State; a copy of the closing statement on residential real property located in Ohio of which the parent or spouse is the owner and occupant; or if the parent or spouse is not the lessee or owner of the residence in which he or she has established domicile, a letter from the owner of the residence certifying that the parent or spouse resides at that residence.

**(D) Additional Criteria Which May Be Considered in Determining Residency for the Purpose May Include But Are Not Limited to the Following:**

(1) Criteria evidencing residency:

(a) If a person is subject to tax liability under section 5747.02 of the revised code;

(b) If a person qualifies to vote in Ohio;

(c) If a person is eligible to receive state welfare benefits;

(d) If a person has an Ohio driver's license and/or motor vehicle registration.

(2) Criteria evidencing lack of residency:

(a) If a person is a resident of or intends to be a resident of another state or nation for the purpose of tax liability, voting, receipt of welfare benefits, or student loan benefits (if the student qualified for that loan program by being a resident of that state or nation);

(b) If a person is a resident or intends to be a resident of another state or nation for any purpose other than tax liability, voting, or receipt of welfare benefits (see paragraph (D)(2)(a) of this rule).

**(E) Exceptions to the General Rule of Residency for Tuition Surcharge Purposes:**

(1) A person who is living and is gainfully employed on a full-time or part-time and self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.

(2) A person who enters and currently remains upon active duty status in the United States military service while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.

(3) A person on active duty status in the United State Military Service who is stationed and resides in Ohio and his or her dependents shall be considered residents of Ohio for these purposes.

(4) A person who is transferred by his or her employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile as long as such person has fulfilled his or her tax liability to the state of Ohio for at least the tax year preceding enrollment.

(5) A person who has been employed as a migrant worker in the State of Ohio and his or her dependents shall be considered a resident for these purposes provided such person has worked in Ohio at least four months during each of the three years preceding the proposed enrollment.

**(F) Procedures**

(1) A dependent person classified as a resident of Ohio for these purposes under the provisions of section (C) (1) of this rule and who is enrolled in an institution of higher education

when his or her parents or legal guardian removes their residency from the state of Ohio shall continue to be considered a resident during continuous full-time enrollment and until his or her completion of any one academic degree program.

(2) In considering residency, removal of the student or the student's parents or legal guardian from Ohio shall not, during a period of twelve months following such removal, constitute relinquishment of Ohio residency status otherwise established under paragraph (C)(1) or (C)(2) of this rule.

(3) For students who qualify for residency status under (C)(3), residency status is lost immediately if the employed person upon whom resident student status was based accepts employment and establishes domicile outside Ohio less than 12 months after accepting employment and establishing domicile in Ohio.

(4) Any person once classified as a nonresident, upon the completion of twelve consecutive months of residency, must apply to the university for reclassification as a resident of Ohio for enrollment if such person in fact wants to be reclassified as a resident. Should such person present clear and convincing proof that no part of his or her financial support is or in the preceding twelve consecutive months has been provided directly or indirectly by persons or entities who are not residents of Ohio for all other legal purposes, such person shall be reclassified as a resident.

Evidentiary determinations under this rule shall be made by the University which may require, among other things, the submission of documentation regarding the sources of a student's actual financial support.

(5) Any reclassification of a person who was once classified as a nonresident for these purposes shall have prospective application only from the date of such reclassification.

(6) Any institution of higher education charged with reporting student enrollment to the Ohio Board of Regents for state subsidy purposes and assessing the tuition surcharge shall provide individual students with a fair and adequate opportunity to present proof of his or her Ohio residency for purposes of this rule. Such an institution may require the submission of affidavits and other documentary evidence which it may deem necessary to a full and complete determination under this rule.

## FINANCIAL ASSISTANCE

### Assistantships

Applications for assistantships must be accompanied or preceded by application for admission to the School of Graduate Studies. First-year international graduate students with superior credentials and/or prior academic study in the United States may apply for graduate assistantships.

The assistantship program is predicated on the idea that graduate students, when given an opportunity to assist the faculty, not only provide a service to the institution, but also gain valuable experience through this work in association with the faculty. Appointments to assistantships are made by the Graduate Dean only upon recommendation by the department concerned. In those instances in which the student indicates acceptance of an assistantship award prior to April 15, the student may not accept another appointment without first obtaining formal release for this purpose.

Graduate assistants may be assigned to instructional, research, and/or other academic duties as determined by the department in which the assistant is appointed and as approved by the Dean of Graduate Studies.

Those assigned to classroom or laboratory duties are under the direct supervision of a full-service faculty member who will retain full responsibility for the maintenance of high academic and pedagogical standards. The oral English proficiency of each graduate assistant providing classroom-related services (including lab assistants) will be determined by interview with and certification by the department chair. In the event the department chair cannot certify that the

student is proficient in English, the student will be required to satisfactorily complete remedial courses prior to being assigned instructional duties. International students must also submit a score of the Test of Spoken English (TSE) to the School of Graduate Studies office. TSE scores in the range of 200-240 (Foreign Service Institute scale level 2 to 3) are normally considered the minimally accepted standards. In the absence of the TSE, international students may be required to undergo other testing.

Research assignments afford the assistant the opportunity to participate in authorized faculty or University research programs.

Normally, assistantships are awarded for a period of three quarters beginning with the fall quarter. To remain eligible for the assistantship, an appointee must discharge his/her duties satisfactorily and maintain good academic standing. An appointee must maintain enrollment in at least 21 quarter hours of degree credit course work for the regular academic year, and not fewer than six quarter hours of degree credit course work for any one quarter. (With the advisor's approval, course work that is not part of the graduate assistant's degree program may be counted toward the 21 quarter hour minimum for the assistantship.) Approval to carry more than 12 quarter hours or fewer than six quarter hours in any quarter must be obtained from the department concerned and the Graduate Dean. Graduate assistants shall not hold other regular employment, whether full- or part-time, but may accept occasional or temporary work subject to the approval of the department chair or the graduate supervisor of the department.

Each assistantship carries a stipend and remission of instructional fees, including the nonresident tuition surcharge and music performance fees. It does not cover such other expenses as the general fee, or charges for parking permits. The same remission will be applicable for the summer quarter, up to 12 quarter hours, for those who have held an assistantship during each of the three preceding quarters.

Further information on assistantship stipends may be obtained from the School of Graduate Studies.

### **Federal Financial Aid**

Graduate students enrolled in degree programs at YSU may apply for federal financial aid in the Scholarships and Financial Aid office, Jones Hall 2013. (See Full-Time Status as it relates to eligibility for federal financial aid.)

### **On-Campus Student Employment**

Graduate students enrolled in degree programs may apply for on-campus student employment at the Career Services office, Jones Hall 3025.

### **Scholarships**

The Youngstown State University Foundation makes funds available to provide scholarships and grants-in-aid to eligible graduate students.

An application must be submitted for each quarter for which a scholarship or grant-in-aid is sought. Applications for a given quarter are accepted during the first through the fifteenth day of classes (Monday through Friday) of the preceding quarter. Whenever there are more eligible applicants than funds available, awards will be made on the basis of grade-point average. Applications received after the deadline will normally not be considered.

Minimum GPAs, application deadlines, award levels, and eligibility criteria are subject to change without notice.

Detailed information on scholarships and grants-in-aid is available in the School of Graduate Studies office.

## Fellowships and Awards

The *Earl E. Edgar Memorial Scholarship Fund* was established in 1980 by friends and family of the late Dr. Earl E. Edgar, Vice President for Academic Affairs at Youngstown State University. This scholarship provides an annual \$500 award to a graduate student at YSU studying the Humanities. Selection of the recipient will be based on financial need and academic excellence. The selection committee is comprised of the Deans of the School of Graduate Studies and the College of Arts and Sciences.

The *Dr. Eugene D. Scudder Graduate Student Teaching Award* is a cash award given to a chemistry graduate student for outstanding performance in teaching.

The *Dr. James A. Reeder Graduate Scholarship Award* is given to a current chemistry graduate student who will be enrolled at YSU at least part-time during the next academic year.

The *Gertrude E. Hendricks Family Life Scholarship* is available each year to a graduate student whose undergraduate major has afforded preparation for an effective contribution in the family life area.

The *Dr. Robert A. DiGiulio Scholarship*, a grant of \$500, is awarded each year to a student selected on the basis of the following criteria: 1) A graduate student in the Department of Counseling; 2) an earned grade-point average of at least 3.00; 3) a non-traditional female student (over the age of 25 years); and 4) a promising student with evidence of need. Application forms may be obtained from the Department of Counseling office. The deadline for submission of applications is April 15.

The *Charles H. Whitman Student Services Graduate Scholarship* provides financial assistance for a graduate student in the Counseling graduate program who has applied for Option C: Higher Education Student Services. Preference will be given to students interested in professional career counseling and development. The scholarship is awarded for one year and is not renewal. Application forms may be obtained from the Department of Counseling and submitted to the Counseling Department chair. Applications will be reviewed by the Counseling Department Scholarship Awards Committee.

## GRADUATE STUDENT REPRESENTATION

Within the first month of the fall quarter, the Graduate Council representative from each school (college) which houses a graduate degree program will make sure that a graduate student from that school is designated to serve on the Graduate Student Advisory Committee (GSAC). All graduate students will have the opportunity to stand for election to this committee. If two or more graduate students file petitions, each signed by 15 or more graduate students, an election shall be held. These petitions must be filed by the 12th day of classes (fall quarter); for this purpose, Saturday is a day of classes. If fewer than two file such petitions, the representative will be appointed from among those who volunteer. Each appointment must be ratified by Council. The Council shall designate one of its members to be advisor to the GSAC.

Those eligible to be members of GSAC will be full-time graduate students (as defined in the *Graduate Catalog*), graduate assistants, or part-time students who have completed 12 or more hours of graduate credit, excluding transfer credit, prior to the fall quarter in which the representatives are chosen.

The GSAC will choose from its own membership:

- 1) a graduate student member of Graduate Council
- 2) a graduate student member to serve on each of the following graduate committees: Policy; Curriculum; Scholarships, Assistantships, and Awards.

The GSAC will recommend to Council three graduate-student members of the Grievance Committee, at least one of whom comes from GSAC.

Graduate students serving on graduate committees shall be voting members of the committees on which they serve. Members of GSAC have the right to participate in graduate faculty meetings without vote.

Vacancies in GSAC will be filled by Graduate Council. A vacancy will occur automatically if a student representative resigns his/her position or if he/she is not registered for courses carrying graduate credit. The GSAC may request Council to declare a vacancy if the student is delinquent in his/her duties. If there are no available students from a given school, the Council may fill the vacancy with a student from another school.

## COURSE NUMBERING SYSTEM, ABBREVIATIONS, AND REFERENCE MARKS

It is important that the student be familiar with the course numbering system and its significance, and with the abbreviations used.

**Course Numbering.** Courses listed in this bulletin are of two types. Courses in the 800-series are upper division undergraduate courses in which the graduate student may enroll for graduate credit with the approval of the advisor. Courses in the 900 and above series are graduate-level courses normally open only to graduate students (but which undergraduates may elect under conditions outlined in Graduate Courses for Undergraduates). Courses in the 1100-series are doctoral-level courses.

**Abbreviations.** The abbreviation *q.h.* at the end of a course description stands for *quarter hours of credit*. Thus, credit for a three hour three quarter course is indicated by the notation  $3+3+3$  *q.h.*, meaning *three quarter hours of credit each quarter*.

**Prereq.** stands for *prerequisite*.

**Hyphen.** A hyphen between numbers (e.g. 907-908-909) indicates that credit is not given toward graduation for the work of the first and second quarters until the work of the third quarter is completed, except when special permission is granted by the chair of the department in which the course is given. The first quarter of such a course is prerequisite to the second and the second quarter prerequisite to the third.

**Comma.** Ordinarily, a comma between numbers (e.g., 907, 908, 909) indicates that the course extends throughout the year, but that credit toward graduation is given for each course individually.

# GRADUATE PROGRAMS

## MASTER OF ARTS

### ECONOMICS

**Program Director:** Yih-Wu Liu  
 328 DeBartolo Hall  
 (216) 742-1674

#### Program Description

The M.A. program in Economics accommodates students who wish to obtain professional employment in business, government or education. The program also prepares students for doctoral study in economics or related fields. Areas of concentration offered in the M.A. program include economic growth and development, economic theory, fiscal economics, industrial organization, international economics, labor economics, monetary economics, quantitative economics (econometrics, mathematical economics and statistics), regional and urban economics.

#### Faculty Research Interests

**Richard H. Bee, D.B.A., Professor**  
 Applied macroeconomics; economics of education; time series

**Yih-Wu Liu, Ph.D., Professor**  
 Applied econometrics; forecasting; Asian economy

**Jagdish Mehra, Ph.D., Professor**  
 Economic theory; economic growth and development

**Donald Milley, Ph.D., Professor**  
 International trade

**Tod Porter, Ph.D., Associate Professor**  
 Labor market; school financing; computer-aided instruction

**Teresa Riley, Ph.D., Associate Professor**  
 Labor economics; health care financing; computer-aided instruction

**Anthony Stocks, Ph.D., Professor and Chair**  
 Labor market modeling; forensic economics

**Ebenge Usip, Ph.D., Associate Professor**  
 Time series analysis and forecasting; economic development; the effect of oil on Nigerian economic development

#### Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, applicants must have completed 21 quarter hours (or its equivalent) in economics, or preparation judged satisfactory by the department. These courses must include Principles of Economics and one course in statistics.



## Degree Requirements

Core course requirements are Introduction to Mathematical Economics, Econometrics, Microeconomics I and II, and Macroeconomics I and II. Graduate credit electives may be taken in the social and applied sciences, and humanities, with the consent of the advisor. No more than 13 hours may be taken at the 800-level unless the student receives permission from the graduate program director.

The student must successfully complete a comprehensive examination in economic theory. It is recommended that this examination be scheduled as soon as possible after completion of the core course requirements and prior to completion of 36 hours of graduate work. To be eligible for the comprehensive examination, the student must have a grade-point average of not less than 3.0 (B). The comprehensive examination may not be taken more than twice. A student who has successfully passed the comprehensive examination pursues one of the following options for graduation:

- Option A: The student must complete a minimum of 45 quarter hours of graduate coursework, which must include Economics 998.
- Option B: The student must complete a minimum of 45 quarter hours of graduate coursework including a master's thesis. The maximum amount of credit that may be earned for the thesis is nine quarter hours. The thesis must be submitted according to the general requirements established by the Graduate School. The student is required to defend the thesis in an oral examination before a committee of three or more faculty members of the department.

## MASTER OF ARTS

### ENGLISH

**Program Director:** Richard A. Shale  
247 DeBartolo Hall  
(216) 742-1634

### Program Description

The M.A. program offers courses in literature research, history and theory; genre and figure studies; creative and professional writing; linguistics and composition theory; and the teaching of writing and literature. Faculty strive to offer students both an understanding of the traditions of literary study and familiarity with latest multicultural and interdisciplinary approaches.

Working closely with their advisors, students design individual programs to meet their interests and goals. Students are encouraged to explore a variety of approaches to the study of literature, language, and writing and to develop their abilities as readers, critics, writers, and teachers. The program requires 48 quarter hours of coursework, during which students complete and present a representative portfolio of their work to a faculty committee.

The M.S. in English prepares graduates to pursue opportunities in teaching, professional writing, and further graduate study.

### Faculty Research Interests

**Begge Bowers, Ph.D., Professor**  
19th-Century British studies; professional and technical editing; rhetoric and composition

**Philip Brady**, Ph.D., Associate Professor

Modern Irish literature; creative writing; modern world literature

**Barbara Brothers**, Ph.D., Dean of the College of Arts & Sciences, and Professor

Modern British literature; feminist studies; travel literature

**Julie Brown**, Ph.D., Associate Professor

Creative writing; American literature; women's literature; composition

**Thomas A. Copeland**, Ph.D., Professor

English renaissance; Milton; 17th-century English literature

**Michael Finney**, Ph.D., Associate Professor

James Joyce; literary theory; prose fiction

**Julia M. Gergits**, Ph.D., Associate Professor

Victorian literature; women's studies; technical writing; literature and the other arts

**Betty T. Greenway**, Ph.D., Associate Professor

Children's literature; prose fiction

**William Greenway**, Ph.D., Professor

Poetry writing; poetry; modern British and American literature

**James T. Henke**, Ph.D., Professor

Renaissance drama

**James A. Houck**, Ph.D., Professor

British romanticism; literary research and bibliography

**Sherry Lee Linkon**, Ph.D., Associate Professor

19th- and 20th-Century American studies; feminist criticism; popular culture

**Carolyn Martindale**, M.A., Professor

Advising student publications; publication design; media and minorities

**H. Thomas McCracken**, Ph.D., Professor

English education; mythology; rhetoric and composition

**Virginia R. Monseau**, Ph.D., Professor

Adolescent literature; children's literature; English education

**Bill V. Mullen**, Ph.D., Associate Professor

Contemporary American literature; African-American literature; literary theory; cultural criticism

**Charles A. Nelson**, Ph.D., Associate Professor

Technical writing; instruction manual writing; concordance making

**Steven Reese**, Ph.D., Associate Professor

20th-Century British literature; creative writing

**Gary M. Salvner**, Ph.D., Professor

English education; adolescent and children's literature; composition

**James J. Schramer**, Ph.D., Associate Professor

Early American literature; technical writing; travel literature

**Richard A. Shale**, Ph.D., Professor

Film study; popular culture; American studies

**Sandra W. Stephan**, Ph.D., Associate Professor and Chair

18th-Century British literature; rhetoric and composition; literature and science

**Stephanie A. Tingley**, Ph.D., Associate Professor

American literature; film studies

**John Wilkinson**, Ph.D., Professor

Restoration and 18th-century English literature

### Admission Requirements

Students must have an undergraduate English major or other preparation judged satisfactory by the department and an unrecalculated grade-point average in undergraduate study of at least 2.7 on a 4.0 scale.

### Degree Requirements

- 1) Students must complete 48 hours in courses at the graduate level; exceptions must have the approval of the chair.
- 2) Students must submit a portfolio of at least 35 pages of graded (B or better) work from at least two different graduate courses. Students may include up to 15 additional pages of supplemental material, for a total of no more than 50 pages of work. Students should include an overview of the portfolio, explaining how their selections reflect or address their program. The portfolio will be presented no later than the eighth week of the quarter to a faculty committee selected by the student.

### Advising

- 1) All candidates for the degree must have their schedules approved by a graduate faculty advisor every quarter. After initial enrollment in the program the student and his/her advisor will establish a coursework plan including alternate course selections.
- 2) Students who anticipate graduate study beyond the M.A. are strongly advised to acquire basic reading competence in at least one foreign language.

## GRADUATE CERTIFICATE IN PROFESSIONAL WRITING AND EDITING

### Certificate Description

This five-course sequence (20 quarter hours total) is designed to meet the needs of students preparing for careers as technical writers and editors; company news and information directors; grant and proposal writers for schools, hospitals, non-profit organizations, and fine and performing arts groups.

### Certificate Requirements

The following courses are required for the Graduate Certificate in Professional Writing and Editing: 943 Technical Communication, 944 Document Design and Production, 953 Journal Issues and Management, 992 Professional Communication, and 993 Discourse Theory. One course is offered each quarter, allowing the student to finish in approximately five quarters.

(Although 898 Professional Communication Internship does not count toward an M.A. in English or toward the 20-hour requirement for a graduate certificate, students are strongly urged to take 898 or seek equivalent professional experience.)

Although students may take these courses without having an undergraduate degree in English, they must have completed a B.A. or B.S. degree and meet the requirements for admission to the School of Graduate Studies at Youngstown State University.

# MASTER OF ARTS

## HISTORY

**Program Director:** Frederick J. Blue  
541 DeBartolo Hall  
(216) 742-3453

### Program Description

The History Department offers a graduate program leading to the Master of Arts degree. Its curriculum combines American, European, and Third World areas. The program prepares students for doctoral study in history or related fields, advancement in secondary and elementary education with a concentration in history and the social sciences, and additional graduate study in a variety of professional areas. Alternatively, the program provides the knowledge base for those pursuing history as an avocation. The program concentrates on research and primary materials, written analysis of the results of the research, study of important monographs in all fields of history, and training in a number of special fields such as oral history and historic preservation. The department prides itself on its small classes and close personal attention for all of its master's candidates.

### Faculty Research Interests

**George Beelen**, Ph.D., Professor  
Latin American; United States-Latin American relations

**Martin Berger**, Ph.D., Professor  
Marxism; modern Germany

**Frederick Blue**, Ph.D., Professor  
19th-Century United States; Ohio

**Charles Darling**, M.A., Professor  
Viet Nam War; folk music

**Leslie Domanos**, Ph.D., Professor  
Medieval; renaissance Europe

**Hugh Earnhart**, M.A., Professor  
Civil War; oral history

**Saul Friedman**, Ph.D., Professor  
Middle East; Jewish

**Pei Huang**, Ph.D., Professor  
Early modern China; modern East Asia

**William Jenkins**, Ph.D., Professor  
20th-Century United States; social

**George Kulchytsky**, Ph.D., Professor  
Russia; eastern Europe

**Martha Pallante**, Ph.D., Assistant Professor  
Early American

**Lowell Satre**, Ph.D., Professor  
Modern British

**Fred Viehe**, Ph.D., Associate Professor  
United States urban

**Anne-Marie York**, Ph.D., Assistant Professor  
Early modern and revolutionary France; revolutionary France

## Admission Requirements

Students must have an unrecalculated grade-point average in undergraduate study of at least 2.75 (on a 4.0 scale) and a minimum of 24 quarter hours of study in the field of history as an undergraduate (this may be waived upon petition to the Department of History).

## Degree Requirements

The Department of History offers two options to candidates for a Master of Arts degree in history. Option I is designed for those students who wish to continue their studies toward a doctorate. Option II is primarily designed to meet the needs and improve the effectiveness of secondary teachers.

### Option I

- 1) A total of 45 quarter hours at the 900-level, including thesis (9 quarter hours).
- 2) All students must take a course in Historiography (949 American or 950 European) and Historical Research (948).
- 3) Sixteen quarter hours of coursework shall be in a field of concentration, exclusive of thesis credit.
- 4) A thesis is required of all candidates.
- 5) General written and oral examinations must be passed by all candidates.
- 6) Students working in American or British history will, in most instances, not be required to pass a foreign language examination. In areas where a foreign language is essential for research, the student will have to meet the requirement set by the department.

### Option II

- 1) A total of 48 quarter hours of coursework at the 900-level.
- 2) All students must take a course in Historiography (949 American or 950 European) and Historical Research (948).
- 3) Sixteen quarter hours of coursework shall be in a field of concentration.
- 4) Students must submit two satisfactory (*B* or better) graduate seminar papers to two different instructors. The two research papers are to be deposited with the graduate program director to remain on file permanently.
- 5) General written and oral examinations must be passed by all candidates.
- 6) Foreign language examination is not required.

Students under Option I are reminded that the Department of History expects that the thesis shall display a capacity for research in a variety of historical sources, the ability to interpret factual information, and shall constitute a properly documented report of the completed research.

Before any student under Option I is allowed to take the written and oral examinations, the advisor will designate to the Chair of the Graduate Committee of the Department of History which foreign language, if any, the student is required to know and how this requirement has to be met.

Each candidate for the M.A. in history must pass a written and an oral examination in the major field of concentration. The primary purpose of these examinations is to determine the student's mastery of the major field; the examination will require factual and interpretative material as well as bibliographic and historiography.

# MASTER OF BUSINESS ADMINISTRATION

David R. Decker

Interim Dean of the Williamson College of Business Administration

**M.B.A. Coordinator:** Linda J. Mohn  
506 Williamson Hall  
(216) 742-3069

## Program Description

The M.B.A. program is designed to provide individuals with current knowledge and experience in the functional areas of business and provide the updated tools necessary to operate effectively in the constantly-changing business environment. Prior academic work in business subjects is not required for admission into the program, but students with subject-matter deficiencies will be required to take the necessary background courses as part of their program.

The Accounting and Finance Department houses two programs. An M.B.A. with a finance concentration is currently in place. An M.B.A. with an accounting concentration will be available starting Fall 1995. The accounting concentration prepares students for careers as certified public accountants, corporate accountants, and as accountants for governmental and nonprofit organizations. The finance concentration prepares students for careers in corporate finance, banking, investment banking, insurance, financial services, and as financial analysts for public and nonprofit organizations.

The management concentration prepares students for leadership and decision-making roles in business, government, and nonprofit organizations. Dimensions of managerial functions covered in coursework include: international, human resources, strategic planning, operations, and information systems.

The marketing concentration prepares students for career opportunities in public, private and nonprofit enterprises as product managers, market research analysts, account executives, and sales representatives. The field of marketing deals with products and service, involving inter-related functions such as research, sales, advertising and promotion.

## Faculty Research Interests

**Joseph Antenucci, Ph.D.**, Associate Professor of Accounting and Finance  
Taxation and compliance

**Peter Arlow, Ph.D.**, Professor of Management  
Ethical social issues in business

**Haiyang Chen, Ph.D.**, Associate Professor of Accounting and Finance  
Capital markets; international finance

**Gregory Claypool, Ph.D.**, Associate Professor of Accounting and Finance  
Auditing and ethics

**David R. Decker, Ph.D.**, Professor of Marketing  
Industrial marketing; international marketing

**Aubrey Fowler, Ph.D.**, Associate Professor of Management  
Human resource management; industrial relations

**James Granito, J.D., M.A.**, Associate Professor of Management  
Legal issues in business; ethical social issues in business

**Birsen Karpak, D.B.A.**, Professor of Management  
Management science; operations management

**Ram Kasuganti**, D.B.A., Professor of Management  
Operations management; strategy and policy; management science

**Anne McMahon**, Ph.D., Professor of Management  
Organizational behavior; women in management

**Ted Nunthirapakorn**, Ph.D., Professor of Accounting and Finance  
Managerial accounting; accounting theory

**Clement Psenicka**, D.B.A., Professor of Management  
Management science; operations management

**Thomas Rakestraw**, Ph.D., Associate Professor of Management  
Organizational behavior; research design

**Jane Simmons Reid**, Ph.D., Professor of Marketing  
Gender differences of presenters in television commercials; hierarchy of effects model for different product types; marketing efforts of nonprofit organizations; concept of values as it relates to product choice

**Dean S. Roussos**, Ph.D., Professor of Marketing  
Advanced marketing simulations

**Helen Savage**, Ph.D., Professor of Accounting and Finance  
Accounting information systems; behavioral accounting

**Louise Sellaro**, D.B.A., Professor of Management  
Strategy/Policy communication; health care management

**Raymond J. Shaffer**, Ph.D., Associate Professor of Accounting and Finance  
Tax and governmental accounting

**Ronald P. Volpe**, Ph.D., Professor of Accounting and Finance  
Financial planning; financial literacy; investing

**Judith B. Wilkinson**, Ph.D., Associate Professor of Marketing  
Retailing; sales response modeling; advocacy advertising

**Bo Wong**, Ph.D., Professor of Management  
Management information systems

## Admission Requirements

*Regular Admission.* Requirements for regular admission to the program are: (1) a baccalaureate degree from an accredited institution with an unrecalculated grade-point average of 2.7 or above, and (2) satisfactory completion of the GMAT with a score of 450 or more.

*Provisional Admission.* Individuals who do not meet the GPA or GMAT requirements for regular admission will be accepted provisionally if they attain an index score of at least 950 points based on the formula: 200 times the undergraduate GPA (4.0 scale) plus GMAT total score; or at least 1,000 points using the last 90 quarter hours (or 60 semester hours) of upper-division or post-bachelor academic work. Individuals who do not obtain a satisfactory index score but feel they are otherwise qualified may, upon completion of a formal application, petition the M.B.A. Admissions and Standards Committee.

## Degree Requirements

There are three levels of coursework in the M.B.A. program (Level I—foundations; Level II—core; and Level III—concentration and electives). A student entering with undergraduate business administration and economics coursework can receive waiver of Level I course hours. The total number of hours required to complete the M.B.A. program can consist of 54 to 99 quarter hours

of credit, depending upon Level I coursework required. Students must take Level I courses prior to Levels II and III. Level II courses must be completed prior to completing Level III courses. Exceptions to this sequence must be approved by the M.B.A. coordinator and department chair.

Students who receive three grades of C or less, or otherwise do not maintain a 3.0 grade-point average, may, upon the recommendation of the M.B.A. Admissions and Standards Committee, be dropped from the program. This policy applies to courses taken in levels I, II, or III after acceptance into the M.B.A. program.

**Level I: M.B.A. Foundations Courses**

Level I courses are required of students who do not have the necessary undergraduate background in business and economics. Each student's transcript will be evaluated to determine the coursework equivalencies.

The Level I foundations course requirements are:

Acct. 900	Financial Accounting for Management (or Acct. 602, 603 or equivalent, 8 q.h.)	4 q.h.
Acct. 601	Microcomputer Applications in Business (or equivalent)	4 q.h.
Fin. 720	Business Finance	4 q.h.
Econ. 900	Statistical Problems (or Econ. 624, 705 or equivalent, 8 q.h.)	4 q.h.
Econ. 901	Basic Economic Analysis (or Econ. 520, 621 or equivalent, 7 q.h.)	5 q.h.
Mgt. 604	Legal Environment of Business I (or equivalent)	4 q.h.
Mgt. 725	Fundamentals of Management	4 q.h.
Mktg. 900	Foundations of Marketing (or Mktg. 703 or equivalent, 5 q.h.)	3 q.h.
Total Foundations		32-44 q.h.

**Level II: M.B.A. Core Courses**

Acct. 902	Management Accounting Systems or	4 q.h.
Acct. 930	Accounting Theory*	4 q.h.
Fin. 921	Financial Management	4 q.h.
Econ. 926	Aggregate Economics for Business Decision Making	4 q.h.
Mktg. 942	Marketing Administration	4 q.h.
Mgt. 915	Research Methodology	4 q.h.
Mgt. 916	Quantitative Analysis for Business Decisions	4 q.h.
Mgt. 921	Operations Management I (prereq.: Mgt. 916)	4 q.h.
Mgt. 961	Organizational Behavior (prereq.: Mgt. 915)	4 q.h.
Mgt. 965	Business Policies (prepeq.: all other core courses)	4 q.h.
Mgt. 971	Business and Society	4 q.h.
Total Core		40 q.h.

\*Undergraduate accounting majors who earned their degree within the last five years must take Accounting 930.

**Level III: Concentration and Elective Courses**

The student may choose one of the three areas of concentration in the M.B.A. program: Finance, Management, or Marketing. Students choosing an area of concentration must take a minimum of 14 quarter hours in their area of concentration. Students who do not choose a concentration must specify *General* and take a minimum of 14 quarter hours of elective courses. The electives are to be chosen by the student, in consultation with the M.B.A. coordinator and department chair. These courses may cover advanced work in a basic discipline of an operational field; they may consist of courses offered by the College of Business Administration; or they may be combined with related disciplines in other colleges or departments in the University. Graduate courses taken outside the College of Business Administration need prior approval by the M.B.A.



Admissions and Standards Committee stating the relationship of the course(s) to the student's M.B.A. program in order to be counted as M.B.A. electives. The thesis option is available in each area of concentration. Any student considering the thesis option must consult with the M.B.A. Coordinator. Optimally, the student desiring the thesis option should be working with an advisor on topic selection before the core courses are completed. Students wishing to change their concentration after acceptance must follow the curriculum in force at the time the change is made.

Total concentration and elective hours required—14 q.h.

Total M.B.A. hours required—54 q.h.

## EXECUTIVE MBA

The mission of the Executive M.B.A. program is to provide fully employed middle- and upper-level managers with the skills, knowledge, and competence necessary to function more effectively as executives. Weekend classes allow participants to attain an MBA degree without interrupting their professional careers. The two year, lock-step program offers courses structured in a prescribed sequence. Focusing on general management functions and responsibilities, the curriculum is structured to achieve overall integration. An overseas trip during the second year of study allows participants to obtain first-hand exposure and insight into foreign cultures, economies, and business.

## MASTER OF MUSIC

**Program Director:** Darla J. Funk  
3144 Bliss Hall  
(216) 742-1829

### Program Description

Master's degrees are offered in music education, performance, music history, and music theory/composition through the Dana School of Music, which was founded in Warren, Ohio, in 1869 as Dana's Musical Institute. A member of the National Association of Schools of Music, Dana currently enrolls 300 undergraduate and graduate students. Facilities include the \$6 million Bliss Hall for the College of Fine and Performing Arts featuring 100 pianos, six mechanical action organs, two harpsichords, an electronic music laboratory, and 80 acoustically-treated practice rooms. In addition, the University library contains a large music section especially notable for its collected and scholarly editions, while the Materials Center holds several thousand records, tapes, CD's, and practical edition scores.

### Faculty Research Interests

**Stephen W. Ausmann, Ph.D., Assistant Professor**  
Music teacher preparation/retention; urban teacher (music) education

**Michael Crist, M.M., Assistant Professor**  
Music performance (trombone)

**Joseph Edwards, M.M., Professor**  
Pedagogy and new music (clarinet)

**Darla Funk, Ph.D., Professor**  
Music in early childhood; teacher education

**Ronald L. Gould, S.M.D., Professor**

Bach; 18th- and 19th-century opera; church music; organ

**Edward Largent, Ph.D., Professor**

Composition (original works); perception of musical phenomena; teaching strategies and the use of computers

**Wade Raridon, D.M.A., Professor**

Vocal duets of Agostino Steffani; choral styles as evidenced in settings of the *Gloria*; choral music of Dana composer Robert Witt

**Robert Rollin, D.M.A., Professor**

Music composition; music theory and analysis; 20th-century music; cross-cultural connections between western and non-western

**William B. Slocum, M.M., Professor**

Horn in solo, orchestral, and chamber music contexts

**John Turk, M.M., Professor**

Performance (tuba); rock and roll

**James Umble, M.M., Assistant Professor**

Technology in education; music technology; music performance and pedagogy (saxophone); curriculum development in the arts; integrated arts

**John C. Wilcox, M.M., Assistant Professor**

Violin teaching and performance

## Admission Requirements

Applicants for admission to graduate study in the M.M. degree must present a baccalaureate degree in music from an accredited college or university. Admission requires an unrecalculated undergraduate grade-point average of at least 2.7 (on a 4.0 scale). Students with less than a 2.7 average must provide satisfactory scores on the aptitude portion of the Graduate Record Examination. Upon admission, and prior to the end of the first quarter of graduate study, each student must take a placement examination in music history and music theory. Failure to do so will result in an addition of six quarter hours to the 48 quarter hours degree program (three quarter hours in music theory, three quarter hours in music history). Theory/Composition applicants must submit evidence of compositional or analytic activity. All performance degree applicants must audition on their principal instrument for acceptance to the appropriate applied music level. Students with a major in voice performance are expected to have completed eight quarter hours each in French, German, and Italian, or the equivalent.

## Degree Requirements

- 1) Candidates for the M.M. degree must complete all requirements outlined in their respective courses of study (see chart below).
- 2) Candidates must meet whatever undergraduate foreign language requirements are appropriate to their major. Music history and literature majors must pass a written examination in at least one foreign language, preferably French or German, prior to initiating thesis research.
- 3) Students who fail to meet the standards set by the School of Music may, upon recommendation of the Dana Graduate Committee, be required to withdraw at the end of the quarter. Any student with an overall GPA below 3.0 (i.e., not in good standing) for two consecutive quarters shall be dismissed from the master's program in music.
- 4) A final qualifying examination is required of all M.M. candidates. For thesis students the examination will be included in the thesis defense which shall be conducted by a committee composed of three graduate faculty members, one of whom will be from outside the student's major area; the thesis committee shall be appointed by the student's advisor when the thesis proposal is accepted by the Graduate Committee. Performance majors will

## 50 YOUNGSTOWN STATE UNIVERSITY

submit a document supporting the recital. Music education majors electing the non-thesis option will take the music education exit examination. Procedural regulations governing the final qualifying examination are available from the office of the faculty member in charge of graduate studies in music.

- 5) Thesis students who have completed 990 and 991, Thesis I and II (3+3 q.h.), and have completed all course requirements but have not defended the thesis, are required to maintain current student status if they expect to receive advisor or committee assistance, or utilize University services, e.g., library, computer, parking, etc. This can be accomplished by registering for one hour of Music 991.

### Performance

900-level Applied	18 q.h.
942 or 973	3 q.h.
Music History (B)	6 q.h.
Music Theory (A)	6 q.h.
Music Literature (E)	3-4 q.h.
Pedagogy (D)	2-4 q.h.
Music Electives (A-F)	7-9 q.h.
<b>Total</b>	<b>48 q.h.</b>

### Music Theory & Composition

Music Theory (A)*	21 q.h.
942 or 973	3 q.h.
Music History (B)	6 q.h.
800- or 900-level Applied	6 q.h.
Thesis 990, 991	6 q.h.
Music Electives (A-F)	6 q.h.
<b>Total</b>	<b>48 q.h.</b>

\*students in the theory emphasis should take Music 913, Pedagogy of Theory

### Music History & Literature

Music History (B)	21 q.h.
942 or 973	3 q.h.
Music Theory (A)	6 q.h.
800- or 900-level Applied	6 q.h.
Thesis 990, 991	6 q.h.
Music Electives (A-F)	6 q.h.
<b>Total</b>	<b>48 q.h.</b>

### Music Education

Music Education (C)	12 q.h.
970, 978	6 q.h.
942 or 973	3 q.h.
Music History (B)	6 q.h.
Music Theory (A)	6 q.h.
800- or 900-level Applied	6 q.h.
Music Electives (A-F)	9 q.h.
<b>Total</b>	<b>48 q.h.</b>

- (A) Courses to be selected from List A  
 (B) Courses to be selected from List B  
 (C) Courses to be selected from List C  
 (D) Courses to be selected from List D  
 (E) Courses to be selected from List E

(F) May include up to three quarter hours of ensemble courses and up to six additional quarter hours of applied music courses. Selection is subject to results of entrance placement examination in music theory and music history. All music electives must be approved by the advisor.

### Music Theory & Composition (A)

830 Materials of 20th-Century Music	3 q.h.
831 Counterpoint 1	3 q.h.
832 Counterpoint 2	3 q.h.
833 Theory Seminar	3 q.h.
840 Instrumentation	4 q.h.
904, 905, 906 Advanced Composition	4+4+4 q.h.
910, 911, 912 Music Styles	3+3+3 q.h.
913 Pedagogy of Theory	3 q.h.
916 Fugue	3 q.h.
920, 921, 922 Seminar in Materials of Music	3+3+3 q.h.

**Music History (B)**

830	Materials of 20th Century Music	3 q.h.
871	Baroque	3 q.h.
872	18th Century and the Viennese Classical School	3 q.h.
873	Opera History	3 q.h.
874	19th Century: The Romantic Period	3 q.h.
878	Selected Topics in Music History	3 q.h.
940	Music in the Middle Ages	3 q.h.
941	Music in the Renaissance	3 q.h.
943	Seminar in Musicology	3 q.h.

**Music Education (C)**

814	Selected Topics in Music Education	2 q.h.
841	Music Workshop	1-4 q.h.
970	Foundations of Music Education	3 q.h.
971	Admin. and Supervision in Music Education	3 q.h.
972	Seminar in Music Education	3 q.h.
974	Psychology of Music	3 q.h.
975	Music and the Humanities	3 q.h.
976	Directed Study in Conducting	3 q.h.
977	Comparative Music Education	3 q.h.
978	Contemporary Trends in Music Education	3 q.h.
981	Elementary School Music Practicum	3 q.h.
982	Secondary School Music Practicum	3 q.h.

**Pedagogy (D)**

851	Woodwind Pedagogy	2 q.h.
858, 859	Piano Pedagogy	2+2 q.h.
880	Vocal Pedagogy	2 q.h.
882	String Pedagogy	2 q.h.
885	Brass Pedagogy	2 q.h.

**Music Literature (E)**

852	Woodwind Literature	3 q.h.
860	Piano Literature	4 q.h.
869	Organ Literature	3 q.h.
879	Vocal Literature	3 q.h.
884	History and Literature of Brass Instruments	3 q.h.

**Music Electives (F)**

820, 821, 822	Composition Minor	2+2+2 q.h.
834, 835	Electronic Music	2+2 q.h.
887, 888, 889	Piano Duet and Duo Playing	1+1+1 q.h.
890, 891, 892	Chamber Music with Piano	1+1+1 q.h.
942	Introduction to Music Bibliography	3 q.h.
973	Research Methods & Materials in Music Educ.	3 q.h.
990	Thesis 1	3 q.h.
991	Thesis 2	3 q.h.
992	Independent Projects	1-6 q.h.

## MASTER OF SCIENCE

### BIOLOGY

**Program Director:** Robert E. Leipheimer  
4039 Ward Beecher Hall  
(216) 742-7122

#### Program Description

The Department of Biological Sciences offers a graduate program leading to the M.S. degree. This program aids students in developing their capabilities for independent thinking, problem solving and research. Students prepare to pursue research and academic careers through formal course work, participation in formal and informal seminars and through faculty-guided original research.

Students interested in ecology, microbiology, molecular biology, immunology, parasitology, entomology, genetics, vertebrate physiology, neuroendocrinology or neurobiology may choose these areas of specialization.

The department is housed in Ward Beecher Hall, which has undergone a \$12.7 million renovation program that has modernized both the interior and exterior. Specialized facilities include a 6,000 square foot greenhouse, a departmental analytical lab (housing HPLC and GC instruments), a scanning electron microscope, tissue culture laboratory and an animal facility. The department also has exclusive use of two unique outdoor laboratories. The Youngstown State University Arboretum is a 115-acre reserve of beech-maple forest, old field succession, and other plots of non-native species. Meander Reservoir, a 6,000-acre wildlife refuge and water impoundment, also provides a valuable resource for environmental studies.

#### Faculty Research Interests

**David K. Asch**, Ph.D., Assistant Professor  
Gene regulation in eukaryotic organisms; carbon catabolite repression in *Neurospora crassa*

**Diana L. Fagan**, Ph.D., Assistant Professor  
Immunology and molecular biology, effects of vitamin D on immune cells

**Dale W. Fishbeck**, Ph.D., Professor  
Distribution of stoneflies (Order Plecoptera) in Ohio and amphibian ecology

**Richard D. Kreutzer**, Ph.D., Professor  
Genetics of *Leishmania*; epidemiology of sandflyborne diseases in Colombia

**Johanna K. Krontiris-Litowitz**, Ph.D., Associate Professor  
Neurobiology; synaptic plasticity in vertebrates and invertebrates; central regulation of cardiovascular function of *Aplysia californica*

**Robert E. Leipheimer**, Ph.D., Associate Professor  
Reproductive neuroendocrinology: hormone-behavior interactions, regulation of gonadotropin secretion

**David B. MacLean**, Ph.D., Professor  
Ecology and biogeography of caddisflies (Trichoptera); application of multivariate analysis to the study of behavior and quantitative ecology

**Paul C. Peterson**, Ph.D., Professor  
Taxonomy and systematics of avian ectoparasites with emphasis on feather mites; enzyme variability among tick species; morphological and biochemical diversity among insect hemocytes

**Lauren A. Schroeder, Ph.D., Professor**

Plant-herbivore interactions; effects of leaf nutrients and allelochemicals on growth of lepidopteran larvae; population dynamics; aquatic ecology

**Anthony E. Sobota, Ph.D., Professor and Chair**

Genetic engineering; clinical microbiology

**John D. Usis, Ph.D., Assistant Professor**

Effects of environmental degradation on macroinvertebrate community structure and biodiversity; sociobiology and evolutionary biology

**John J. Yemma, Ph.D., Professor**

Cell cycle kinetics; cell membrane structure and function; membrane-bound enzyme systems

## Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, applicants must have completed at least 25 quarter hours of undergraduate biology (or equivalent) courses with at least a 2.5 grade-point average, plus organic chemistry, introductory physics and statistics. The Graduate Record Examination (general test) is also required.

## Degree Requirements

A minimum of 45 quarter hours of credit is required for the M.S. degree. Students must earn a passing grade on a comprehensive written examination, pass an oral review of the candidate by the departmental Graduate Committee, and submit an acceptable thesis reporting the results of a research project. Students may repeat Biology 990 (Thesis) to a maximum of 15 quarter hours. An additional 15 quarter hours is required at the 900–1000 level. All students must take at least one quarter hour of Biology 988, and two quarter hours of Topics (Biology 991–1003), and achieve a minimum grade-point average of 3.0 for graduation.

The student's course of study will be devised during a consultation with a departmental counselor and will be approved by the departmental Graduate Faculty. The course of study will be based on the student's area of specialization, background, and career interests.

## Advisement

All students in the biological sciences graduate program must have their course schedules approved by the Graduate Advisor every quarter.

# MASTER OF SCIENCE

## CHEMISTRY

**Program Director:** James H. Mike  
6014 Ward Beecher Hall  
(216) 742-3750

## Program Description

The Department of Chemistry offers a program of study leading to the M.S. degree with concentrations available in the five traditional areas of chemistry: analytical, biochemical, inorganic, organic and physical. The program prepares the student for practice as a professional chemist by teaching academic fundamentals, creative and independent thinking through independent study and research, and leadership skills through interaction with undergraduate students as

graduate teaching assistants. The program is also excellent preparation for further advanced study at other institutions leading to the Ph.D. degree in chemistry or professional degrees in chemistry-related fields. The department has state-of-the-art instrumentation facilities and has readily available a wide range of major instruments for student and faculty research including: FT-NMR, FT-IR, ICP-AES, Graphite Furnace AA, Flame AA, GC/MS, many HPLC's, single crystal x-ray diffractometer, diode array spectrophotometers, fluorescence photometers, and a wide range of electrochemical instrumentation. There are many small instruments (spectrophotometers, pH meters, etc.) readily available for research use as well.

### Faculty Research Interests

**Janet E. Del Bene, Ph.D., Professor**

Ab Initio studies of the structure, energies, and spectroscopic properties of acid-based complexes, with particular emphasis on hydrogen-bonded complexes

**Thomas N. Dobbstein, Ph.D., Professor**

Chelate chemistry, HPLC, and metal ion doped phenol-formaldehyde polymers

**Allen D. Hunter, Ph.D., Associate Professor**

Synthesis and characterization of novel organic and organometallic materials including host/guest inclusion compounds and polymers

**Friedrich W. Koknat, Ph.D., Professor**

Transition metal cluster compounds

**Howard D. Mettee, Ph.D., Professor**

Thermodynamic and kinetic properties of gas-phase complex formation; chemical treatment of hazardous wastes and corrosion prevention; artificial photosynthesis

**James H. Mike, Ph.D., Associate Professor**

Chromatography and environmentally and biologically important molecules; development and characterization of novel chromatographic stationary phases

**Daryl W. Mincey, Ph.D., Professor**

Analysis of environmental materials

**Richard C. Phillips, Ph.D., Professor**

Solution and solid state studies using NMR techniques, including alkali metals in solution

**Steven M. Schildcrout, Ph.D., Professor**

Mass spectrometry and gaseous ion chemistry

**Leonard B. Spiegel, Ph.D., Professor**

HPLC studies of blood tocopherols (vitamin E); urinary aldosterone; urinary 5-oxoproline; serum sialyltransferase

**Timothy R. Wagner, Ph.D., Assistant Professor**

Studies of defects and disorder in crystalline oxides using TEM and x-ray analysis

### Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, an applicant for admission to the Master of Science degree program in the Department of Chemistry must present an undergraduate major in chemistry, or the equivalent. Ordinarily this entails the completion of at least a year's study in both organic and physical chemistry. In those cases where the undergraduate preparation is slightly deficient, the applicant may be admitted with provisional status, with the approval of the chair of the department and the Dean of Graduate Studies.

## Degree Requirements

A minimum of 45 quarter hours of credit is required including at least 36 quarter hours of courses other than Chemistry 990. Each student must take one quarter hour of Chemistry 998 and each of the following core courses: Chemistry 911, 931, 941, and 951. The total coursework in chemistry must be at least 36 quarter hours and must include at least nine quarter hours in one concentration area and six quarter hours, exclusive of the core courses, outside that concentration area. Chemistry concentration areas are: Analytical, Biochemical, Biomedical, Clinical, Inorganic, Organic, Physical, and Polymer Chemistry. A list of courses in each concentration area is available from the department. All students must achieve a grade-point average of 3.0 or higher in chemistry courses and must complete an acceptable thesis for graduation.

## Advisement

Each entering student will be assigned a temporary advisor. The student should select a thesis advisor, who will assist the candidate in planning the remainder of the program, by the time 18 quarter hours of graduate studies have been completed.

# MASTER OF SCIENCE

## CRIMINAL JUSTICE

**Program Director:** A. Bari Lateef  
2087 Cushwa Hall  
(216) 742-3279

## Program Description

The Master of Science in Criminal Justice at Youngstown State University provides professional education of criminal justice personnel in correctional treatment and administration, police management, and program planning and evaluation. The curriculum allows each student to choose one of the above tracks along with a core of course work in order to complete the degree.

Criminal Justice faculty members are currently involved in research in police management theory, applied police management, correctional organization and treatment and criminological theory. Students are encouraged to participate in this ongoing research.

## Faculty Research Interests

**James A. Conser, Ph.D., Associate Professor**

Police administration; personnel management; security; loss prevention; law enforcement; training and evaluation

**Lawrence Cummings, Ph.D., Professor**

Corrections—prisoner rights; classification systems; guideline sentencing and grievance procedures; criminological theory; victims' rights

**A. Bari Lateef, Ph.D., Professor and Chair**

Toxicology; forensic analysis of physical evidence

**C. Allen Pierce, Ph.D., Professor**

Police organizational behavior; police human resource allocation; issues in criminal procedure



**Calvin J. Swank, Ph.D., Professor**

Management theory; police administration; police personnel systems; criminological theory; criminal justice educational systems

**Joseph A. Waldron, Ph.D., Professor**

Computerized test development; Hyperwriter text/manual development; influence of spiritualism on personality development

## Admission Requirements

While an undergraduate degree in this discipline is not required for admission, a substantial background in the social sciences is preferred. Students lacking such preparation will, at the discretion of the department, be required to make up deficiencies. Each student must complete the equivalent of the Youngstown State University criminal justice undergraduate core and an introductory course each in research methodology and statistics. A student admitted with deficiencies in any of these requirements must remove them prior to completion of the second quarter of graduate coursework.

The grade-point average requirement for admission on regular status is an unrecalculated cumulative grade-point average in undergraduate work of at least 2.7, or at least 3.0 in the last 60 quarter hours, based on a 4.0 scale; or an unrecalculated cumulative grade-point average in undergraduate work of at least 2.5 on a 4.0 scale and a combined Graduate Record Examination score of 1000 on the general aptitude test or 50 on the Miller Analogies Test.

Requirements for admission on other than a regular basis are covered in this bulletin under provisional admission.

Upon admission to the criminal justice graduate program and selection of emphasis area, each student is guided by a committee of three faculty members. The student selects a graduate advisor in the area of concentration from among the faculty of the Department of Criminal Justice. This advisor serves as the chair of the student's graduate committee. The student and advisor select the other two members of the committee, both of whom must be members of the graduate faculty, and one of whom may come from a department other than criminal justice. This committee will assist the student as appropriate with the planning of the program, preparation and oral defense of the thesis, or administration of the comprehensive examination in the case of the non-thesis option.

## Degree Requirements

The graduate program in criminal justice adheres to the position that the administration of criminal justice is a continuous integrated process from prevention of crime through completion of all legal intervention. The program is designed to provide society with individuals who have both a substantial awareness of the overall system and the essential competencies required to perform professional roles within it. To achieve this objective the program broadens the student's knowledge of the total criminal justice process and provides professional education so that its graduates may assume positions of leadership within the criminal justice system.

Students seeking the M.S. degree in criminal justice may elect either a thesis or non-thesis option, with the exception of emphasis area A, which is thesis only.

### Thesis Option

A minimum of 45 quarter hours credit is required in this option, of which nine are thesis. No more than 12 quarter hours may be below the 900-level.

**Non-Thesis Option**

A minimum of 52 quarter hours credit is required, of which no more than one-third may be below the 900-level. A written comprehensive examination is also required and may not be taken until the student has completed 75 percent of the coursework.

The graduate curriculum consists of two major components:

- 1) Study in the major substantive areas of criminal justice, normally met by completing the graduate core of 910, 915, 920 and 925. Any departure from this requires prior approval of the graduate coordinator.
- 2) Concentrated study in one of three emphasis areas which prepares students for professional positions within the American system of criminal justice. Each student is required to choose emphasis area A, B, or C during the first quarter of enrollment in the graduate program. All electives are selected by the student in consultation with the advisor, subject to the approval of the graduate coordinator.

**Emphasis Area A: Criminal Justice Program Planning and Evaluation**

This area is designed to provide skills in action program planning and evaluation in the criminal justice setting. The requirements are 940, 945, 960, and a thesis.

**Emphasis Area B: Police Management**

This area is designed to provide individuals with the necessary academic and professional competencies for middle management and executive positions in police organizations. The required courses are 970, 971, and 972.

**Emphasis Area C: Correctional Administration and Treatment**

This area is designed to develop academic and professional competency in the area of corrections. The required courses are 980, 981, and 982.

**MASTER OF SCIENCE****MATHEMATICS**

**Program Director:** Steven Kent  
1088 Cushwa Hall  
(216) 742-1971

**Program Description**

The Department of Mathematics offers the M.S. degree in mathematics. A computer science option to this degree is also available. The mathematics faculty have a broad range of research interests representing both pure and applied areas. The curriculum stresses theoretical as well as computational mathematics, and is flexible enough that a student's program can be keyed to individual interests and abilities. The student receives a well-rounded education in mathematics. Graduates are prepared to pursue a Ph.D. in mathematics as well as to secure a position in government or industry. The department has extensive computing facilities that include microcomputers, workstations, the University mainframe, and access to supercomputers.

**Faculty Research Interests**

**Francis A. Arlinghaus, Ph.D., Assistant Professor**  
Structure of classical groups; geometric algebra; number theory over integral matrices

**Samuel F. Barger**, Ph.D., Professor

Discrete mathematics, including graph theory and combinatorics; finite geometries; related foundational areas

**Dean R. Brown**, Ph.D., Professor

Use of technology in mathematics education

**John J. Buoni**, Ph.D., Professor

Numerical analysis

**Richard L. Burden**, Ph.D., Professor

Numerical linear algebra; numerical solution of partial differential equations

**Anita C. Burris**, Ph.D., Assistant Professor

Graph theory and combinatorics

**Guang-hwa Chang**, Ph.D., Assistant Professor

Statistics; regression analysis; mathematical computing; image processing; computer vision

**Douglas Faires**, Ph.D., Professor

Analysis; numerical analysis; mathematics history

**Steven L. Kent**, Ph.D., Associate Professor

Mathematical physics; Yang-Mills theory

**Albert J. Klein**, Ph.D., Professor

Set theoretic topology

**R. Bruce Mattingly**, Ph.D., Associate Professor

Numerical linear algebra; Markov Chains; high-performance computing

**Zbigniew Piotrowski**, Ph.D., Associate Professor

General topology; real analysis

**Nathan P. Ritchey**, Ph.D., Associate Professor

Operations research; applied mathematics; medical decision making; stochastic modeling

**Stephen Rodabaugh**, Ph.D., Professor

Foundations of topology and fuzzy sets with emphasis on point-set, lattice-theoretic, and categorical methods

**Eric J. Wingler**, Ph.D., Associate Professor

Real analysis; complex analysis; operator theory

## Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, students must also have:

- 1) An unrecalculated undergraduate cumulative grade-point average of at least 2.7 (on a 4.0 scale) in all undergraduate mathematics and computer science courses.
- 2) Preparation judged satisfactory by the Department of Mathematics. Study in theoretical analysis and algebraic structures is required as part of the preparation. Students with slight deficiencies may be admitted with provisional status with the approval of the Director of Graduate Studies in the Department of Mathematics and the Dean of the Graduate School.

## Degree Requirements

- 1) A minimum of 45 quarter hours of credit.
- 2) A cumulative grade-point average of at least 3.0.
- 3) The student's combined undergraduate-graduate program must include studies in algebra, analysis, topology and applied mathematics.

- 4) Satisfactory performance on a comprehensive examination is required. This may be written and/or oral, at the discretion of the department.
- 5) A student who prefers to write a thesis must first obtain the approval of the thesis topic from the graduate mathematics faculty and the department chair. Thesis credit of six quarter hours may be earned under Mathematics 999 or Computer Science 999. These hours may be counted as part of the 45 quarter hours required for the degree. The student will be expected to make a successful oral defense of the thesis.
- 6) Before completing 15 quarter hours, the student must submit, through an advisor, the entire degree program for approval by the graduate mathematics faculty and the department chair.

### **Computer Science Option**

This option is available for students who wish to complement the traditional mathematics program with additional background in computer science and modern applied mathematics. Of the 45 quarter hours required, at least 16 must be in mathematics and at least 16 in computer science.

## **DOCTOR OF EDUCATION**

### **EDUCATIONAL LEADERSHIP**

**Program Director:** Robert J. Beebe  
2008 Fedor Hall  
(216) 742-1436

### **Program Description**

The Doctor of Education (Ed.D.) program in Educational Leadership provides terminal professional preparation for public and nonpublic school administrators in the northeastern Ohio and western Pennsylvania areas served by the University. The program is designed to serve administrative personnel in elementary, secondary and central office positions.

The program focuses on the preparation of professionally committed practitioners who reflect the current state of knowledge and best practice in Educational Leadership. Central to the preparation of such professionals is the refinement and transmission of competencies in the areas of scholarship, instruction, leadership, management, external relations and personal development.

The Ed.D. program is administered by the Department of Educational Administration in the College of Education.

### **Faculty Research Interests**

**Robert Beebe, Ed.D., Professor**  
Administrative theory; personnel administration

**Patrick Carlton, Ph.D., Professor**  
Leadership; collective bargaining; organizational dynamics

**Howard Pullman, Ph.D., Professor**  
Computer applications; school business management

**Charles Vergon, J.D., Associate Professor**  
Education law; policy development; educational change

### Accreditation

Accreditation for the Ed.D. program in Educational Leadership has been granted by the North Central Association of Colleges and Schools and is being sought from the National Council for the Accreditation of Teacher Education. Membership is also being sought in the University Council for Educational Administration.

### Application Procedure

Program information may be obtained from the Department of Educational Administration. Application and financial aid information may be obtained from the School of Graduate Studies Office. All application materials must reach the School of Graduate Studies Office by May 1 of the year in which fall admission is sought.

### Admission Requirements

Acceptance into the Ed.D. program reflects superior qualifications. Admission is by cohort, based upon a competitive evaluation of applications by the faculty of the Department of Educational Administration. Ethnic and sexual diversity among students is desirable. All admission requirements of the Graduate School must be met. In addition, the following departmental standards must be satisfied.

#### Professional Potential

- a) Applicants must possess or qualify for certification as an educator in the state in which they wish to practice.
- b) Applicants must have completed at least three years of teaching experience.
- c) Applicants must have completed at least two years of administrative experience or have demonstrated exceptional leadership skills in schools.

#### High Academic Achievement

- a) Applicants must have completed an accredited master's degree program, with a minimum grade-point average in graduate study of 3.50.
- b) Applicants must have earned scores at or above the 50th percentile on both the General Test and the Education Subject Test of the Graduate Record Examination. These tests must have been completed within the past five years. Applicants must plan ahead to register for these examinations in advance. Exceptions may be made for otherwise outstanding applicants who fail to achieve the cutoff scores.

#### Professional References

Applicants must present three letters of reference attesting to their good moral character, educational leadership and management potential, professional plans, success in teaching, professional commitment, interpersonal skills, and special professional capabilities.

#### Narrative

- a) Applicants must submit two 500–750 word essays, one a personal essay and the other an essay on a professional topic.
- b) Applicants must submit a proposed timetable for completing the program.

#### Faculty Interview

- a) Applicants who are successful in an initial screening based upon the standards above will be invited to a personal interview with the faculty of the Department.
- b) Applicants must receive the approval of the faculty in order to be admitted to the program.

## Degree Requirements

Upon admission, each student is assigned an advisor. The advisor and the student are responsible for planning a program that is professionally appropriate for the student.

### Cohort Activities

Beginning with an orientation session shortly after admission, and once each quarter, students are required to participate in scheduled cohort activities. These activities provide an opportunity for students to establish and maintain supportive informal relations among themselves and with the program faculty. The cohort activities also provide a setting for short seminars, colloquia, simulations, journal writing and study sessions relating to important areas of professional development.

### Residency

Concentrated effort, continuing peer and faculty interaction, and scholarly reflection relatively free from distraction are needed if the student is to develop a considered and mature vision of the profession. Each student is required to meet a minimum residency requirement of enrollment for 27 quarter hours during the period of five continuous quarters, including summer session(s). No Ed.D. student may enroll for more than 6 quarter hours of study during any quarter unless his or her advisor approves such enrollment. Dissertation credits may not be used to satisfy the residency requirement.

### Coursework

The coursework required for the Ed.D. in Educational Leadership consists of a minimum of 111 quarter hours of graduate study beyond the master's degree. While completion of YSU's approved 48 quarter hour Master of Science degree in Educational Administration is not required for admission, students admitted to the program will be required to complete the equivalent coursework as a prerequisite to beginning doctoral coursework.

A minimum of 48 quarter hours of graduate credit beyond the master's degree, exclusive of dissertation credits, must be earned at Youngstown State University. Transfer credits may be accepted within Graduate School policies.

See the Courses sections of this catalog for required prerequisite study for each course. Certain courses reflect the particular vision of the YSU program and are to be completed at YSU. This information is noted in parentheses. Doctoral-only courses bear course numbers of 1100 or above.

- 1) Educational Leadership Core (minimum of 12 quarter hours)
 

Ed.Adm. 1122	Leadership in Education	3 q.h.
Ed.Adm. 1125	Politics and Policy Development in Education	3 q.h.
Ed.Adm. 1140	Seminar in Administrative Theory (YSU-only)	3 q.h.
Ed.Adm. 1155	Seminar in Current Educational Issues (YSU-only)	3 q.h.
- 2) Educational Foundations Core (minimum of 6 quarter hours)
 

Found. 1102	Multicultural Perspectives on Educational Leadership	3 q.h.
Found. 1110	Theories of Inquiry	3 q.h.
- 3) Educational Research Core (minimum of 21 quarter hours)
 

Found. 872	Statistical Methods in Education	3 q.h.
Ed.Adm. 908	Computer Applications for Administrators	3 q.h.
Found. 945	Research Design	3 q.h.
Found. 977	Qualitative Research Methods	3 q.h.
Found. 980	Advanced Statistical Methods	3 q.h.
Ed.Adm. 1100	Advanced Computer Applications in Educational Research	3 q.h.
Found. 1105	Advanced Educ. Research/Dissertation Proposal (YSU-only)	3 q.h.
- 4) Dissertation Study (minimum of 24 quarter hours)
 

Ed.Adm. 1190	Dissertation (YSU-only)	3 q.h.
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## 62 YOUNGSTOWN STATE UNIVERSITY

- 5) Educational Leadership Electives (minimum of 21 quarter hours; courses should be selected so as to satisfy the requirements for any desired areas of administrative certification.)
- |              |  |        |
|--------------|--|--------|
| Ed.Adm. 947  | Basic Principles of Elementary School Administration | 3 q.h. |
| Ed.Adm. 948  | Basic Principles of Secondary School Administration  | 3 q.h. |
| Ed.Adm. 950  | School Business Management                           | 3 q.h. |
| Ed.Adm. 956  | Educational Facilities                               | 3 q.h. |
| Ed.Adm. 988  | Evaluation of Educational Institutions               | 3 q.h. |
| Ed.Adm. 1024 | Seminar in Collective Bargaining                     | 3 q.h. |
| Ed.Adm. 1033 | Theories of Change in Education                      | 3 q.h. |
| Ed.Adm. 1034 | Implementing Change in Education                     | 3 q.h. |
| Ed.Adm. 1035 | The Superintendency                                  | 3 q.h. |
| Ed.Adm. 1130 | Organizational Dynamics                              | 3 q.h. |
| Ed.Adm. 1135 | Seminar in Personnel Administration                  | 3 q.h. |
- 6) Instructional and Service Electives (minimum of 15 quarter hours; it is important for educational leaders to understand the role and operation of the several specialized instructional and service areas. This list of courses is recommended.)
- |              |  |        |
|--------------|--|--------|
| EMCE 911     | Early Childhood Programs   | 3 q.h. |
| EMCE 916     | The Elementary School Curriculum   | 3 q.h. |
| Sec.Ed. 922  | Principles of Instruction  | 3 q.h. |
| Sec.Ed. 931  | The Secondary School Curriculum  | 3 q.h. |
| EMCE 939     | Designing Middle Grade Environments, Curricula, and Instruction          | 3 q.h. |
| Couns. 982   | Educational Leadership in Primary Prevention and Intervention Strategies | 3 q.h. |
| Couns. 1008  | Assessment for Educational Design Making                                 | 3 q.h. |
| Couns. 1011  | Clinical Counseling Practice I   | 3 q.h. |
| Sp.Ed. 1043  | Instructional Leadership in Special Education                            | 3 q.h. |
| Found. 1115  | Schools, Society and Ideology  | 3 q.h. |
| Sec.Ed. 1120 | Clinical Supervision   | 3 q.h. |
- 7) Cognate Electives (minimum of 9 quarter hours)
- 8) Field Experience in Educational Leadership (minimum of 3 quarter hours)  
One field experience course from the following list:
- |   |        |
|---|--------|
| Ed.Adm. 1022, 1023, 1037, 1038, 1039, 1041 (YSU-only) | 3 q.h. |
|---|--------|

### Comprehensive Examinations

Comprehensive examinations consist of a sequence of three examinations that are cumulative of the student's experiences in the program: a written qualifying examination covering the profession of education generally, a written specialty examination in the area of education leadership, and an oral examination assessing the overall suitability of the individual as a leader in schools or school systems. Satisfactory completion of these three examinations qualifies the student as a candidate for the Ed.D. degree and signifies readiness to begin the dissertation study.

## MASTER OF SCIENCE IN EDUCATION

### COUNSELING

**Program Director:** Jan Gill-Wigal  
2063 Fedor Hall  
(216) 742-3257

## Program Description

The Counseling program prepares individuals to serve as professional counselors for schools, colleges, and community mental health settings. The core courses required are those considered to represent basic knowledge and skills essential for professional counselors in all three environments. The common core includes courses in professional orientation, counseling theory, counseling skills, career counseling, group counseling, measurement, and consultation. In addition to the core courses, coursework in theoretical foundations and specialty studies must be completed prior to completion of a 6–9 month internship in student's area of specialization. The Community Counseling and School Counseling options are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). School Counseling is also accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education. The programs meet the basic coursework requirements for Ohio Counselor licensure.

### Option A: School Counseling

The school counseling program meets the education requirements for school counselor certification in the State of Ohio. Students seeking Ohio school counselor certification, however, must also hold a valid teaching certificate, have three years classroom teaching experience and pass the standardized school counseling specialty portion of the National Teacher Exam administered by Educational Testing Service.

Students seeking school counselor certification in other states, such as Pennsylvania, have the responsibility to insure that they meet the requirements of that particular state.

Internships of 6–9 months duration must be completed in an approved education setting.

### Option B: Community Counseling

Community counselors are employed in a variety of settings, such as mental health facilities, community human services centers, crisis intervention agencies, courts, chemical dependency treatment programs, and hospitals. A 6–9 month internship in an appropriate community setting is required.

### Option C: Higher Education Student Services

Many colleges and universities employ professional counselors for student personnel programs. This field of employment is diverse and embraces a wide range of professional counseling skills. Internships of 6–9 months duration must be completed in approved higher education settings.

## Faculty Research Interests

**Lawrence DiRusso**, Ed.D., Professor

Vocational psychology; career decision and labor markets

**Jan Gill-Wigal**, Ph.D., Professor

Gender issues; behavioral medicine; ethical issues in counseling

**Sherry A. Martinek**, Ph.D., Associate Professor

Marriage and family; groups; school counseling; womens' issues

**Ronald J. Richards**, Ph.D., Professor

Integration of theology and counseling/psychotherapy

**James R. Rogers**, Ph.D., Assistant Professor

Suicide; euthanasia; psychometrics; violence



## Admission Requirements

All applicants to the counseling degree program must have appropriate undergraduate preparation. Normally, this would include sufficient coursework in psychology and sociology. Every applicant will be interviewed by the Counseling Admissions Committee and must meet the standards prescribed in the *Department of Counseling Admission Policies*. Since the counseling admissions standards exceed the minimum standards set by the School of Graduate Studies, it is important that all applicants obtain a copy of the admissions policies from the Department of Counseling prior to making formal application for admission.

## Degree Requirements

After completing a minimum of 24 quarter hours of graduate coursework, students are required to take the Counseling Comprehensive Exam. Acceptable performance on the exam is necessary for continuation in the program.

It is important to note that in the curriculum given below 12–15 quarter hours of internship are required in each program. Since this requirement entails 20 to 40 hours per week at the internship site, students who are employed full time may need to arrange for leaves of absence with their employers to fulfill this requirement. The M.S. in Ed. degree with a Counseling major requires a minimum of 72 quarter hours. Completion of this program normally requires two years of full-time study (9–12 q.h.) over a period of 6–8 quarters.

### Option A: School Counseling

- 1) Foundations (12 quarter hours)
 

Found. 901	Philosophical Foundations of Educ. Theory & Practice	3 q.h.
Couns. 976	Social & Cultural Issues in Counseling	3 q.h.
Found. 904	Educational Research or	
Couns. 968	Applied Research and Development in Counseling	3 q.h.
Psych. 906	Human Growth and Development	3 q.h.
- 2) Core Counseling Courses (29 quarter hours)
 

Couns. 898	Introduction to Professional Counseling	2 q.h.
Couns. 900	Counseling Methods and Practice	3 q.h.
Couns. 962	Counseling: Principles, Theory, Practice	3 q.h.
Couns. 964	Measurement and Assessment Techniques	3 q.h.
Couns. 972	Career Counseling	4 q.h.
Couns. 973	Group Counseling Theory	3 q.h.
Couns. 973A	Group Counseling Practice	2 q.h.
Couns. 975	Counselor Consultation	3 q.h.
Couns. 1001	Counseling Practicum I	3 q.h.
Couns. 1002	Counseling Practicum II	3 q.h.
- 3) Cognate Area (9–12 quarter hours)
 

Couns. 961	Intro. to Pupil Personnel Services*	3 q.h.
Couns. 970	Counseling and Social Services in the Schools*	3 q.h.
Couns. 822W	Drug Education and Prevention*	3 q.h.
Couns. 1030	Human Relations Training for School Personnel	3 q.h.

\*required cognate course

Additional or substitute cognate coursework will be developed by the student and his/her advisor with the approval of the department chair. The cognate area should be developed in accordance with certification requirements, the student's interests and needs, and the availability of relevant coursework.

- 4) Internship (12–15 quarter hours)
 

Couns. 1009	School Counseling Internship	3–12 q.h.
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- 5) Electives (4 quarter hours). To be approved by the student's advisor. Required coursework for the M.S. in Ed. degree with a major in school counseling is a minimum of 72 quarter hours.

**Option B: Community Counseling**

1) Foundations (9–12 quarter hours)

The behavioral foundations area stresses a theoretical base considered essential to the counselor's effectiveness in community counseling. Even though credit earned in appropriate upper division courses (junior and senior level) will be considered adequate coursework in the respective foundations areas, all students will be required to earn a minimum of nine graduate credits in applied research, human growth and development and social and cultural issues related to counseling. However, students who have not completed relevant undergraduate coursework in the behavioral sciences may be required to complete more than 9 hours of graduate credit in foundations areas. Specific coursework for each student should be developed in cooperation with his/her advisor.

Couns. 976	Social and Cultural Issues in Counseling*	3 q.h.
Couns. 968	Applied Research and Development in Counseling*	3 q.h.
Psych. 802	Personality	4 q.h.
Psych. 828	Physiological Psychology	4 q.h.
Psych. 903	Psychology of Learning	3 q.h.
Psych. 906	Human Growth and Development*	3 q.h.
Psych. 907	Psychology of Adjustment	3 q.h.
Psych. 950	Survey of Personality Assessment	3 q.h.
Soc. 902	Child and Society	4 q.h.

\*required foundations course

2) Core Counseling Courses (29 quarter hours)

Couns. 898	Introduction to Professional Counseling	2 q.h.
Couns. 900	Counseling Methods and Practice	3 q.h.
Couns. 962	Counseling: Principles, Theory, Practice	3 q.h.
Couns. 964	Measurement and Assessment Techniques	3 q.h.
Couns. 972	Career Counseling	4 q.h.
Couns. 973	Group Counseling Theory	3 q.h.
Couns. 973A	Group Counseling Practice	2 q.h.
Couns. 975	Counselor Consultation	3 q.h.
Couns. 1001	Counseling Practicum I	3 q.h.
Couns. 1002	Counseling Practicum II	3 q.h.

3) Cognate Areas (6–12 quarter hours)

Each student must complete a cognate area consisting of a minimum of six credit hours of study. Cognate areas will be developed by each student with his/her advisor in accordance with student need, interest and the availability of relevant coursework. Required cognate courses for all community counseling majors are:

Couns. 979	Counseling in Community Contexts	3 q.h.
Couns. 980	Introduction to Clinical Counseling	3 q.h.

Examples of additional cognate areas follow:

**SUBSTANCE ABUSE COUNSELING**

Couns. 822W	Drug Education and Prevention	3 q.h.
Couns. 902	Introduction to Chemical Dependency	3 q.h.
Couns. 903	Chemical Dependency Counseling	3 q.h.

**MARRIAGE AND FAMILY COUNSELING**

Couns. 991	Introduction to Marriage and Family Counseling	3 q.h.
Couns. 992	Counseling with Couples	3 q.h.
Couns. 1038	Advanced Marriage and Family Counseling	3 q.h.
Couns. 902	Introduction to Chemical Dependency	3 q.h.

**CHILD AND ADOLESCENT COUNSELING**

Couns. 822W	Drug Education and Prevention	3 q.h.
Couns. 991	Introduction to Marriage and Family Counseling	3 q.h.
Couns. 1003	Counseling with Children and Adolescents	3 q.h.

## ADMINISTRATION AND SUPERVISION OF COUNSELING SERVICES

Couns. 969	Administration of Personnel and Guidance Services	3 q.h.
Couns. 1008	Assessment for Educational Decision Making	3 q.h.
Couns. 1040	Supervision of Counseling Services	3 q.h.

## MEASUREMENT AND ASSESSMENT IN COUNSELING

Psych. 920	Individual Intelligence Testing: Theory and Application I	3 q.h.
Psych. 921	Individual Intelligence Testing: Theory and Application II	3 q.h.
Psych. 923	Individual Intelligence Testing: Practicum	3 q.h.
Couns. 965	Applied Testing in Career Counseling	3 q.h.
Couns. 1008	Assessment for Educational Decision Making	3 q.h.

## CAREER COUNSELING

Psych. 806	Vocational Guidance	4 q.h.
Couns. 822F	Seminar in Career Counseling	3 q.h.
Couns. 963	Occupational Information in Guidance	3 q.h.
Couns. 965	Applied Testing in Career Counseling	3 q.h.

## EXCEPTIONAL CHILDREN

Couns. 862	or	
Sp.Ed. 862	Principles of Interaction with Special Needs Students	3 q.h.
Sp.Ed. 863	Learning Disabilities and Behavior Disorders	4 q.h.
Sp.Ed. 976	Academic Assessment and Remediation in Special Education	3 q.h.
Couns. 879	Counseling with Gifted/Talented Students and Their Families	4 q.h.
Psych. 981	or	
Sp.Ed. 981	Seminar in Special Education	3 q.h.

## 4) Internship (12–15 quarter hours)

Couns. 1010	or	
Psych. 1010	Counseling Internship	6–12 q.h.

Admittance to the field studies component as listed below is dependent upon: a) successful completion of at least 36 quarter hours of graduate coursework that has been appropriately distributed among the behavioral foundations, counseling theory and practice, and cognate areas of study, and b) successful completion of a comprehensive examination which covers basic counseling theory and practice.

- 5) Electives (3–9 quarter hours). To be approved by the student's advisor. Required coursework for the M.S. in Ed. degree with a major in community counseling is a minimum of 72 quarter hours.

**Option C: Higher Education Student Services**

## 1) Foundations (9–12 quarter hours)

Foundations requirements are determined in accordance with the student's interests and program needs. The courses will normally be distributed among the courses listed below or others approved by the department chair.

Found. 901	Philosophical Foundations of Educ. Theory and Practice	3 q.h.
Phil. 815	Existentialism	4 q.h.
Found. 900	Seminar in History of the Education of Children and Youth	3 q.h.
Found. 905	A History of American Education	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.
Found. 904	Educational Research	3 q.h.
Couns. 968	Applied Research and Development in Counseling*	3 q.h.
Psych. 906	Human Growth and Development*	3 q.h.
Psych. 907	Psychology of Adjustment	3 q.h.
Soc. 902	Child and Society	4 q.h.
Couns. 976	Social and Cultural Issues in Counseling*	3 q.h.

\*required foundations course

- 2) Core Counseling Courses (29 quarter hours)
- |             |  |        |
|-------------|--|--------|
| Couns. 898  | Introduction to Professional Counseling  | 2 q.h. |
| Couns. 900  | Counseling Methods and Practice          | 3 q.h. |
| Couns. 962  | Counseling: Principles, Theory, Practice | 3 q.h. |
| Couns. 964  | Measurement and Assessment Techniques    | 3 q.h. |
| Couns. 972  | Career Counseling                        | 4 q.h. |
| Couns. 973  | Group Counseling Theory                  | 3 q.h. |
| Couns. 973A | Group Counseling Practice                | 2 q.h. |
| Couns. 975  | Counselor Consultation                   | 3 q.h. |
| Couns. 1001 | Counseling Practicum I                   | 3 q.h. |
| Couns. 1002 | Counseling Practicum II                  | 3 q.h. |
- 3) Cognate Area (6-12 quarter hours)
- |             |  |          |
|-------------|--|----------|
| Couns. 963  | Occupational and Educational Information in Guidance | 3 q.h.   |
| Couns. 974  | Case Studies in School Guidance                      | 3-6 q.h. |
| Couns. 1017 | Group Procedures in Counseling                       | 3 q.h.   |
| Couns. 1026 | Student Personnel Programs in Higher Education*      | 4 q.h.   |
| Couns. 1027 | Issues in College Student Personnel Work*            | 4 q.h.   |
- \*required cognate course
- Additional or substitute cognate coursework may be developed by the student and his/her advisor with the approval of the department chair. The cognate area should be developed in accordance with student interest, needs, and the availability of relevant coursework.
- 4) Internship (12-15 quarter hours)
- |             |   |           |
|-------------|---|-----------|
| Couns. 1005 | Internship in Higher Education Student Services | 6-12 q.h. |
|-------------|---|-----------|
- 5) Electives (3-9 quarter hours)
- Required coursework for the M.S. in Ed. degree with a major in higher education student services is a minimum of 72 quarter hours.

## POST-MASTER'S COURSE OF STUDY IN CLINICAL COUNSELING

### Program Description

This post-master's sequence of study meets coursework requirements for licensure in Ohio as a Licensed Professional Clinical Counselor.

### Admission Requirements

The minimum requirement for admission into this course of study is completion of a master's degree in counseling which meets the education requirements of the State of Ohio Counselor and Social Worker Board for licensure as a professional counselor (LPC).

Preference will be given to applicants who meet or exceed the following: 3.5 GPA (in master's coursework) and 60 MAT or 1100 GRE. In addition, preference will be given to applicants who are:

- 1) practitioners in the field;
- 2) National Certified Counselors or who meet eligibility requirements for the NCC;
- 3) active in counseling professional organizations;
- 4) licensed in Ohio at the Licensed Professional Counselor (LPC) level.

### Curriculum

In addition to meeting the educational requirements for Licensed Professional Counselor set forth in section 4757.07 of the Ohio Revised Code and in Rule 4757-7-02 of the Administrative

Code, a student in the YSU Clinical Counseling course of study must earn a minimum of 30 quarter hours of instruction comprised of at least *one* graduate course in each of the following areas:

- 1) clinical psychopathology, personality, and abnormal behavior;
- 2) evaluation of mental and emotional status;
- 3) diagnosis of mental and emotional disorders;
- 4) methods of intervention and prevention of mental and emotional disorders; and
- 5) treatment of mental and emotional disorders.

The following represents coursework for the post-master's clinical counseling endorsement curriculum.

- 1) Clinical Counseling Core (15 quarter hours)
 

Couns. 1031	Clinical Counseling Theory (1,3)	3 q.h.
Couns. 1032	Clinical Evaluation I (2,3)	3 q.h.
Couns. 1036	Consultation and Educational Approaches to Prevention (4) (prereq.: Couns. 975)	3 q.h.
Couns. 1037	Counseling Methods of Intervention and Prevention (4)	3 q.h.
Couns. 1041	Clinical Counseling Practice III (5)	3 q.h.
- 2) Cognate Areas (9–12 quarter hours, such areas as developed by student with advisor)
 

PSYCHOLOGY

Psych. 920	Intelligence Testing, Theory and Application I (2)	3 q.h.
Psych. 921	Intelligence Testing, Theory and Application II (2)	3 q.h.
Psych. 940	Personality Theory (1)	3 q.h.
Psych. 950	Survey of Personality Assessment (2,3) (prereq. 840)	3 q.h.
Psych. 955	Psychopathology (1,3)	3 q.h.
Psych. 1000	Psychopharmacology (5)	3 q.h.
Couns. 1034	Practicum in Clinical Evaluation (2,3)	3 q.h.

MARRIAGE AND FAMILY COUNSELING

Couns. 821F	Introduction to Marriage and Family Counseling (4)	3 q.h.
Couns. 1038	Marriage and Family Counseling (5) (prereq.: 821F)	3 q.h.

MENTAL HEALTH ADMINISTRATION AND SERVICES

Couns. 1039	Admin. and Super. of Mental Health Services (4)	4 q.h.
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- 3) Internship (6–12 quarter hours)
 

Couns. 1050	Clinical Counseling Internship (5)	6–12 q.h.
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## MASTER OF SCIENCE IN EDUCATION

### EDUCATIONAL ADMINISTRATION

**Program Director:** Robert J. Beebe  
2007 Fedor Hall  
(216) 742-1436

#### Program Description

The Department of Educational Administration prepares reflective administrative practitioners who are capable of providing effective management and instructional leadership in public and non-public school settings (also see the Ed.D. in Educational Leadership section of this catalog). Post-Master's programs are also provided which lead to Ohio administrative certification as elementary principal, high school principal, seven types of educational administrative specialists,

assistant superintendent, and superintendent. In addition, the department offers programs for Pennsylvania administrative certification as elementary principal, high school principal, and the letter of eligibility for superintendent. A variety of professional training and service activities are also available.

### Faculty Research Interests

**Robert Beebe**, Ed.D., Professor  
Administrative theory; personnel administration

**Patrick Carlton**, Ph.D., Professor  
Leadership; collective bargaining; organizational dynamics

**Howard Pullman**, Ph.D., Professor  
Computer applications; school business management

**Charles Vergon**, J.D., Associate Professor  
Education law; policy development; educational change

### Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, the Educational Administration program requires:

- 1) Student must have qualified for a teaching certificate (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, validation, or endorsement. Students without a teaching certificate may be admitted on an individual basis to graduate programs leading to certification in certain areas which are graduate level only;
- 2) A satisfactory score on the aptitude portion of the Graduate Record Examination, or on the Miller Analogies Test if the student's unrecalculated undergraduate grade-point average is below 2.5.
- 3) Three professional recommendations.

### Degree Requirements

A minimum of 48 quarter hours is required for the degree. In general, the Educational Administration program requires a core of foundation courses, a core of administrative courses, curriculum and supervision courses, and successful completion of a comprehensive examination covering the administrative core.

- 1) Foundations & Learning Theory (12 quarter hours)
 

Psych. 903	Psychology of Learning	3 q.h.
Psych. 906	Human Growth & Development	3 q.h.
Found. 904	Educational Research	3 q.h.
Found. 901	Philosophical Found. of Educ. Theory & Practice or	
Found. 902	Social-Cultural Aspects of Education or	
Found. 905	A History of American Education	3 q.h.
- 2) Administrative Core (21 quarter hours)
 

Ed.Adm. 949	School Law	3 q.h.
Ed.Adm. 952	School Finance	3 q.h.
Ed.Adm. 954	School Community Relations	3 q.h.
Ed.Adm. 955	Staff Personnel Administration	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Sp.Ed. 1021	Field Experience I*	3 q.h.
Ed.Adm. 1031	Theories of Educational Administration	3 q.h.

\*Admission to Field Experience I may be granted only by the chair of the Educational Administration Department and after completion of a minimum of 18 quarter hours and a maximum of 30 quarter hours. Check prerequisites in the *Courses* section of this catalog.

3) Curriculum and Supervision (15 quarter hours)		
Found. 889	Small Computer Applications in the Classroom	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed. 951	Interpersonal Communication for Administrators	3 q.h.
Couns. 961	Introduction to Pupil Personnel Services	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.

4) Special Notes

Candidates must successfully complete a comprehensive examination covering the Administrative Core after completion of these 21 quarter hours and prior to granting of the degree.

This program provides no certification in administrative areas. Upon completion of the basic Master of Science in Education—Educational Administration degree, or the equivalent thereof as evaluated by the Department of Educational Administration, enrollment in the following specific certification fields\* may be permitted: Elementary Principalship; Secondary Principalship; Educational Administrative Specialist; Assistant Superintendent; Superintendent or Local Superintendent.

\*Completion of the minimum number of quarter hours indicated for each program, and any other Ohio State Department of Education requirements, must be achieved prior to recommendation for any certificate. Those seeking initial administrative certification in the State of Ohio must score at least 500 on the National Teachers Examination Speciality Area Test in Educational Leadership: Administration and Supervision.

All transfer students, including those seeking a master's degree and those who hold the master's degree, will be evaluated using the criteria listed previously. Students who have been evaluated through direct contact with the Ohio State Department of Education should be aware that they must meet the criteria established by the Department of Educational Administration at YSU before the M.S. in Ed. in Educational Administration will be granted.

## POST-MASTER'S CERTIFICATION REQUIREMENTS

Candidates for any administrative certificate must have completed the 48 quarter hour Master of Science in Education—Educational Administration degree as required by Youngstown State University, or its equivalent, as evaluated by the Department of Educational Administration.

### Elementary Principal

Completion of Educational Administration degree and 25 quarter hours as listed below and any other Ohio State Department of Education requirements.

EMCE 916	The Elementary School Curriculum	3 q.h.
Ed.Adm. 947	Basic Prin. of Elementary School Administration	3 q.h.
Ed.Adm. 950	School Business Management	3 q.h.
EMCE 816	Diagnosis & Remediation of Elem. School Mathematics	3 q.h.
EMCE 881	Corrective Techniques in Reading	4 q.h.
Ed.Adm. 988	Evaluation of Educational Institutions	3 q.h.
Ed.Adm. 908	Computer Applications for Administrators	3 q.h.
Ed.Adm. 1022	Field Experience II (in an elementary school)	3 q.h.

### High School Principal

Completion of Educational Administration degree and 21 quarter hours listed below and any other Ohio State Department of Education requirements.

Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Ed.Adm. 948	Basic Principles of Secondary School Administration	3 q.h.
Ed.Adm. 950	School Business Management	3 q.h.
Ed.Adm. 988	Evaluation of Educational Institutions	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education	3 q.h.
Ed.Adm. 908	Computer Applications for Administrators	3 q.h.

Ed.Adm. 1022 Field Experience II\* (in a secondary school) 3 q.h.

\*Field Experience II requires completion of the above sequence of courses and the permission of the chair of the Department of Educational Administration. Check prerequisites in the *Courses* section of this catalog.

## Educational Administrative Specialist

Provisional certificate for an educational administrative specialist will be issued to the holder of a master's degree in Educational Administration, or the equivalent thereof, with 68 quarter hours of graduate work including the following courses:

### Business Management

Ed.Adm. 1031	Theories of Educational Administration	3 q.h.
Ed.Adm. 950	School Business Management	3 q.h.
Ed.Adm. 956	Educational Facilities	3 q.h.
Ed.Adm. 1041	Field Experiences in School Plant Planning	3 q.h.
Acct. 900	Financial Accounting for Management	5 q.h.
Acct. 902	Management Accounting Systems	3 q.h.
Ed.Adm. 952	School Finance	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Ed.Adm. 1024	Seminar: Collective Bargaining	3 q.h.
Econ. 946	Theory of State and Local Finance or	
Ed.Adm. 952	School Finance	3 q.h.
Ed.Adm. 1022	Field Experience II*	3 q.h.

\*Concentration in School Business Management; check prerequisites in the *Courses* section of this catalog.

### Educational Research

Found. 872	Statistical Methods in Education	3 q.h.
Found. 904	Educational Research	3 q.h.
Couns. 964	Measurement and Assessment Techniques	3 q.h.
Couns. 965	Applied Testing in Career Counseling	3 q.h.
EMCE 923	Review of Reading Research	4 q.h.
Ed.Adm. 954	School Community Relations	3 q.h.
Found. 932	Theory and Practice in Evaluation Research	3 q.h.
Found. 933	Proposal Writing in Education	4 q.h.
Found. 953	Philosophy of and Knowledge in Educational Research	3 q.h.
Found. 980	Advanced Statistical Methods in Education	3 q.h.
Found. 998	Field Experience in Educational Research	3 q.h.

### Educational Staff Personnel Administration

Couns. 1030	Human Relations Training for School Personnel	3 q.h.
Ed.Adm. 1031	Theories of Educational Administration	3 q.h.
Sec.Ed. 946	Supervision of Instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Sec.Ed. 951	Interpersonal Communication for Administrators	3 q.h.
Ed.Adm. 955	Staff Personnel Administration	3 q.h.
Sec.Ed. 959	Law for Classroom Teachers	3 q.h.
EMCE 921	Issues, Problems and Developments in Elementary Education	3 q.h.
EMCE 909	Supervision of Student Teachers—Elementary	3 q.h.
Sec.Ed. 910	Supervision of Secondary Schools	3 q.h.
Sec.Ed. 1032	Theories of Supervision	3 q.h.
Ed.Adm. 1024	Seminar: Collective Bargaining	3 q.h.
Ed.Adm. 1038	Planned Field Experience for Staff Personnel Administration	3 q.h.

### Instructional Services

Ed.Adm. 1031	Theories of Educational Administration	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.



EMCE 916	The Elementary School Curriculum	3 q.h.
Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Sec.Ed. 959	Law for the Classroom Teacher	3 q.h.
Ed.Adm. 988	Evaluation of Educational Institutions	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education	3 q.h.
Found. 933	Proposal Writing in Education	4 q.h.
Ed.Adm. 1037	Planned Field Experience in Instructional Services	3 q.h.

### **Pupil Personnel Administration**

Couns. 969	Administration of Personnel and Guidance Services	3 q.h.
Ed.Adm. 955	Staff Personnel Administration	3 q.h.
EMCE 1030	Human Relations Training for School Personnel	3 q.h.
Couns. 1009	School Counseling Internship	6-12 q.h.
Ed.Adm. 949	School Law	3 q.h.
Sec.Ed. 959	Law for the Classroom Teacher	3 q.h.

### **School and Community Relations**

Ed.Adm. 1031	Theories of Educational Administration	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Ed.Adm. 954	School Community Relations	3 q.h.
EMCE 921	Issues, Problems & Developments in Elementary Education	3 q.h.
Sec.Ed. 951	Interpersonal Communications for Administrators	3 q.h.
Couns. 1030	Human Relations Training for School Personnel	3 q.h.
Found. 915	Critiques on Contemporary Education	3 q.h.
EMCE 911	Early Childhood Programs	3 q.h.
Found. 905	A History of American Education	3 q.h.
Sp.Ed. 984	Educational Programs for Handicapped Children	3 q.h.
Ed.Adm. 1039	Planned Field Experience—School & Community Relations	3 q.h.

### **Education of Exceptional Pupils\***

Sp.Ed. 976	Academic Assessment & Remediation in Special Education	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Sp.Ed. 979	Assessment and Remediation of Language and Cognitive Process Dysfunctions in Special Education	3 q.h.
Sp.Ed. 981	Seminar in Special Education	3 q.h.
Sp.Ed. 983	Major Concepts in Special Education	3 q.h.
Sp.Ed. 984	Educational Programs for Handicapped Children	3 q.h.
Sp.Ed. 985	Resource Rooms & Supplemental Services for Special Sp.Ed.	3 q.h.
Sp.Ed. 986	Severe Behavior Handicaps: Assessment & Classroom Mgmt.	3 q.h.
Sp.Ed. 989	Educational Assessment of Gifted and Talented	4 q.h.
Ed.Adm. 1022	Field Experience II (check prerequisites)	3 q.h.

\*Candidate must be certified in an area of Special Education with 20 quarter hours selected from the Special Education courses listed above. Check prerequisites in the *Courses* section of this catalog.

### **Assistant Superintendent**

Completion of Educational Administration degree, principal's certification, 33-40 quarter hours listed below, and any other Ohio State Department of Education requirements.

Ed.Adm. 947	Basic Principles of Elementary School Administration or	
Ed.Adm. 948	Basic Principles of Secondary School Administration	3 q.h.
Ed.Adm. 908	Computer Applications for Administrators	3 q.h.
Ed.Adm. 988	Evaluation of Educational Institutions	3 q.h.
Econ. 946	Theory of State and Local Finance or	
Ed.Adm. 952	School Finance	3 q.h.
Ed.Adm. 950	School Business Management	3 q.h.

Ed.Adm. 956	Educational Facilities	3 q.h.
EMCE 916	The Elementary School Curriculum or	
Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education or	
EMCE 816	Diagnosis & Remediation of Elementary School Math and	3 q.h.
EMCE 881	Corrective Techniques in Reading	4 q.h.
Ed.Adm. 1022	Field Experience II*	3 q.h.
Any two of the following:		
Found. 905	A History of American Education	3 q.h.
Found. 901	Philosophical Foundations of Educational Theory & Practice	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.

\*This field experience requires the completion of this sequence of courses and the permission of the chair of the Department of Educational Administration. Check prerequisites in the *Courses* section of this catalog.

### Superintendent

Must hold an administrative certificate issued upon the recommendation of YSU or the equivalent thereof as evaluated by the Department of Educational Administration at YSU. Completion of a *minimum* total of 90 quarter hours (including all appropriate prerequisite courses as determined by the Department of Educational Administration), the following course sequence, and any other Ohio State Department of Education requirements.

Econ. 946	Theory of State and Local Finance or	
Ed.Adm. 952	School Finance	3 q.h.
Ed.Adm. 956	Educational Facilities	3 q.h.
Ed.Adm. 1023	Field Experience III*	3 q.h.
Ed.Adm. 1024	Seminar: Collective Bargaining	3 q.h.
Ed.Adm. 1035	The Superintendency	3 q.h.
Ed.Adm. 1041	Field Experiences in School Plant Planning	3 q.h.

\*This field experience requires the completion of this sequence of courses and the permission of the chair of the Department of Educational Administration. Check prerequisites in the *Courses* section of this catalog.

Any two of the following three Foundations courses:

Found. 905	A History of American Education	3 q.h.
Found. 901	Philosophical Foundations of Educational Theory & Practice	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.

## MASTER OF SCIENCE IN EDUCATION

### MASTER TEACHER ELEMENTARY

**Program Director:** Janet L. Beary  
1060 Fedor Hall  
(216) 742-3251

#### Program Description

The Master Teacher Elementary program provides advanced professional preparation for teachers, administrators, and school guidance counselors in the northeastern Ohio and western Pennsylvania areas served by the University. The Department of Early & Middle Childhood Education houses four program options for post-baccalaureate study toward the M.S. in Ed.: curriculum, reading specialist, early childhood specialist, and middle grades.

The program focuses on the development of professionally-committed practitioners so that they can reflect on and apply the current state of knowledge and best practice in their area of specialization. The program options provide the skills, knowledge and competencies necessary for these individuals to function effectively. Central to the development of such professionals is the refinement and conveyance of competencies in the areas of scholarship, instruction, leadership, management, and inter-personal relations.

The Master Teacher Elementary program is administered by the Department of Early & Middle Childhood Education in the College of Education.

## Faculty Research Interests

**Dora L. Bailey, Ph.D., Associate Professor**

Learning to read and reading to learn; mentorship; nontraditional students

**Janet L. Beary, Ph.D., Professor**

National Science Teachers Association guidelines; process-inquiry skills in learning; verbal communication; environmental/outdoor education; integrated curriculum; alternative assessment; middle childhood education

**Philip Ginnetti, Ph.D., Associate Professor**

Reading comprehension; literature-based reading instruction; whole language strategies; reading-writing connections; the writing process; writing across the curriculum (elementary and middle school); integrated instruction

**Hy Kim, Ed.D., Professor**

NCTM standards; cooperative learning; hands-on math teaching

**Nancie Shillington, Ph.D., Assistant Professor**

Middle grade education; instructional team organization; integrated curriculum; advisory programs; classroom management; supervision and professional development; personality type and learning style

**Gloria Tribble, Ph.D., Professor**

Assessment in reading and writing; multicultural literacy

## Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, this program requires:

- 1) Applicant must have qualified for a teaching certificate (Ohio provisional or equivalent).
- 2) A satisfactory score on the aptitude portion of the Graduate Record Examination, or on the Miller Analogies Test if student's unrecalculated grade-point average is below 2.5.
- 3) Three professional recommendations.

## Degree Requirements

A minimum of 48 quarter hours is required for the degree. In general, the Master Teacher Elementary program requires a core of foundation courses, required courses in the major discipline, elective courses in the program being undertaken, and addition coursework outside the College of Education. Additionally, students must pass a comprehensive examination.

### Option A: Curriculum

- 1) Required courses for specialization (21 quarter hours)
 

EMCE 909	Supervision of Student Teachers—Elementary	3 q.h.
EMCE 916	The Elementary School Curriculum	3 q.h.
Will serve as prerequisites to the following sequence of courses:		
EMCE 917	Elementary School Reading Programs	3 q.h.

- |          |   |        |
|----------|---|--------|
| EMCE 918 | Elementary School Mathematics Programs                    | 3 q.h. |
| EMCE 919 | Social Studies Programs in Elementary School              | 3 q.h. |
| EMCE 920 | Elementary School Science Programs                        | 3 q.h. |
| EMCE 921 | Issues, Problems and Developments in Elementary Education | 3 q.h. |
- 2) Foundations of Education (12 quarter hours). (Take at any point in the program.)
 

Found. 872	Statistical Methods in Education	3 q.h.
Found. 905	History of American Education	3 q.h.
Found. 901	Philosophical Foundations of Educational Theory & Practice	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.
Found. 904	Education Research (prereq.: Found. 872)	3 q.h.
  - 3) Electives in elementary education may be chosen from any of the graduate elementary education course offerings.
  - 4) 6–18 quarter hours of courses from humanities, sciences, and other disciplines, including Psych. 903.
  - 5) All master teacher curriculum students must take a comprehensive examination in their major area of study.

**Option B: Reading Specialist**

- 1) Required courses for specialization (22–23 quarter hours). The following courses should be taken in sequence:
 

EMCE 882	Developmental and Content Area Reading	3 q.h.
EMCE 917	Elementary School Reading Programs (3) or	
EMCE 883	Secondary School Reading (4)	3 or 4 q.h.
EMCE 924	Diagnosis and Treatment of Reading Disability 1	4 q.h.
EMCE 925	Diagnosis and Treatment of Reading Disability II	4 q.h.
EMCE 927	Practicum: Reading	4 q.h.
EMCE 930	Supervision of Reading	4 q.h.
- 2) Cognate area (10–11 quarter hours)
 

Psych. 903	Psychology of Learning	3 q.h.
Psych. 907	Psychology of Adjustment (3) or	
Psych. 802	Personality (4)	3 or 4 q.h.
Engl. 918	Children's Literature	4 q.h.
- 3) Foundations of Education (12 quarter hours). See description of requirement under Option A.
- 4) Electives: 2–4 quarter hours.
- 5) All master teacher reading students will be required to take a comprehensive examination in reading after the completion of EMCE 930.

**Option C: Early Childhood Specialist**

- 1) Required courses for specialization (23 quarter hours)
 

EMCE 916	The Elementary School Curriculum	3 q.h.
EMCE 911	Early Childhood Programs	3 q.h.
EMCE 912	Curriculum and Methods in Early Childhood Education	4 q.h.
EMCE 913	Pre-School Education	3 q.h.
EMCE 914	Practicum in Early Childhood Education	4 q.h.
EMCE 929	Language Arts in Primary Grades	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
- 2) Cognate area (6 quarter hours)
 

Couns. 825	Group Processes in the School	3 q.h.
Psych. 903	Psychology of Learning	3 q.h.
- 3) Foundations of Education (12 quarter hours). See description of requirement under Option A.

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- 4) Suggested electives (7 quarter hours)
- |            |                              |        |
|------------|------------------------------|--------|
| Psych. 906 | Human Growth and Development | 3 q.h. |
| Soc. 902   | Child and Society            | 4 q.h. |
| Engl. 918  | Children's Literature        | 4 q.h. |
- 5) All master teacher early childhood students must take a comprehensive examination over required courses for specialization.

### Option D: Middle Grades

- 1) Required courses for specialization (16 quarter hours)
- |                                 |  |        |
|---------------------------------|--|--------|
| EMCE 938                        | Early Adolescence Characteristics and Educational Program Needs (prereq.: Psych. 906)            | 4 q.h. |
| EMCE 939                        | Designing Middle Grade Environments, Curricula, and Instruction (prereq.: EMCE 938)              | 3 q.h. |
| EMCE 1043<br>either 940 and 941 | Field Experience/Middle Grades   | 3 q.h. |
| EMCE 940                        | Introduction to Middle Grade Math and Science Curriculum and Instruction (prereq.: EMCE 938) and | 2 q.h. |
| EMCE 941                        | Methods of Teaching Math and Science in Middle Grades (prereq.: EMCE 940)                        | 4 q.h. |
| or 942 and 943                  |  |        |
| EMCE 942                        | Introduction to Middle Grade Language Arts, Reading, and Social Studies (prereq.: EMCE 938) and  | 3 q.h. |
| EMCE 943                        | Methods of Teaching Middle Grades Language Arts, Reading, and Social Studies (prereq.: EMCE 942) | 3 q.h. |
- 2) Cognate area (9 quarter hours)
- |              |  |        |
|--------------|--|--------|
| Psych. 906   | Human Growth and Development   | 3 q.h. |
| Couns. 825   | Group Processes in the School  | 3 q.h. |
| Sec.Ed. 922  | Principles of Instruction or   |        |
| Sec.Ed. 1036 | Fundamentals of Curriculum Development                                   | 3 q.h. |
| 3)           | Foundations of Education (9 quarter hours)                               |        |
| Sec.Ed. 935  | Philosophical Foundations of Middle Grade Education                      | 3 q.h. |
| Found. 937   | Sociological Foundations of Middle Grade Education (prereq.: Found. 935) | 3 q.h. |
| Found. 904   | Educational Research (prereq.: Found. 872 or equivalent)                 | 3 q.h. |
- 4) Electives—teaching area or process 14 q.h.
- 5) All master teacher middle grades students must take a comprehensive examination over required courses for specialization.

## MASTER OF SCIENCE IN EDUCATION

### MASTER TEACHER SECONDARY

**Program Director:** Randy Hoover  
1018 Fedor Hall  
(216) 742-3261

### Program Description

The Department of Secondary Education houses two Master of Science in Education degree options: option A with a concentration in subject area study, and option B, which focuses on curriculum and instruction. The subject area concentration offers teachers an opportunity to

engage in 24 quarter hours of elective study within their teaching field with additional hours of study in curriculum, instruction, and foundations of education. The curriculum and instruction concentration is built around 18 quarter hours of core courses ranging from foundations and research, through curriculum development and instruction, to school law for classroom teachers and interpersonal communication for educators. This latter program is a flexible vehicle for professional development as well as sound preparation for doctoral work and work outside schooling. The department also offers planned coursework for acquisition of the State of Ohio's Supervisor's Certificate and promotes a variety of professional development courses, workshops, and inservice programs.

The Department of Secondary Education's mission is to empower teachers for professional practice. The mission commits us to a theme of critical reflectivity where students are engaged in the pedagogies of radical critique in comparison and contrast to traditional practices of teaching and schooling. We are committed to educating our students in values and ideas that motivate us for the transformation of students and educational institutions.

### Faculty Research Interests

**Randy L. Hoover**, Ph.D., Professor and Chair

Critical reflectivity; postmodern/poststructural analysis of teaching and schooling; democratic schooling

**Donna J. McNierney**, Ed.D., Associate Professor

Gender issues in classroom instruction; instructional technology; attitudes/perceptions of female engineers as related to experiences in math and science classes

### Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, this program requires:

- 1) Applicant must have qualified for a teaching certificate (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, validation, or endorsement. Students may be admitted on an individual basis to graduate programs leading to certification in certain areas which are graduate level only;
- 2) A satisfactory score on the aptitude portion of the Graduate Record Examination, or on the Miller Analogies Test if applicant's unrecalculated grade-point average is below 2.5.
- 3) Three professional recommendations.

### Degree Requirements

A minimum of 48 quarter hours is required for the degree. In general, the Master Teacher Secondary program requires a core of foundation courses, a curriculum and instruction sequence, and elective courses in the program being undertaken. Additionally, students must pass a comprehensive examination.

#### Option A: Subject Area Concentration

- 1) Foundations of Education (12 quarter hours)
 

Found. 901	Philosophical Foundations of Educ. Theory and Practice*	3 q.h.
Found. 904	Educational Research*	3 q.h.
Found. 889	Small Computer Applications in the Classroom	3 q.h.
Found. 900	Seminar in History of Children and Youth	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.
Found. 905	A History of American Education	3 q.h.

\*required course

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- 2) Curriculum and Instruction (9 quarter hours)
 

Psych. 903	Psychology of Learning*	3 q.h.
Sec.Ed. 922	Principles of Instruction*	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development*	3 q.h.
- 3) Twenty-four quarter hours in appropriate teaching areas (art, biology, business education, chemistry, economics, English, French, German, health and physical education, history, home economics, Italian, mathematics, music, physics, political science, Spanish, speech and dramatics, and social studies). In addition to consulting with an education advisor, the student will consult with a faculty member in the teaching area to determine the sequence of teaching area courses, which the student will place on file in the Department of Secondary Education.
- 4) Electives in Education or Teaching Area (3 quarter hours).
 

Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed.959	Law for the Classroom Teacher	3 q.h.
- 5) Sec.Ed. 999 Thesis (6-12 quarter hours) or Comprehensive Examination covering Found. 901, 904, Sec.Ed. 922 and 1036.  
 Students who choose to take the comprehensive examination are encouraged to complete it early in the program.  
 All seminars and workshops must be approved *in advance* by the program advisor.

### Option B: Curriculum and Improvement of Instruction

- 1) Foundations of Education (12 quarter hours)
 

Found. 889	Small Computer Applications in the Classroom	3 q.h.
Found. 901	Philosophical Foundations of Educ. Theory and Practice*	3 q.h.
Found. 904	Educational Research*	3 q.h.
Found. 900	Seminar in History of the Education of Children and Youth	3 q.h.
Found. 902	Socio-Cultural Aspects of Education	3 q.h.
Found. 905	History of American Education	3 q.h.
Found. 1000, 1002, 1003, 1004	Seminar in Foundations of Education	3 q.h.
- 2) Curriculum and Instruction (9 quarter hours)
 

Sec.Ed. 922	Principles of Instruction*	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development*	3 q.h.
EMCE 883	Secondary School Reading	3 q.h.
Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education	3 q.h.
- 3) Related Areas (12 quarter hours)
 

Psych. 903	Psychology of Learning*	3 q.h.
Sec.Ed. 959	Law for the Classroom Teacher*	3 q.h.
Sec.Ed. 946	Supervision of Instruction	3 q.h.
Sec.Ed. 951	Interpersonal Communications for Administrators	3 q.h.
Ed.Adm. 954	School Community Relations	3 q.h.
- 4) Special Education (3 quarter hours)
 

Sp.Ed. 802	Education of Exceptional Children	4 q.h.
Sp.Ed. 983	Major Concepts in Special Education	3 q.h.
- 5) School Guidance (3 quarter hours)
 

Couns. 825	Group Processes in the School	3 q.h.
Couns. 961	Introduction to Pupil Personnel Services	3 q.h.
Couns. 1006	Guidance in the Classroom	3 q.h.
Couns. 1017	Group Procedures in Counseling	3 q.h.

\*required course

- 6) Electives in Teaching Area or Process (9 quarter hours) or  
Sec.Ed. 999 Thesis 6-12 q.h.
- 7) Sec.Ed. 999 Thesis (6-12 q.h.) or  
Comprehensive examination covering Found. 901, 904, Sec.Ed. 922 and 1036.

Students who choose to take the comprehensive examination are encouraged to complete it early in their program.

All seminars and workshops must be approved *in advance* by the program advisor.

## CERTIFICATION REQUIREMENTS FOR SUPERVISOR

Applicants for a supervision certificate must have a master's degree, three years of teaching experience under a standard certificate, and the courses listed below.

Psych. 903	Psychology of Learning	3 q.h.
Psych. 906	Human Growth & Development	3 q.h.
Found. 904	Educational Research	3 q.h.
Found. 901	Philosophical Found. of Educ. Theory & Practice or	
Found. 902	Socio-Cultural Aspects of Education	3 q.h.
Found. 889	Small Computer Applications in the Classroom	3 q.h.
Sec.Ed. 922	Principles of Instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Sec.Ed. 934	Diagnostic-Prescriptive Education	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education (3) or	
Sp.Ed. 802	Education of Exceptional Children (4) or	
Sp.Ed. 983	Major Concepts in Special Education (3)	3 or 4 q.h.
EMCE 916	The Elementary School Curriculum or	
Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
Sec.Ed. 1020	Field Experience in Supervision	3 q.h.
Sec.Ed. 951	Interpersonal Communications for Administrators	3 q.h.
Ed.Adm. 954	School Community Relations	3 q.h.
Sec.Ed. 959	Law for the Classroom Teacher or	
Ed.Adm. 949	School Law	3 q.h.

## MASTER OF SCIENCE IN EDUCATION

### SPECIAL EDUCATION

**Program Director:** Bernadette J. Angle  
2025 Fedor Hall  
(216) 742-3265

### Program Description

The master's degree program in Special Education provides advanced cognitive and educational skills for those who are presently working, or expect to work, as clinical/developmental personnel serving disabled individuals, or as supervisors of special education.



## Faculty Research Interests

**Bernadette J. Angle, Ph.D., Professor**

Inclusion of students with disabilities in the general education classroom; Ohio's experimental models for serving disabled children; reading education and learning disabilities students; strategies for assisting SLD children in the general education classroom

**Leonard L. Schaiper, Ed.D., Associate Professor**

Developing self-esteem and social skills of severe behaviorally handicapped students; learning styles; SBH programming

**Nancy Sweeney, Ph.D., Assistant Professor**

Pediatric or early childhood school psychology issues; gifted education; assessment issues in special education

## Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, the Special Education master's degree requires:

- 1) Applicant must have qualified for a teaching certificate in the area of special education or have completed all certification requirements except for student teaching. Applicants without a teaching certificate may be admitted on an individual basis provided that the certificate is received prior to the thirteenth quarter hour of graduate study.
- 2) A satisfactory score on the aptitude portion of the Graduate Record Examination, or on the Miller Analogies Test if unrecalculated undergraduate grade-point average is below 2.5.
- 3) Three professional recommendations.
- 4) An interview with the department chair.

## Degree Requirements

### General Option

A total of 48 quarter hours of course work, as indicated below, is required for the Master of Science in Education degree in special education.

Candidates will be expected to pass a comprehensive examination on the special education core curriculum. Consult your faculty advisor for details.

- 1) Foundations of Education: A minimum of 6 quarter hours, including:
 

Found. 904	Educational Research	3 q.h.
	One additional graduate course in foundations of education, as approved by student's advisor.	3 q.h.
- 2) Core courses in special education (24 quarter hours)
 

Designed to provide students with advanced diagnostic/prescriptive skills applicable to a wide range of children's learning problems.

Sp.Ed. 976	Academic Assessment and Remediation in Special Education	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Sp.Ed. 979	Assessment and Remediation of Language and Cognitive Process Dysfunctions in Special Education	3 q.h.
Sp.Ed. 981	Seminar in Special Education	3 q.h.
Sp.Ed. 983	Major Concepts in Special Education	3 q.h.
Sp.Ed. 984	Educational Programs for Handicapped Children	3 q.h.
Sp.Ed. 985	Resource Rooms & Supplemental Services for Special Educ.	3 q.h.
Sp.Ed. 986	Severe Behavior Handicaps: Assess. and Classroom Mgmt.	3 q.h.

- 3) Cognate Areas: A minimum of 6 quarter hours must be selected within a cognate area by the student and advisor. These areas include:
- |                                   |                           |
|-----------------------------------|---------------------------|
| Foundations of Education          | Counseling Techniques     |
| Elementary Curriculum             | Human Relations           |
| Secondary Curriculum              | Remedial Reading          |
| Physical Education                | Early Childhood Education |
| Supervision and Administration    | Vocation Guidance         |
| Assessment/Prescriptive Skills    | Gifted Education          |
| Early Childhood Special Education |                           |
- 4) Electives: A maximum of 12 quarter hours approved by the student's advisor; may constitute an extension of the first, or the selection of a second, cognate area.

**Gifted and Talented Education Specialist Option**

The Gifted/Talented option prepares students to teach gifted and talented children as well as to develop advanced cognitive and leadership skills appropriate to the specialization area. Candidates must meet the general education requirements for graduate programs in the College of Education. Those completing the program will be eligible for Ohio validation in Gifted Education.

Successful completion of a comprehensive examination in the area of specialization is required before graduation.

Only certain upper-division undergraduate courses may be taken for graduate credit. Those that are in this category are listed in the courses section of this catalog. To earn graduate credit in an upper division course the student must have been admitted to the Graduate School at the time the course is taken. Courses taken for undergraduate credit cannot count toward fulfillment of a graduate degree. Consult your assigned advisor or the chair of Special Education for acceptable substitutions.

- 1) Core Curriculum (27 quarter hours)
- |             |   |        |
|-------------|---|--------|
| Sp.Ed. 802  | Education of Exceptional Children                           | 4 q.h. |
| Sp.Ed. 871  | Characteristics and Needs of Gifted Children                | 4 q.h. |
| Sp.Ed. 878  | Teaching Gifted and Talented Students                       | 4 q.h. |
| Couns. 879  | Consultation with Gifted/Talented Students & Their Families | 4 q.h. |
| Sec.Ed. 989 | Identification and Education of Gifted/Talented Children    | 4 q.h. |
| Sp.Ed. 1030 | Program Development in Gifted Education                     | 4 q.h. |
| Sp.Ed. 1040 | Field Experience in Gifted & Talented Education             | 3 q.h. |
- 2) Foundations (9 quarter hours)
- |            |  |        |
|------------|--|--------|
| Found. 872 | Statistical Methods in Education               | 3 q.h. |
| Found. 901 | Philosophical Foundations of Education         | 3 q.h. |
| Found. 902 | Sociological Aspects of Contemporary Education | 3 q.h. |
| Found. 904 | Educational Research (prereq.: Found. 872)     | 3 q.h. |
| Found. 905 | History of American Education                  | 3 q.h. |
- 3) Cognate Area (minimum of 9 quarter hours).  
Intended to expose the student to an area of need or interest and thus strengthen that student's proficiency as a professional in gifted education. Please note that a cognate area is not intended to qualify a person for certification. In some instances, however, students may be able to expand the work in a cognate area so as to meet the requirements for certification (or validation of an existing certificate) in that area. Some examples of appropriate cognate areas follow. Others may be selected with advisor's approval.
- 4) Electives (3 quarter hours) with advisor's approval.

Total hours required: 48 quarter hours

**Suggested Cognate Areas****CURRICULUM**

EMCE 916	The Elementary School Curriculum	3 q.h.
Sec.Ed. 931	The Secondary School Curriculum	3 q.h.
EMCE 939	Designing Middle Grade Environment, Curric. and instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Sec.Ed. 922	Principles of Instruction	3 q.h.
Found. 889	Small Computer Applications in the Classroom	3 q.h.
Engl. 918	Children's Literature	4 q.h.

**EARLY CHILDHOOD SPECIAL EDUCATION**

Sp.Ed. 858	Intervention Concepts and Strategies in Early Childhood	3 q.h.
Sp.Ed. 991	Referral and Assessment in Early Childhood Special Educ.	4 q.h.
Sp.Ed. 992	Teaching Methods in Early Childhood Special Education	4 q.h.
EMCE 859	Pre-Kindergarten Teaching Methods and Materials	4 q.h.
Engl. 918	Children's Literature	4 q.h.

**SUPERVISION**

Sec.Ed. 922	Principles of Instruction	3 q.h.
Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Ed.Adm. 949	School Law	3 q.h.
Ed.Adm. 954	School and Community Relations	3 q.h.

**VALIDATION IN GIFTED EDUCATION**

Certified teachers completing the master teacher program option in gifted and talented education will have satisfied the course requirements for Ohio validation in the area. Those wishing to acquire the validation prior to completion of the master's program must enroll as graduate students and complete the following coursework. It is recommended that such students enroll in the Gifted/Talented master's program option so that hours earned may be credited toward the degree.

Sp.Ed. 802	Education of Exceptional Children	4 q.h.
Sp.Ed. 874	Gifted and Talented Programs	4 q.h.
Sp.Ed. 878	Teaching Gifted and Talented Students	4 q.h.
Couns. 879	Consultation with Gifted/Talented Students & Their Families	4 q.h.
Found. 904	Educational Research	3 q.h.
Sp.Ed. 936	Nature and Needs of the Academically Gifted Child	4 q.h.
Sp.Ed. 989	Educational Assessment of Gifted/Talented Students	4 q.h.
Sp.Ed. 1040	Field Experience in Gifted and Talented Education	3 q.h.
Total		30 q.h.

**Early Childhood Special Education (ECSE) Option**

The ECSE option prepares students to teach young handicapped children as well as to develop cognitive and leadership skills appropriate to the specialization area. In addition to the general admission requirements for graduate programs in the School of Education, candidates must complete special admission requirements as follows:

- 1) A standard Pre-Kindergarten teaching certificate, an Elementary Education certificate with pre-K validation, or a Home Economics certificate with pre-K validation, plus Psychology 755 and Special Education 802 (or Special Education 731); or
- 2) A Special Teaching Certificate for Education of the Handicapped plus Psychology 755 and Elementary Education 859.

Students with minor deficiencies may be admitted to provisional graduate status and should request a transfer to regular status as soon as the deficiencies are met.

The ECSE option requires 48 quarter hours of specified graduate study. At the time of entry into the program, students are required to demonstrate/supply evidence of experience with typically developing preschool children. When the student does not have such experience, an additional 6 quarter hours of field experience will be required. All field hours are in addition to the required coursework including core, foundations, cognate and elective hours.

Those completing the program will be eligible for an Ohio validation for Early Education of Handicapped Children.

Successful completion of a comprehensive examination in the area of specialization is required before graduation.

1) Core Curriculum (23 quarter hours)

Sp.Ed. 858	Intervention Concepts and Strategies in ECSE	3 q.h.
Sp.Ed. 862	Principles of Interaction with Special Needs Students	3 q.h.
Sp.Ed. 991	Referral and Assessment in ECSE	4 q.h.
Sp.Ed. 992	Teaching Methods in ECSE	4 q.h.
Sp.Ed. 993	Health and Related Issues in Early Childhood	3 q.h.
Sp.Ed. 994	Field Experiences in ECSE	6-12 q.h.

(only 6 quarter hours will apply to the master's degree)

2) Foundations (9 quarter hours)

Found. 872	Statistical Methods in Education	3 q.h.
Found. 901	Philosophical Foundations of Education	3 q.h.
Found. 902	Sociological Aspects of Contemporary Education	3 q.h.
Found. 904	Educational Research	3 q.h.
Found. 905	History of American Education	3 q.h.
Psych. 903	Psychology of Learning	3 q.h.
Psych. 906	Human Growth and Development	3 q.h.

3) Cognate Areas (minimum of 9 quarter hours)

Intended to expose the student to one or two areas of need or interest and thus strengthen that student's proficiency as a professional in Early Childhood Special Education. Please note that a cognate area is not intended to qualify a person for certification. In some instances, however, students may be able to expand the work in a cognate area to meet the requirements for certification (or validation of an existing certificate) in that area. Some examples of appropriate cognate areas are listed below. Others may be selected with advisor's approval.

4) Electives (7 quarter hours) selected with advisor's approval.

Total hours required: 48 quarter hours

**Suggested Cognate Areas**

**SUPERVISION**

Sec.Ed. 946	The Supervision of Instruction	3 q.h.
Sec.Ed. 922	Principles of Instruction	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Ed.Adm. 954	School and Community Relations	3 q.h.
Ed.Adm. 949	School Law	3 q.h.

**EARLY CHILDHOOD**

EMCE 911	Early Childhood Programs	3 q.h.
EMCE 912	Curriculum and Methods in Early Childhood Education	4 q.h.
EMCE 913	Pre-School Education	3 q.h.
EMCE 914	Practicum in Early Childhood Education	3 q.h.

## Faculty Research Interests

**Bernadette J. Angle, Ph.D., Professor**

Inclusion of students with disabilities in the general education classroom; Ohio's experimental models for serving disabled children; reading education and learning disabilities students; strategies for assisting SLD children in the general education classroom

**Leonard L. Schaiper, Ed.D., Associate Professor**

Developing self-esteem and social skills of severe behaviorally handicapped students; learning styles; SBH programming

**Nancy Sweeney, Ph.D., Assistant Professor**

Pediatric or early childhood school psychology issues; gifted education; assessment issues in special education

## Admission Requirements

In addition to the minimum School of Graduate Studies admission requirements, the Special Education master's degree requires:

- 1) Applicant must have qualified for a teaching certificate in the area of special education or have completed all certification requirements except for student teaching. Applicants without a teaching certificate may be admitted on an individual basis provided that the certificate is received prior to the thirteenth quarter hour of graduate study.
- 2) A satisfactory score on the aptitude portion of the Graduate Record Examination, or on the Miller Analogies Test if unrecalculated undergraduate grade-point average is below 2.5.
- 3) Three professional recommendations.
- 4) An interview with the department chair.

## Degree Requirements

### General Option

A total of 48 quarter hours of course work, as indicated below, is required for the Master of Science in Education degree in special education.

Candidates will be expected to pass a comprehensive examination on the special education core curriculum. Consult your faculty advisor for details.

- 1) Foundations of Education: A minimum of 6 quarter hours, including:
 

Found. 904	Educational Research	3 q.h.
One additional graduate course in foundations of education, as approved by student's advisor.		3 q.h.
- 2) Core courses in special education (24 quarter hours)
 

Designed to provide students with advanced diagnostic/prescriptive skills applicable to a wide range of children's learning problems.

Sp.Ed. 976	Academic Assessment and Remediation in Special Education	3 q.h.
Sp.Ed. 978	Supervision and Administration in Special Education	3 q.h.
Sp.Ed. 979	Assessment and Remediation of Language and Cognitive Process Dysfunctions in Special Education	3 q.h.
Sp.Ed. 981	Seminar in Special Education	3 q.h.
Sp.Ed. 983	Major Concepts in Special Education	3 q.h.
Sp.Ed. 984	Educational Programs for Handicapped Children	3 q.h.
Sp.Ed. 985	Resource Rooms & Supplemental Services for Special Educ.	3 q.h.
Sp.Ed. 986	Severe Behavior Handicaps: Assess. and Classroom Mgmt.	3 q.h.

- 3) Cognate Areas: A minimum of 6 quarter hours must be selected within a cognate area by the student and advisor. These areas include:
- |                                   |                           |
|-----------------------------------|---------------------------|
| Foundations of Education          | Counseling Techniques     |
| Elementary Curriculum             | Human Relations           |
| Secondary Curriculum              | Remedial Reading          |
| Physical Education                | Early Childhood Education |
| Supervision and Administration    | Vocation Guidance         |
| Assessment/Prescriptive Skills    | Gifted Education          |
| Early Childhood Special Education |                           |
- 4) Electives: A maximum of 12 quarter hours approved by the student's advisor; may constitute an extension of the first, or the selection of a second, cognate area.

**Gifted and Talented Education Specialist Option**

The Gifted/Talented option prepares students to teach gifted and talented children as well as to develop advanced cognitive and leadership skills appropriate to the specialization area. Candidates must meet the general education requirements for graduate programs in the College of Education. Those completing the program will be eligible for Ohio validation in Gifted Education.

Successful completion of a comprehensive examination in the area of specialization is required before graduation.

Only certain upper-division undergraduate courses may be taken for graduate credit. Those that are in this category are listed in the courses section of this catalog. To earn graduate credit in an upper division course the student must have been admitted to the Graduate School at the time the course is taken. Courses taken for undergraduate credit cannot count toward fulfillment of a graduate degree. Consult your assigned advisor or the chair of Special Education for acceptable substitutions.

- 1) Core Curriculum (27 quarter hours)
- |             |   |        |
|-------------|---|--------|
| Sp.Ed. 802  | Education of Exceptional Children                           | 4 q.h. |
| Sp.Ed. 871  | Characteristics and Needs of Gifted Children                | 4 q.h. |
| Sp.Ed. 878  | Teaching Gifted and Talented Students                       | 4 q.h. |
| Couns. 879  | Consultation with Gifted/Talented Students & Their Families | 4 q.h. |
| Sec.Ed. 989 | Identification and Education of Gifted/Talented Children    | 4 q.h. |
| Sp.Ed. 1030 | Program Development in Gifted Education                     | 4 q.h. |
| Sp.Ed. 1040 | Field Experience in Gifted & Talented Education             | 3 q.h. |
- 2) Foundations (9 quarter hours)
- |            |  |        |
|------------|--|--------|
| Found. 872 | Statistical Methods in Education               | 3 q.h. |
| Found. 901 | Philosophical Foundations of Education         | 3 q.h. |
| Found. 902 | Sociological Aspects of Contemporary Education | 3 q.h. |
| Found. 904 | Educational Research (prereq.: Found. 872)     | 3 q.h. |
| Found. 905 | History of American Education                  | 3 q.h. |
- 3) Cognate Area (minimum of 9 quarter hours).  
 Intended to expose the student to an area of need or interest and thus strengthen that student's proficiency as a professional in gifted education. Please note that a cognate area is not intended to qualify a person for certification. In some instances, however, students may be able to expand the work in a cognate area so as to meet the requirements for certification (or validation of an existing certificate) in that area. Some examples of appropriate cognate areas follow. Others may be selected with advisor's approval.
- 4) Electives (3 quarter hours) with advisor's approval.

Total hours required: 48 quarter hours

## GIFTED EDUCATION

Sp.Ed. 871	Characteristics and Needs of Gifted Children	4 q.h.
Sp.Ed. 878	Teaching Gifted and Talented Students	4 q.h.
Sp.Ed. 989	Identification and Education of Gifted/Talented Children	4 q.h.
Couns. 879	Counseling Gifted/Talented Student and Their Families	4 q.h.
Sp.Ed. 1030	Program Development in Gifted Education	4 q.h.
Sp.Ed. 1040	Field Experience in Gifted/Talented Education	3 q.h.

## VALIDATION IN EARLY CHILDHOOD SPECIAL EDUCATION

Validation in Early Childhood Special Education (ECSE) may be added: 1) to an Ohio standard Pre-Kindergarten certificate, an Elementary Education certificate with pre-K validation, or a Home Economics Child Study certificate with pre-K validation, or 2) to an Ohio Special Teaching Certificate for Education of the Handicapped.

Those completing the master teacher program option in ECSE will have satisfied the course requirements for Ohio validation in the area. Qualified candidates wishing to acquire the validation prior to completion of the master's program must enroll as graduate students and complete the following coursework. It is recommended that such students enroll in the ECSE master's program option so that hours earned may be credited toward the degree.

Psych. 755	Developmental Psychology 1 (Child)	4 q.h.
EMCE 859 or		
H.Ec. 859	Kindergarten Teaching Methods and Materials	4 q.h.
Sp.Ed. 802	Education of Exceptional Children, or	
Sp.Ed. 731	Education of Young Handicapped Children	4 q.h.
Sp.Ed. 858	Intervention Concepts and Strategies in ECSE	3 q.h.
Sp.Ed. 862	Principles of Interaction with Special Needs Students	3 q.h.
Sp.Ed. 991	Referral and Assessment in ECSE	4 q.h.
Sp.Ed. 992	Teaching Methods in ECSE	4 q.h.
Sp.Ed. 993	Health and Related Issues in ECSE	3 q.h.
Sp.Ed. 994	Field Experience in ECSE	6-12 q.h.
(Minimum) Total		31 q.h.

## MASTER OF SCIENCE IN ENGINEERING

Programs in civil, electrical, and mechanical engineering, and materials science lead to the degree Master of Science in Engineering. An early placement program for the Ph.D. in engineering with Akron University is available. Check with the appropriate department for details. *Students interested in this program should follow the Traditional Option.*

## Early Childhood Special Education (ECSE) Option

## Admission Requirements

In addition to the requirements for admission to the School of Graduate Studies, applicants must show an unrecalculated grade-point average in undergraduate study of at least 2.75 (on a 4.0 scale) in the courses in the field of specialized study, and meet essentially all of the undergraduate prerequisites for the proposed field of graduate study. Applicants with lesser qualifications may be admitted on the basis of evaluation of their undergraduate record by the engineering department in which they wish to enroll. Applicants may be required to take certain courses, to be determined by their advisors, to make up deficiencies. The students will not be given credit toward the graduate degree for such courses.

## Degree Requirements

The above-listed departments offer two graduate program options: traditional and administrative.

### Traditional Option

At least 45 quarter hours are required, divided in the following manner:

- 1) Mathematics (8 quarter hours), usually
 

Math 910, 911	Advanced Engineering Mathematics I and II	4, 4 q.h.
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- 2) Interdepartmental Courses (12 quarter hours)
 

Ci.Egr. 941	Structural Mechanics	4 q.h.
Ci.Egr. 947	Finite Element Analysis	4 q.h.
Ci.Egr. 966	Air Pollution Control	4 q.h.
El.Egr. 901	Control Systems I	4 q.h.
El.Egr. 931	Digital Systems Engineering I	4 q.h.
El.Egr. 951	Network Analysis	4 q.h.
In.Egr. 825	Advanced Engineering Economy	4 q.h.
In.Egr. 901	Optimization Techniques	4 q.h.
In.Egr. 902	Digital Simulation	4 q.h.
Mt.Egr. 901	Fundamentals of Materials Science	4 q.h.
Mt.Egr. 903	Structural Properties/Characteristics of Materials	4 q.h.
Mt.Egr. 904	Mechanical Properties/Characteristics of Materials	4 q.h.
Mech. 963	Experimental Stress Analysis	4 q.h.
Mech. 982	Advanced Engineering Analysis	4 q.h.
Mech. 986	Theory of Continuous Medium	4 q.h.

Each student is required to complete at least one out-of-department engineering course. Other out-of-department engineering courses may be substituted with the approval of the student's advisor or committee.

- 3) Departmental Courses (25 quarter hours)

### Administrative Option

At least 48 quarter hours are required, divided in the following manner:

- 1) Out-of-Department Courses, (at least 20 quarter hours) from:
 

Acct. 900	Financial Accounting for Management	4 q.h.
Acct. 902*	Management Accounting Systems	4 q.h.
Econ. 901	Basic Economic Analysis	5 q.h.
Econ. 926	Aggregative Economics for Business Decision Making	4 q.h.
In.Egr. 801	Linear Programming	4 q.h.
In.Egr. 825	Advanced Engineering Economy	4 q.h.
In.Egr. 850	Introduction to Operations Research	4 q.h.
In.Egr. 901	Optimization Techniques	4 q.h.
In.Egr. 902	Digital Simulation	4 q.h.
In.Egr. 903	Engineering Statistics	4 q.h.
Fin. 900	Foundations of Finance	3 q.h.
Fin. 921	Financial Management	4 q.h.
Mgt. 900	The Foundation of Management	3 q.h.
Mgt. 915*	Research Methodology	4 q.h.
Mgt. 916*	Quantitative Analysis for Business Decisions	4 q.h.
Mgt. 917*	Management Information Systems	4 q.h.

\*The 900 course in the appropriate department—Accounting, Management, Marketing or an equivalent course—is prerequisite.



Mgt. 951*	Theory of Organization	4 q.h.
Mgt. 952*	Management Theory and Thought	3 q.h.
Mgt. 961*	Organizational Behavior	4 q.h.
Mgt. 966*	Operations Management II	4 q.h.
Mktg. 900	Foundations of Marketing	3 q.h.
Mktg. 942*	Marketing Administration	4 q.h.
Math 841	Mathematical Statistics II (prereq.: Math 743)	4 q.h.
Math 910	Advanced Engineering Mathematics I	4 q.h.
Math 911	Advanced Engineering Mathematics II	4 q.h.
Pub.Rel. 950	Theory and Practice of Public Relations	3 q.h.

\*The 900 course in the appropriate department—Accounting, Management, Marketing or an equivalent course—is prerequisite.

- 2) Departmental Courses (at least 28 quarter hours). This is a non-thesis option. One out-of-department engineering graduate course may be substituted with the approval of the student's advisor or committee.

## MASTER OF SCIENCE IN ENGINEERING

### CIVIL ENGINEERING

**Program Director:** Jack D. Bakos, Jr.  
267 Engineering Science Building  
(216) 742-3027

#### Program Description

Civil engineers apply scientific and engineering knowledge to protect and improve the public health and welfare by the intelligent shaping of our physical environment. Future civil engineers face exciting world-wide opportunities to participate in the development and management of an essential, safe, and cost-effective infrastructure and the management of environmental resources. Graduate study in Civil and Environmental Engineering provides students with the scientific and professional knowledge necessary for their field of interest and develops student abilities to formulate solutions to new and complex problems in the context of current environmental, social and economic considerations. These objectives are accomplished by flexible courses of study designed to meet the needs of the program's graduate students. Graduates find fulfilling careers in private industry, private consulting practices, governmental service, and by preparing doctoral-level people for research/teaching careers in colleges and universities throughout the world. The program includes traditional and administrative options and offers opportunities for advance studies in two general areas: structural/soil mechanics, and environmental/water resources engineering.

Facilities for advanced study and research are located in the Engineering Science Building, which houses a variety of well-equipped laboratories. A well-equipped machine shop and an electronic maintenance shop complement the laboratory facilities. Also included are the Structures and Materials Laboratory, Hydraulic/Fluid Mechanics Laboratory, Environmental Engineering Laboratory, Geotechnical Engineering Laboratory, and the Computational Lab, which provides numerous IBM-compatible 486 PCs. Additional computer resources are made available to the department through the services of the University Computer Center. A cooperative Ph.D., program with the University of Akron is available, thereby allowing faculty and students to participate in doctoral research activities.

## Faculty Research Interests

**Javed Alam, Ph.D., Professor**

Structural mechanics: finite element analysis, fracture mechanics, numerical methods in structural mechanics; computer applications in civil engineering; neural networks, expert systems, GIS and computer visualization

**Jack D. Bakos, Jr., Ph.D., Professor**

Structural mechanics; reinforced concrete design; steel design

**John N. Cernica, Ph.D., Professor**

Deep foundations: design techniques for drilled piers/corissons

**Shakir Husain, Ph.D., Associate Professor**

Pavement evaluation design; construction and management; highway material; traffic flow analysis and management

**Irfan A. Khan, Ph.D., Professor**

Surface and ground water hydrology; contaminant transport in porous media; irrigation management

**Scott C. Martin, Ph.D., Professor**

Water quality modeling; wetlands; aquatic chemistry; limnology; hazardous waste treatment

## Degree Requirements

At the time of initial enrollment, the student will be required to select an option (thesis, non-thesis or administrative) and specialization (structural, environmental, or water resources), and, in cooperation with an assigned department faculty member, will establish a coursework plan, including alternate course selections.

A minimum of 16 quarter hours of departmental courses plus a thesis (9 quarter hours) is required of all students participating in the 45 quarter hour traditional option. Upon completing the thesis, the student must orally present and successfully defend the thesis. The thesis requirement may be waived by the department chair, in which event the student will be required to take a total of 52 quarter hours of coursework with a minimum of 32 quarter hours of civil engineering courses. When 40 quarter hours of coursework have been completed, the non-thesis student must pass an oral and/or written examination. A student in the 48 quarter hour administrative option must pass an oral and/or written exam upon completion of the 28 quarter hour departmental requirement. The administrative option is geared for those candidates who have entered, or who are about to enter, the engineering administration field and, as such, is usually open only to those who have accumulated at least four years of professional experience or obtained P.E. status.

For purposes of fulfilling the 12 quarter hour interdepartment course requirement in the traditional thesis option, the environmental/water resources emphasis may include Civil Engineering 978—Water Resources Planning.

Thesis students who have registered for all required thesis hours and have completed all course requirements but have not finished the thesis are required to maintain current student status if they expect to receive or utilize any University service, e.g., parking, computer, library, advisor assistance, thesis defense, committee action, etc. This can normally be accomplished by registering for at least one hour of Civil Engineering 992.

## MASTER OF SCIENCE IN ENGINEERING

### ELECTRICAL ENGINEERING

**Program Director:** Salvatore R. Pansino  
276 Engineering Science Building  
(216) 742-3012

#### Program Description

The Department of Electrical Engineering provides opportunities for post-baccalaureate study toward the M.S. in Engr. degree. These opportunities serve the practicing engineer as well as the student who wants to pursue advanced graduate study and research. Thesis, nonthesis and administrative options are available. Each option requires a minimum of 48 quarter hours.

Areas of study include control systems, digital systems, microprocessor applications, computer-aided design, power systems and sensors. Study in these or other areas will depend upon faculty availability. The student is encouraged to interact with the faculty and explore these opportunities.

#### Faculty Research Interests

**Robert H. Foulkes, Jr., Ph.D., Professor**  
Control systems; signal analysis; system design

**Jalal Jalali, Ph.D., Associate Professor**  
Power systems; control systems; electromagnetic fields; reliability

**Philip C. Munro, Ph.D., Professor**  
Computer-aided design; device and circuit modeling; solid state devices

**Salvatore R. Pansino, Ph.D., Professor**  
Sensors; data acquisition; communications; virtual reality

**Duane F. Rost, Ph.D., Professor**  
Electromagnetic energy conversion; fiber optics; space experiments (NASA)

**Samuel J. Skarote, M.S., Professor**  
Microprocessors; robotics; digital systems

#### Degree Requirements

The student's program committee is normally assigned during the student's first quarter of enrollment. In conjunction with the student, this committee will outline a course of study and determine the actual degree requirements. More details may be obtained from the department and elsewhere in this catalog.

# MASTER OF SCIENCE IN ENGINEERING

## MATERIALS SCIENCE

**Program Director:** Richard W. Jones  
216 Engineering Science Building  
(216) 742-1735

### Program Description

The Materials Science program offers a broad spectrum treatment of basic concepts, properties, and processing of metals, ceramics, polymer, and composite materials. Emphasis in the curriculum is placed on mechanical properties, failure analysis, and processing of these materials. While the primary goal of the program is to provide graduate-level studies for students interested in industrial careers, the curriculum also prepares students for advanced study at the doctoral level.

### Faculty Research Interests

**Shaffiq Ahmed, Ph.D., Professor**  
Theory and processing of metals and superalloys

**Richard W. Jones, Ph.D., Professor**  
Computer modeling for materials processing

**Robert A. McCoy, D.E., Professor**  
Failure analysis of materials

### Admission Requirements

For admission to the Materials Science program the candidate must have a bachelor's degree in engineering or in a natural science (physics, chemistry, or mathematics). Any candidate not holding an undergraduate degree in materials/metallurgy/ceramics may be required to take Materials Engineering 606, and will be required to take Materials Science 901 and 901L. None of these courses will be given credit toward the graduate degree.

### Degree Requirements

A thesis, a non-thesis, and an administrative option are available in the program. Requirements for the administrative option are described elsewhere in this catalog.

For the thesis and non-thesis options the student must complete a minimum of 48 quarter hours, 12 quarter hours of which must be in mathematics and other engineering disciplines. Both of these options require Materials Science 903, 904, 915, 924, 925, and 980. In addition to these requirements the non-thesis option also requires Materials Science 976.

For details of the graduation requirements (including substitution for required courses), course scheduling, thesis requirements and other program regulations, contact the Director of Materials Engineering.

# MASTER OF SCIENCE IN ENGINEERING

## MECHANICAL ENGINEERING

**Program Director:** Frank J. Tarantine  
201 Engineering Science Building  
(216) 742-3016

### Program Description

The Department of Mechanical Engineering offers the M.S. in Engineering degree with two options: the traditional option which seeks to deepen the student's theoretical knowledge and strengthen his/her ability to solve more advanced engineering problems; and the administrative option, which is structured for engineers who wish to include in their program preparation for managerial positions in engineering, industry, construction, and governmental organizations. The program seeks to strengthen the student's knowledge in a specialty area and includes suitable coursework in human relations, financial, economic, quantitative, technical and legal subjects related to management.

The department has excellent computer and laboratory facilities which provide for the following design and research capabilities: solid modeling; FEA in stress analysis, structural dynamics, and heat transfer; experimental stress analysis, vibrations and noise control; heat transfer and fluid dynamics.

### Faculty Research Interests

**Hyun W. Kim, Ph.D., Associate Professor**  
Computational and experimental heat transfer; alternative energy sources, analysis and design

**Ganesh Kudav, Ph.D., Assistant Professor**  
Computational and experimental heat transfer and fluid dynamics; neural networks for engineering applications; energy and exergy conversion and analysis; dynamic systems analysis

**Daniel H. Suchora, Ph.D., Professor**  
Kinematics and dynamics of machines; finite element analysis for stress in dynamic analysis

### Degree Requirements

Two general areas of specialization in coursework and research are offered: mechanics of rigid and deformable solids, and heat and fluid flow.

Students pursuing the traditional option will be assigned to a graduate committee after completing a minimum of 12 quarter hours, including Mathematics 910 and Mechanical Engineering 982. The committee, in consultation with the student, will plan the remaining coursework and determine if the program is to include a thesis. A maximum of nine quarter hours of credit toward the degree may be obtained for *Thesis* and *Graduate Projects*. If a thesis is undertaken, the student will be required to defend it in an oral examination. If a thesis is not undertaken, the student will be required to take at least three quarter hours of coursework beyond the minimum of 45 required for the degree. At the discretion of the graduate committee, a student may be required to take a qualifying examination as a degree requirement.

In the traditional option, Mathematics 910, Mathematics 911 and Mechanical Engineering 982 are required of all mechanical engineering students, along with the completion of 16 quarter hours of 900-level mechanical engineering courses (excluding *Thesis* and *Graduate Projects*).

The requirements of the administrative option were outlined previously. Mechanical engineering students selecting this option are required to complete 16 quarter hours of 900-level mechanical engineering courses including Mechanical Engineering 982, but excluding *Graduate Projects*.

## Courses

### ACCOUNTING AND FINANCE

James A. Tackett, *Chair of the Department*  
620 Williamson Hall  
(216) 742-3084

#### Accounting

900. *Financial Accounting for Management*. A survey of the fundamental concept of financial accounting with an emphasis upon the interpretation and use of financial accounting information for administrative purposes. (Not applicable toward the M.B.A.) 4 q.h.

902. *Management Accounting Systems*. A study of the managerial aspects of accounting with an emphasis upon the preparation and interpretation of accounting reports of an organization for its internal users such as president and managers. Uses of relevant and timely accounting information in decision making, planning and control, capital budgeting, product costing and pricing, and transfer pricing are discussed in detail. Applications of quantitative techniques and behavioral aspects of accounting are also reviewed. Not available for credit to M.B.A. students in the accounting concentration. Prereq.: Acct. 900. 4 q.h.

903. *Fundamental Concepts of Taxation*. A study of the basic concepts of income taxation in the United States affecting individuals and businesses including an examination of the consequences of property transactions, basis, gains and losses, nonrecognition of income provisions, depreciation recapture and investment credit. Prereq.: Acct. 900 or equivalent. Not available for credit to M.B.A. students in the accounting concentration. 4 q.h.

905. *Business Tax Planning I*. A study of income tax laws concerning corporations generally and including the creation of corporations, distributions from corporations, stock redemptions, personal holding companies, collapsible corporations, thin corporations, and unreasonable accumulation of earnings. Prereq.: Acct. 814 or 903. 4 q.h.

906. *Estate Planning*. A study of the tax implications involving estates. Emphasis on the importance of estate planning; the devices available for use in such planning, effective uses of lifetime gifts, trusts, life insurance, pension plans, profit sharing, and other fringe benefit plans. The effects of state inheritance tax and property laws upon estate planning will be emphasized. Prereq.: C or better in Acct. 707 or 813. 3 q.h.

908. *Auditing Theory and Practice*. A study of auditing standards and procedures, use of statistical and other quantitative techniques and auditing electronic data processing installations. Other topics include practice before the Securities and Exchange Commission, special reporting problems, current developments in auditing, professional ethics and responsibilities, and extensions of the attest function. Prereq.: Acct. 808. 4 q.h.

909. *Management Information and Control Systems*. A study of the formalized set of interrelated methods, procedures and equipment utilized in developing, processing, storing and reporting business financial and statistical information. The major emphasis is on computerized systems, although some attention is also given to manual operations and/or subsystems. Prereq.: Acct. 601, 900 and 902. 4 q.h.

912. *Advanced Management and Cost Accounting*. An examination of the managerial uses of accounting information for planning and control and an investigation of cost accounting theory and practice. Prereq.: Acct. 711. 4 q.h.

915. *Research Techniques*. Nature, methods and techniques of research and the use of research by management; the scientific method in business, sampling theory, variable analysis and research cases. 3 q.h.

930. *Accounting Theory*. A survey of the history and development of accounting conventions, concepts and principles leading to an intensive study of contemporary thought relative to income determination and asset valuation. Prereq.: Acct. 703, 704, 705, or equivalent. 4 q.h.

940. *International Accounting*. A study of the international dimensions of accounting, including such topics as the pattern of accounting development found in other nations, differences in accounting between the United States and other countries, the promulgation of worldwide accounting standards and the accounting problems associated with multinational corporation operations, including translation of foreign currency financial statements. Prereq.: Acct. 930 or 902. 3 q.h.

960. *Seminar in Accounting*. Specific topics selected by the staff from timely and controversial work published in the field. Prereq.: All core courses, plus at least 9 hours (900-level) in the accounting concentration, or permission of instructor. 3 q.h.

975. *Business Tax Planning II*. This course continues the study of income tax laws concerning corporations generally, including Subchapter S corporations, corporate reorganizations, partnership taxation, and tax administration and practice. Prereq.: Acct. 905. 3 q.h.

980. *Governmental and Non-Profit Accounting*. A study of accounting systems for federal, state and local governmental agencies and other not-for-profit organizations. (Not available for credit to students who have had Acct. 820.) Prereq.: Acct. 900 or equivalent. 3 q.h.

996. *Research Problems*. Special projects undertaken by M.B.A. students under the direction of faculty members of professorial rank. The exact number to be used will be determined by the nature of the project. Credit will be determined in each case in the light of the nature and extent of the project. 1-6 q.h.

998. *Thesis*. 6 q.h.

## Finance

900. *Foundations of Finance*. A survey of the fundamental concepts of the business finance discipline. Emphasis is given to the role of finance in the firm; the capital budgeting decision tools, including present value analysis; and the mechanics of efficient short-term funds use. (Not applicable toward the M.B.A.) Prereq.: Acct. 900, Econ. 624 and 901. 3 q.h.

901. *Foundations of Finance and Financial Accounting*. A review of basic accounting systems and financial statements for service, merchandising and manufacturing businesses, followed by a review of basic business finance focusing on the need for timely, useful information for decision making. Emphasis is placed on how financial information is generated, processed and used in a business environment. (Available to E.M.B.A. students only; a pre-E.M.B.A. course.) 4 q.h.

921. *Financial Management*. A study of business finance through the use of case study analysis, including relevant articles and text material. Major topics deal with working capital management, net present value — IRR, lease vs. buy, and the cost of capital. Case analysis is used to integrate financial theory into an applied managerial decision-making context. Prereq.: Acct. 900, Econ. 900, Econ. 901, and Fin. 900. 4 q.h.

922. *Capital Management*. Managerial economics of capital budgeting, sourcing, rationing and control for large enterprises; forecasting demand and internal generation of capital; intangible capital investments; administration of capital appropriations; public policy implications. Prereq.: Fin. 921, Mgmt. 916, or permission of instructor. 3 q.h.

923. *Portfolio Analysis*. The major emphasis will be on selection in both theory and practice by applying the appropriate analytical principles and techniques to fixed income, securities, common stocks, and senior securities with speculative features. A research paper involving the application of analytical techniques is a requirement. Prereq.: Fin. 921. 4 q.h.

924. *Securities Analysis*. The major emphasis will be an in-depth fundamental analysis on the investment merits of the common stock of a firm. This study will be accomplished by applying the appropriate analytical principles and valuation techniques to the firm's financial statements. A research paper will be required. Prereq.: Fin. 921. 4 q.h.

939. *Readings and Cases in International Accounting and Finance*. A cross-functional examination of selected topics in international accounting and finance with emphasis on developing research and problem-solving skills. Cases will be presented that teach the strategy and tactics of multinational corporate reporting and financial management. Prereq.: Fin. 838. 4 q.h.

940. *Corporate Financial Strategy*. A capstone course in corporate finance designed to provide the advanced graduate student with an understanding of the strengths and weaknesses of standard models and theories presented earlier in the finance curriculum. The course will utilize readings and cases to investigate topics such as: capital budgeting, capital structure, sources of financing, risk management, the dividend decision, mergers and acquisitions, and corporate restructuring. Prereq.: Fin. 921. 4 q.h.

968. *Special Topics in Finance*. Topics may vary from quarter to quarter and will be announced with prerequisites and hours. May be repeated. 1-3 q.h.

970. *Seminar in Finance*. Specific topics selected by the staff from timely and controversial work published in the field. Prereq.: All core courses, plus at least 9 hours (900-level) in the finance concentration, or permission of instructor. 3 q.h.

996. *Research Problems*. Research under the supervision of a graduate faculty member with the approval of the department chair. Credit will be determined in each case in the light of the nature and extent of the project. 1-6 q.h.

998. *Thesis*. 6 q.h.

## ART

Susan C. Russo, *Chair of the Department*  
4001 Bliss Hall  
(216) 742-3627

- 806. *Indian Art* (3 q.h.)
- 808. *Twentieth-Century Art to 1945* (4 q.h.)
- 809. *Twentieth-Century Art from 1945* (4 q.h.)
- 810.\* *Ceramics 3* (4 q.h.)
- 811.\* *Ceramics 4* (4 q.h.)
- 816. *Introduction to Museum Practices* (5 q.h.)
- 822.\* *Puppetry and Stage Construction* (3 q.h.)
- 870.\* *Advanced Printmaking* (1-8 q.h.)
- 880.\* *Photography 6* (5-10 q.h.)
- 890. *Problems in Art History* (1-9 q.h.)

920. *Seminar in Art Education*. Problems and projects that pertain to the teaching of art at various levels of learning within our schools. The graduate program includes both studio work and pedagogical studies. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Permission of instructor. 2-5 q.h.

\*additional fee required



## 94 COURSES

925. *Research in Art Education*. An individual and inventive approach to solving existing problems in art education based upon the philosophy, psychology, principles, practices, and perceptions of past and contemporary trends in art education. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Art 920 and permission of instructor. 5 q.h.

950.\* *Studio Problems in Painting*. Individual research of two-dimensional form through various media including oil, acrylic, water color, collage, etc. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Permission of instructor. 5 q.h.

951.\* *Studio Problems in Painting*. Continuation of 950. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Art 950. 5 q.h.

952.\* *Studio Problems in Painting*. Continuation of 951. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Art 951. 2-5 q.h.

960.\* *Studio Problems in Sculpture*. Individual research of plastic form through various media including plastics, wood, stone, metals, and related materials. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Permission of instructor. 5 q.h.

961.\* *Studio Problems in Sculpture*. Continuation of 960. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Art 960. 5 q.h.

962.\* *Studio Problems in Sculpture*. Continuation of 961. May be repeated for a maximum of 10 quarter hours credit. Prereq.: Art 961. 2-5 q.h.

## BIOLOGICAL SCIENCES

Anthony E. Sobota, *Chair of the Department*  
4037 Ward Beecher Hall  
(216) 742-3601

803.\* Population and Community Ecology (5 q.h.)

804. Aquatic Ecology (4 q.h.)

804L.\* Aquatic Ecology Laboratory (2 q.h.)

805.\* Ichthyology (4 q.h.)

806. Field Ecology (5 q.h.)

809.\* Concepts of Developmental Biology (4 q.h.)

812.\* Mycology (4 q.h.)

819.\* Taxonomy of Flowering Plants (5 q.h.)

821.\* Plant Anatomy (5 q.h.)

822.\* Plant Physiology (5 q.h.)

823. Molecular and Population Genetics (4 q.h.)

824.\* Bacterial and Viral Physiology (4 q.h.)

825.\* Radioisotopes in Biology (4 q.h.)

827.\* Gene Manipulation (4 q.h.)

830.\* Immunology (5 q.h.)

832. Principles of Neurobiology (4 q.h.)

833. Mammalian Endocrinology (4 q.h.)

834.\* 835\*. Vertebrate Physiology I and II (5+5 q.h.)

836. Molecular Biology of the Cell (3 q.h.)

836L.\* Molecular Biology of the Cell Laboratory (2 q.h.)

837.\* Cytology and Techniques (4 q.h.)

838.\* Biology of Enzymes (4 q.h.)

840.\* Pathogenic Bacteriology (4 q.h.)

\*additional fee required

- 841.\* Animal Parasitology (4 q.h.)  
 842. Advanced Parasitology (4 q.h.)  
 844. Physiology of Reproduction (4 q.h.)  
 853. Biometry (4 q.h.)  
 860. Evolution (4 q.h.)  
 861. Sociobiology (3 q.h.)  
 872.\* Protozoology (4 q.h.)  
 873.\* Mammalogy (4 q.h.)

950.\* *Comparative Animal Physiology I*. Evolutionary development of respiratory, circulatory, nervous, and muscle systems in animal kingdom. Three hours lecture and four hours laboratory per week. Prereq.: Biol. 835. 5 q.h.

951. *Developmental and Comparative Neurobiology*. Developmental and evolutionary principles as applied to neurobiology. This course is offered at the Northeastern Ohio Universities College of Medicine by their faculty. Prereq.: Biol. 792 or equivalent. 4 q.h.

952. *Experimental Design*. Controlling variables, experimental design, and treatment of data from biological experiments. Prereq.: Biol. 853. 4 q.h.

953.\* *Quantitative Ecology*. Quantitative aspects of populations and communities with emphasis on the development of mathematical models used to simulate complex ecological interactions. Two hours lecture and four hours laboratory per week. Prereq.: Biol. 803 or 952, 853 or 954, and one year of college calculus. 4 q.h.

954. *Advanced Ecology*. Interrelationships of species within the community and their influence upon the ecosystem. Prereq.: Biol. 803. 4 q.h.

956. *Physiological Ecology*. The study of physiological and behavioral adaptations of vertebrates faced with selected environmental stresses of their habitats. Includes metabolism, thermo and osmoregulation. Prereq.: Biol. 834 and 803. 4 q.h.

959.\* *Analytical Cytochemistry*. An analysis of cell and tissue structure by use of histochemical and cytochemical techniques, including microspectrophotometry, high resolution electrophoresis, autoradiography, and high pressure liquid and gas chromatography. Two hours lecture and four hours laboratory per week. Prereq.: Graduate standing or permission of instructor. 4 q.h.

960. *Plant Growth and Development*. Motivating forces of plant development. Prereq.: Biol. 790. 4 q.h.

962.\* *Medical Mycology*. Morphology, physiology, and epidemiology of medically important fungi. Two hours lecture and four hours laboratory per week. Prereq.: Biol. 702. 4 q.h.

963.\* *Virology*. Study of plant and animal viruses. Two hours lecture and four hours laboratory per week. Prereq.: Biol. 702. 4 q.h.

964. *Microbial Genetics*. An examination of bacterial properties and functions in terms of their underlying genetic and biochemical mechanisms. Prereq.: Biol. 790 or permission of instructor. 4 q.h.

965.\* *Principles of Electron Microscopy*. Students must demonstrate a proficiency in the careful and efficient use of the scanning electron microscope and the application of supplemental equipment for specimen preparation such as the vacuum evaporator, critical point drying apparatus, and sputter-coater. Prereq.: Biol. 837 or equivalent. 3 q.h.

967. *Human Gross Anatomy*. An intensive study of human macromorphology. This course is offered at the Northeastern Ohio Universities College of Medicine by their faculty. Prereq.: Biol. 775 or 710, or equivalent. 5 q.h.

\*additional fee required

968. *Microscopic Anatomy*. Morphological basis for normal and disturbed functions. Structure and function relationships in human microscopic anatomy. This course is offered at the Northeastern Ohio Universities College of Medicine by their faculty. Prereq.: Biol. 713 and 713L or equivalent. 5 q.h.

969. *Functional Neuroanatomy*. Study of structure and function of the mammalian nervous system with emphasis on the human. This course is offered at the Northeastern Ohio Universities College of Medicine by their faculty. Prereq.: Biol. 792 or equivalent. 5 q.h.

972. *Systematic Zoology*. Principles, significance, and procedure of zoological taxonomy. Prereq.: Biol. 701. 3 q.h.

974. *Neuroendocrinology*. Current concepts of neuroendocrine processes will be discussed. Prereq.: Biol. 833 or equivalent. 4 q.h.

988. *Seminar in Biological Sciences*. May be repeated up to 2 q.h. 1 q.h.

989. *Arranged Independent Study*. Study that is supervised by a faculty member. May be repeated up to 4 q.h. Prereq.: Permission of instructor. 2 q.h.

990. *Master's Thesis Research*. Research selected and supervised by departmental advisor and approved by graduate faculty of Biology Department and Dean of Graduate School. Prereq.: Acceptance by departmental committee. 1-15 q.h.

**A maximum of four quarter hours of Topics may be taken:**

991. *Botany Topics*. Arranged course in botany. Prereq.: Permission of instructor. 2-4 q.h.

992. *Invertebrate Zoology Topics*. Arranged courses on subjects of invertebrate zoology. Prereq.: Permission of instructor. 2-4 q.h.

993. *Vertebrate Zoology Topics*. Arranged courses on aspects of vertebrate zoology. Prereq.: Permission of instructor. 2-4 q.h.

994. *Genetics and Evolution Topics*. Arranged courses in principles of genetics and forces of evolution. Prereq.: Permission of instructor. 2-4 q.h.

995. *Parasitology Topics*. Arranged courses in field of parasitology. Prereq.: Permission of instructor. 2-4 q.h.

996. *Environmental Biological Topics*. Arranged courses in terrestrial and aquatic ecology. Prereq.: Permission of instructor. 2-4 q.h.

997. *Molecular Biology Topics*. Arranged courses in subjects at molecular level of life. Prereq.: Permission of instructor. 2-4 q.h.

998. *Vertebrate Physiology Topics*. Arranged courses for advanced topics in vertebrate physiology. Prereq.: Biol. 835 and permission of instructor. 2-4 q.h.

999. *Cell Biology Topics*. Arranged courses for advanced topics in cell biology. Prereq.: Biol. 836 and permission of instructor. 2-4 q.h.

1000. *Microbiology Topics*. Arranged courses on subjects of microbiology. Prereq.: Background appropriate to specific topic. 2-4 q.h.

1001. *Mammalian Endocrinology Topics*. Arranged courses on subjects of mammalian endocrinology. Prereq.: Background appropriate to specific topic. 2-4 q.h.

1002. *Special Topics*. Advanced topics in medical education covering areas not otherwise available. This course is offered at the Northeastern Ohio Universities College of Medicine by their faculty. Prereq.: Background appropriate to specific topic. 3 q.h.

1003. *Neurobiology Topics*. Arranged course on subjects of neurobiology. Prereq.: Background appropriate to specific topic. 2-4 q.h.

1010.\* *Techniques in Animal Tissue Culture*. Procedures for in vitro culture of cells from tissues and organs including preparation of culture media and maintenance of primary and secondary cultures. Two hours lecture and four hours laboratory per week. Prereq.: Biol. 702 or equivalent. 4 q.h.

## BUSINESS INFORMATION SYSTEMS

Violet F. Boggess, *Chair of the Department*  
3077 Cushwa Hall  
(216) 742-3336

820. Techniques of Office Simulation Procedures (4 q.h.)

826. Teaching Intensive and Cooperative Office Education (4 q.h.)

831. Alternate Shorthand Systems (3 q.h.)

860. Principles and Problems of Business Education (3 q.h.)

904. *The Improvement of Teaching Business Communication*. Communication theory; techniques and materials for teaching business letter writing, business report writing, oral communication in business, and business English. Prereq.: BIS 704 or equivalent. 3 q.h.

910. *The Improvement of Teaching Shorthand*. Techniques and materials for the teacher of shorthand and transcription. Research is emphasized. Prereq.: BIS 830 or permission of instructor. 3 q.h.

920. *The Improvement of Teaching Typewriting*. Techniques and materials for the teacher of typewriting. Research is emphasized. Prereq.: BIS 810 or permission of instructor. 3 q.h.

930. *The Improvement of Teaching Basic Business*. Techniques and materials for the teacher of the basic business subjects, including general business, business law, and consumer economics. Research is emphasized. Prereq.: S.Educ. 800B or permission of instructor. 3 q.h.

940. *The Improvement of Teaching Bookkeeping and Accounting*. Techniques and materials for the teacher of bookkeeping and accounting. Research is emphasized. Prereq.: S.Educ. 800D or permission of instructor. 3 q.h.

950. *The Improvement of Teaching Office Practice and Office Machines*. Techniques and materials for the teacher of office practice and office machines. Research is emphasized. Prereq.: S.Educ. 800P or permission of instructor. 3 q.h.

980. *Seminar in Business Education*. Study of selected topics chosen by the business education staff. May be repeated by non-degree student. Prereq.: Permission of instructor. 1-4 q.h.

\*additional fee required

## CHEMICAL ENGINEERING

Soon-Sik Lim, *Chair of the Department*

2030 Engineering Science Building

(216) 742-3020

- 805. Principles of Biomedical Engineering (4 q.h.)
- 817. Management of Nuclear By-Products (1 q.h.)
- 830. Introduction to Nuclear Reactors (3 q.h.)
- 831. Introduction to Nuclear Materials (3 q.h.)
- 835. Introduction to Nuclear Fusion (3 q.h.)
- 886. Nuclear Reactor Design (4 q.h.)

## CHEMISTRY

Thomas N. Dobbstein, *Chair of the Department*

5053 Ward Beecher Hall

(216) 742-3663

- 801. Elements of Physical Chemistry (4 q.h.)

Note: The above course may not be counted toward an M.S. in chemistry, but may be taken for graduate credit by students in other programs.

- 803\*, 804\*. Chemical Instrumentation I, II (4+3 q.h.)

- 805. Applied Spectroscopy (3 q.h.)

- 807\*. Chemical-Instrumentation Interfacing (4 q.h.)

- 813. Thermodynamics and Kinetics (3 q.h.)

- 821. Intermediate Organic Chemistry (3 q.h.)

- 822\*. Organic Analysis (3 q.h.)

- 823\*. Organic Synthesis (3 q.h.)

- 824. Polymer Chemistry (3 q.h.)

- 825\*. Polymer Chemistry Laboratory (3 q.h.)

- 829, 830. Inorganic Chemistry II, III (2+2 q.h.)

- 831\*. Inorganic Chemistry Laboratory (2 q.h.)

- 835. Nuclear Chemistry and Its Applications (3 q.h.)

- 836. Chemical Bonding and Structure (3 q.h.)

- 864. Chemical Toxicology (3 q.h.)

911. *Advanced Analytical Chemistry*. The theoretical foundation of analysis with emphasis on recent analytical developments and the current literature. Prereq.: Chem. 741 or 801. 3 q.h.

913\*. *Clinical Chemical Instrumentation*. The principles and uses of instrumental techniques as applied to clinical laboratory separation, characterization and analysis. Two hours lecture and three hours laboratory. Prereq.: Chem. 604. 3 q.h.

915\*. *Automation in Clinical Chemistry*. The interfacing of laboratory instrumentation with data processing equipment. Two hours lecture and three hours laboratory. Prereq.: Chem. 803 or 913. 3 q.h.

922, 923, 924. *Principles of Biochemistry I, II, III*. A comprehensive study of modern biochemistry. The molecular constituents of living organisms and their dynamic interrelationships will be discussed. Prereq.: Chem. 721 or 793; prereq. or concurrent, Chem. 739 or 801 for 922; 740 or 801 for 923. 3+3+3 q.h.

\*additional fee required

925\*, 926\* *Biochemical Techniques*. A laboratory course designed to familiarize the student with biochemical methodology and illustrate experimentally some important biochemical principles. Experiments include the isolation, purification, and characterization of enzymes, nucleic acids, and other biological materials as well as a study of metabolic processes. Need not be taken in sequence. Six hours of laboratory including discussions. Prereq. or concurrent: Chem. 923. 2+2 q.h.

931. *Advanced Inorganic Chemistry*. Current theories and types of bonding. Modern structural principles with applications in inorganic and coordination chemistry. Prereq.: Chem. 829 or 830, or equivalent. 3 q.h.

935, 936. *Nuclear Chemistry I, II*. The principles and experimental procedures used in the study of nuclear transformations, natural and artificial disintegration. Prereq.: Chem. 835 or 741; 935 prereq. to 936. 3+2 q.h.

941. *Advanced Organic Chemistry*. Reaction mechanisms and physical organic chemistry. Prereq.: Chem. 721 and either 741 or 801. 3 q.h.

943. *Medicinal Organic Compounds*. An introduction to the chemistry and biological activity of organic medicinal compounds. Prereq.: Chem. 721. 3 q.h.

944. *Natural Products*. The chemistry of natural products, such as alkaloids, terpenes, antibiotics and steroids, will be covered. 3 q.h.

945. *Advanced Polymer Chemistry*. A study of the polymerization process and the relationship between structure and polymer properties. Prereq.: Chem. 824. 3 q.h.

946. *Biomedical Polymers*. A survey of biomedical polymers, biopolymers, pseudo-enzymes, and other related topics. Prereq.: Chem. 824 or 922. 3 q.h.

951. *Advanced Physical Chemistry I*. Application of quantum chemistry to spectroscopy, kinetics and thermodynamics. Prereq.: Chem. 741. 3 q.h.

952. *Advanced Physical Chemistry II*. Further development of quantum theory as applied to chemical systems. Prereq.: Chem. 951. 3 q.h.

955. *Statistical Mechanics*. Principles and methods of statistical mechanics; classical and quantum statistics with applications to gases, liquids, and solids. Prereq.: Chem. 951 or permission of instructor. 3 q.h.

961. *Clinical Chemistry I*. Principles and methods of clinical chemistry including general laboratory procedures, quality control, and normal values. The chemistry of carbohydrates, proteins, lipids, and electrolytes including renal, liver, and pancreatic function tests, is discussed. Prereq.: Chem. 923. 3 q.h.

962. *Clinical Chemistry II*. Principles and methods of clinical enzymology, endocrinology, and toxicology including thyroid and cortical function tests will be covered. Prereq.: Chem. 961. 3 q.h.

963. *Clinical Chemistry Practicum*. Operation and management of the hospital clinical laboratory. The student will spend ten weeks fulltime in an affiliated hospital laboratory. Prereq.: Chem. 913, 961 and consent of chair of the Chemistry Department. Applications for this course must be received by the chair of the Chemistry Department during the first week of the quarter prior to the quarter in which the student wishes to register for the practicum. 3 q.h.

969. *Laboratory Problems*. A laboratory course which stresses individual effort in solving chemical problems. Not applicable to the M.S. degree in chemistry. Recommended for high school chemistry teachers. May be repeated up to 9 q.h. Prereq.: An undergraduate minor in chemistry. 3 q.h.

\*additional fee required

965. *Special Topics*. The application, in civil engineering, of special topics selected by the faculty from fields of current research interest or special emphasis. May be repeated up to 8 q.h. 4 q.h.

966. *Air Pollution Control*. Sources of air pollution. Effects of air pollution, air pollutants, and plume dispersion. Air pollution control methods and equipment to include monitoring techniques. 4 q.h.

967. *Theory and Design of Sewage Systems and Sewage Treatment Plants*. Theory of the various procedures and techniques utilized in the treatment of sewage. Design of sewage treatment facilities. 4 q.h.

968. *Industrial Waste Treatment*. Methods of control of pollution from industrial sources. Neutralization, equalization, and proportioning of wastes. Joint treatment of industrial wastes with municipal waste. Major industrial wastes and their treatment. Prereq.: Ci.Eng. 837 or equivalent. 4 q.h.

969. *Sanitary Engineering Laboratory*. Theory and methods for chemical analysis of water, sewage, and industrial wastes. 4 q.h.

970. *Solid Waste Management*. Sources of solid waste. Collection and transport of solid wastes. Processing techniques. Disposal methods. Recovery and conversion of solid wastes. Hazardous waste and their management. Prereq.: Ci.Eng. 736 or equivalent. 4 q.h.

971. *Stream Pollution Control*. Biological and hydrological aspects of stream pollution control. Stream reaeration. Oxygen sag analysis. Efficient use of waste assimilation capacity. Prereq.: Ci.Eng. 837 or equivalent. 4 q.h.

972. *Advanced Studies in Environmental Engineering*. Current topics in physical, chemical, and biological treatment of water and wastewaters, air and land pollution control methods. Three hours lecture and three hours laboratory. Prereq.: Ci.Eng. 837 or equivalent. 4 q.h.

973. *Intermediate Fluid Mechanics*. Fluid properties. Basic laws for a control volume. Kinematics of fluid flow. Dynamics of frictionless incompressible flow. Basic hydrodynamics. Equations of motion for viscous flow, viscous flow applications, boundary layer theory. Unsteady flow. 4 q.h.

974. *Environmental Systems Engineering*. Principles of systems approach in formulating and analyzing environmental problems and design of pollution control facilities. (This course involves extensive use of computers.) Prereq.: Ci.Eng. 837 or equivalent and knowledge of Fortran programming. 4 q.h.

975. *Theory and Design of Water Treatment Processes*. Theory of the various procedures and techniques utilized in the treatment of water for municipal and industrial use. Review of water quality criteria. Design of water purification facilities. 4 q.h.

976. *Design of Small Dams*. Flood routing, reservoir engineering. Hydraulic design of small gravity, earth-fill and rock-fill dams, spillways, and energy dissipators. Prereq.: Ci.Eng. 717 and 775, or equivalents. 4 q.h.

977. *Advanced Hydrology*. Snow accumulation, melt and runoff; urban and small watershed hydrology; hydrologic design; digital simulation of hydraulic phenomena; critical review of current pertinent literature. Prereq.: Ci.Eng. 775 and In.Egr. 642, or equivalents. 4 q.h.

978. *Water Resources Planning*. The need and demand for water; project formulation; technical, economic, financial, social, environmental, and political considerations; data requirements; multi-purpose projects. Prereq.: In.Egr. 724 or equivalent. 4 q.h.

947\* *Finite Element Analysis*. An introduction to finite element techniques as applied to problems in structural mechanics. Direct and variational methods of element formulation with application to beams, beam-columns, frames, arches, thin plates, and shells. 4 q.h.

950. *Pavement Management Systems*. Concepts and principles of pavement design, performance, evaluation, maintenance, rehabilitation, and their integration into a pavement management system (PMS). A PMS software package developed by several state highway agencies will be utilized, and a small PMS using Data Base Management System (DBMS) and Knowledge Based Expert System (KBES) will be developed. 4 q.h.

951. *Construction Project Control*. Advanced topics of Program Evaluation and Review Technique (PERT) and Critical Path Method (CPM), and its application in construction project scheduling. Resource allocation and leveling, construction cost control, computer simulation of construction operations, and expert systems in construction. 4 q.h.

952. *Advanced Foundation Engineering*. Principles of mechanics of materials applied to foundation problems; stresses and deformations in soils, consolidation theory; shallow and deep foundations. 4 q.h.

953. *Flow Through Porous Media*. Analysis of seepage volume and stresses due to flow of water through soils in connection with dams, slopes, excavations, subsurface drainage and wells. 4 q.h.

954. *Theory of Plates*. Derivation of the classical equations and boundary conditions of thin plate analysis. Static and dynamic load analysis of rectangular and circular plates utilizing classical techniques, finite difference methods, and finite element methods; linear and nonlinear buckling characteristics using energy techniques. Prereq.: Ci.Eng. 941 or 910. 4 q.h.

955. *Theory of Shells*. Basic equations and boundary conditions of thin shell theory including both membrane and bending theories. Static and dynamic load analysis of shells of revolution including cylindrical, conical, and spherical shapes; linear and nonlinear buckling theory of shells. Prereq.: Ci.Eng. 954. 4 q.h.

956. *Advanced Soil Mechanics*. Development of shear strength theories, Mohr-Coulomb-Hvorslev equation, critical path concept, stability of slopes, lateral earth-pressure theories, development of bearing capacity equations. Prereq.: Ci.Eng. 881 or equivalent. 4 q.h.

957. *Structural Stability*. A study of the elastic stability of engineering structures, beam columns, static buckling of elastic beams, frames, plates, and shells, dynamic stability of beams and plates. 4 q.h.

958. *Structural Dynamics*. Analysis of the response of structures to air blasts and earthquake motions; development of both the normal mode and frequency response methods in dealing with periodic and non-periodic excitations. 4 q.h.

959. *Advanced Metal Design*. Advanced topics in the structural design of girders, frames and trusses. Light gauge metal structures. Use of modern alloys and hybrid systems. 4 q.h.

961. *Advanced Concrete Design*. Consideration of advanced design techniques for reinforced concrete members and structures such as composite and prestressed concrete beams and box girders, lift slabs, folded plates and shells. 4 q.h.

963. *Earthquake Engineering*. Fundamentals of earthquake engineering; response of linear and nonlinear structural systems to earthquake loadings; behavior of structural components to earthquake loadings; concepts of earthquake-resistant design applied to typical engineering structures. Prereq.: Ci.Eng. 958. 4 q.h.

\*additional fee required



901.\* *Principles of Computer Programming.* Significant features of several computer programming languages to fit the needs of graduate students with no previous computer science experience. Programming techniques and problem analysis. Students will do programming projects appropriate for their needs. 4 q.h.

905.\* *Information Structures.* Basic concepts of information: modeling structures, machine level implementation, storage management, programming, language implementation, and run-time structures; sorting and searching. Prereq.: C.Sci. 620 and 710, or permission of instructor. 4 q.h.

910.\* *Computer Software Systems.* Classes of software systems, system structures, systems operations. Resource management routines. Software design. Prereq.: C.Sci. 905. 4 q.h.

915.\* *Computer Organization and Architecture.* Organization and architectural design of the subsystems and major functional units of modern digital computers and their interconnections. Prereq.: C.Sci. 905. 4 q.h.

930.\* *Formal Languages and Syntactic Analysis.* Study of formal languages, especially context-free languages, and their applications to parsing and syntactic analysis. Prereq.: C.Sci. 905, or 705 and 710. 4 q.h.

950.\* *Analysis of Data Base Systems.* Study of the organization, design, implementation and modification of large-scale information processing systems. Prereq.: C.Sci. 910, or 800 and 805. 4 q.h.

990.\* *Computer Science Project.* Report and discussion of individual topics or research projects in computer science. Prereq.: 12 q.h. of computer science courses numbered above 800. May be repeated once in a different area of computer science. 2-4 q.h.

995.\* *Special Topics in Computer Science.* Special topics in computer science selected by the staff. Prereq.: Permission of instructor. May be repeated in a different topic up to 12 q.h. 1-5 q.h.

996.\* *Independent Study.* Study under the supervision of a faculty member. Prereq.: Permission of department chair. May be repeated up to a maximum of 10 q.h. 1-5 q.h.

999.\* *Thesis.* A student may register for 6 q.h. in one quarter or for 3 q.h. in each of two quarters. 3-6 q.h.

## COUNSELING

Jan Gill-Wigal, *Chair of the Department*  
2064 Fedor Hall  
(216) 742-3257

821, 822. Seminar in Guidance and Counseling (1-4 q.h., 1-4 q.h.)

825. Group Processes in the School (3 q.h.)

862. Principles of Interaction with Special Needs Students (Sp.Ed. 862) (3 q.h.)

879. Consultation with Gifted/Talented Students and Their Families (4 q.h.)

895. Counseling Workshop (1-4 q.h.)

898. Introduction to Professional Counseling (2 q.h.)

900. *Counseling Methods and Practice.* Methods and practices of professional counseling relative to relationship, goals, process and documentation. Relevant ethical guidelines are stressed. Includes experiential skill training. Prereq.: Couns. 898. 3 q.h.

\*additional fee required

902. *Introduction to Chemical Dependency*. Theory and research on chemical dependency and its effects upon the individual and family. 3 q.h.
903. *Chemical Dependency Counseling*. Theory and research on chemical dependency with emphasis on assessment and models for treatment and recovery. Prereq.: Couns. 902 and 962. 3 q.h.
961. *Introduction to Pupil Personnel Services*. Introduction to purposes and practices of pupil-personnel services in elementary and secondary schools. History of pupil-personnel services and current developments. An analysis of the contribution of related disciplines, in particular psychology, sociology and economics. The relationship of the services to community mental health and social agencies. 3 q.h.
962. *Counseling: Principles, Theory, Practice*. Basic principles of counseling in an educational context. Development of procedural bases for counseling and educationally-oriented counseling theory. Ethics and limitations involved in counseling practices. 3 q.h.
963. *Occupational and Educational Information in Guidance*. Principles of career development and use of educational and occupational information resources in the guidance program. Lecture and discussion are used to explore occupational structure of the United States, sources of educational and occupational information including community resources; and the collecting, classifying, filing, and organization of educational and occupational information for use in the guidance program. 3 q.h.
964. *Measurement and Assessment Techniques*. Administration, scoring and interpretation of standardized tests and measures used in counseling. Prereq.: Three-quarter-hour course in basic statistics. 3 q.h.
965. *Applied Testing in Career Counseling*. The administration, scoring and interpretation of selected assessment tools and their application to career counseling. Prereq.: Couns. 964. 3 q.h.
967. *Guidance and Counseling Workshop*. Selected topics of interest chosen by staff. May be repeated for different topics. 1-5 q.h.
968. *Research in Counseling*. The study and application of research in counseling. Prereq.: Three-quarter-hour course in basic statistics. 3 q.h.
969. *Administration of Personnel and Guidance Services*. A comprehensive study of the dynamic qualities inherent in planning, management, functioning, and structuring of personnel and guidance services in public schools. 3 q.h.
970. *Counseling and Social Services in the Schools*. Examines the scope and comprehensive developmental programs for counseling and social services in the schools with consideration of need assessment and development of such programs. Prereq.: Couns. 961. 3 q.h.
971. *Human Relations for the Classroom*. (see Sec.Ed. 971) 3 q.h.
972. *Career Counseling*. Theories of vocational choice, vocational success and satisfaction, decision-making, and vocational testing. Career counseling as related to the economic and social context. Prereq.: Couns. 964. 4 q.h.
973. *Group Counseling Theory*. A study of theories pertaining to group dynamics, process, interaction, consultation and counselor intervention. Prereq.: Couns. 960 and 962. 3 q.h.
- 973A. *Group Counseling Practice*. Experience-based learning of group counseling through conducting group counseling sessions and analyzing group process. Supervision in the use of interventions appropriate to various stages of group development will be provided. Prereq.: Couns. 973 and permit from department. 2 q.h.

974. *Case Studies in School Guidance and Field Experience in Community Social Agencies.* Methods of collecting data, synthesis, and interpretation of data about a person and relationship to environment. Real and assumed situations of pupils over an extended period of time are presented for study and analysis. The course includes practical field experience with various community social agencies to acquaint the student with agency services and social case-work methods. Particular emphasis is placed on the disadvantaged and exceptional child. 3-6 q.h.
975. *Counselor Consultation.* A study of theoretical models of the consultation process in counseling will be presented together with techniques for implementation in educational and agency settings. 3 q.h.
976. *Social and Cultural Issues in Counseling.* Counseling theory and technique related to social and economic change, ethnic groups, subculture, issues of sexuality and gender, urban and rural societies, cultural mores, the use of leisure time and differing life patterns. 3 q.h.
979. *Counseling in Community Contexts.* Overview of history, philosophy and present trends in the development, organization and administration of community counseling services. Funding, staffing, employment procedures, physical facilities and relationships among various helping professionals are considered. Prereq.: Couns. 898. 3 q.h.
980. *Introduction to Clinical Counseling.* Survey of DSM classifications of mental and emotional disorders with emphasis upon treatment approaches appropriate to those commonly encountered in social service and community counseling agencies. Prereq.: Coursework in human development and adjustment and Couns. 962. 3 q.h.
982. *Educational Leadership in Primary and Intervention Strategies.* This course will identify mental health issues that impact on individuals, families, and the educational system. Prevention and intervention strategies will be explored as well as issues and procedures of referral. 3 q.h.
990. *Independent Study.* (see EMCE 990) 1-4 q.h.
991. *Introduction to Marriage and Family Counseling.* Overview of marriage and family counseling from a systems perspective. Major theories and techniques will be studied. 3 q.h.
992. *Counseling with Couples.* Theory and application of counseling and problem-solving techniques with couples in a dynamic system. Prereq.: Couns. 962. 3 q.h.
1001. *Counseling Practicum I.* Supervised individual counseling practice with volunteer clients. Focus upon process, clarification and resolution of counselee goals and counselor self-awareness/evaluation. Prereq.: Couns. 900, 962 and 972. 3 q.h.
1002. *Counseling Practicum II.* Supervised individual and group counseling practice in settings appropriate to student's programs. Requires field placement of 100 hours. Prereq.: Successful completion of department comprehensive exam and permission of instructor. 3 q.h.
1003. *Counseling with Children and Adolescents.* Various theories and respective techniques for counseling and psychotherapy with children and adolescents. Research concerning the efficacy of such approaches will also be studied. Prereq.: Couns. 962 and graduate course in human development. 3 q.h.
1005. *Internship in College Student Personnel Work.* Supervised experience in selected college or university settings with involvement in such areas as student development, counseling center, placement center, residence hall counseling, student advisement and student activities. Prereq.: Permission of instructor. 6-12 q.h.

1006. *Guidance in the Classroom*. Studies various factors important to a facilitative climate in the classroom and activities through which elementary counselors and teachers can provide these conditions. Considered as class-room management and discipline techniques based upon learning theory, implementation of democratic group structure for elementary school classrooms, and organized activities designed to promote the development of self understanding and understanding of others in the child's world. The course requires extensive reading and review of published materials designed for classroom guidance, in addition to observation of classrooms and role-playing experiences. 3 q.h.

1008. *Assessment for Educational Decision Making*. Assessment procedures used for making leadership decisions in the educational setting. Emphasis will be given to community assessment, identifying high risk students, and the development of guidance and state testing programs. 3 q.h.

1009. *School Counseling Internship*. Supervised internship in selected school counseling and human services programs. May be repeated to a maximum of 15 quarter hours. Prereq.: Couns. 1002 and permission of instructor. 3-12 q.h.

1010. *Community Counseling Internship*. Supervised internship in selected community agencies offering counseling and other mental health services. May be repeated to a maximum of 15 quarter hours. Prereq.: Couns. 1002 and permission of instructor. 3-12 q.h.

1013, 1014, 1015. *Topical Seminar in Counseling*. The course is for practicing counselors and counselor trainees and will include a survey of literature in counseling, contemporary issues, individual and small group study of special problems chosen by staff, for example: research in counseling, counselor values and the counseling process, student values and drug abuse, team approach to counseling services, etc. May be repeated to a maximum of 16 q.h. Prereq.: Permission of instructor. 1-4 q.h.

1017. *Group Procedures in Counseling*. A laboratory course intended as an experimental introduction to dynamics of groups. Students will participate in community experiences involving the entire class as well as small group activities involving subdivisions of the class. Readings on group processes and involvement in relevant projects and reports are also included in the course. Prereq.: Permission of instructor. 3 q.h.

1026. *Student Personnel Programs in Higher Education*. Philosophy and objectives of student personnel programs. A review of services provided by the student personnel worker, relationships among the various college departments relative to student personnel services, and problems concerning student conduct and responsibilities. 4 q.h.

1027. *Issues in College Student Personnel Work*. An examination of current issues as related to student personnel services at the level of higher education and student involvement in university activities. 4 q.h.

1028. *Advanced Counseling Theory Seminar*. Research and discussion on selected counseling theories chosen by staff, e.g., Adler, Rogers, Ellis, Carkhuff, Berne. May be repeated once. Prereq.: Couns. 962. 3 q.h.

1030. *Human Relations Training for School Personnel*. (EMCE 1030, Sec.Ed. 1030). Designed to improve the interpersonal relationships of administrators, counselors, teachers and other professional staff. Objectives include examination of personal communication styles, the effect of the individual on task groups and increasing leadership potential. 3 q.h.

1031. *Clinical Counseling Theory*. Counseling theories of abnormal behavior and pathological conditions related to the total life cycle. Included will be specific personality theories and then application to mental health counseling. Prereq.: Master's degree in counseling or permission of instructor. 3 q.h.

1032. *Clinical Evaluation I*. Assessment procedures related to diagnosis and treatment planning. Emphasis is placed on methods of administering and interpreting individual and group standardized tests of mental ability, interest, aptitude, personality and achievement. Prereq.: Master's degree in counseling or permission of instructor. 3 q.h.

1034. *Practicum in Clinical Evaluation*. Supervised practice in the administration and interpretation of standardized ability, interest, achievement, aptitude and personality instruments. Prereq.: Couns. 1032. 3 q.h.

1036. *Consultation and Educational Approaches to Prevention*. The study of consultation theory and models. Included will be educational approaches to prevention of substance abuse, child abuse, family and marriage problems, etc. Prereq.: Master's degree in counseling or permission of instructor. 3 q.h.

1037. *Counseling Methods of Intervention and Prevention*. Study of intervention and prevention strategies such as client-centered, psychoanalytic, hypnotic, rational-emotive, reality and psychosocial approaches. Specialized intervention techniques needed for diverse populations, e.g., minorities, substance abusers, physically and mentally disabled and terminally ill. Prereq.: Master's degree in counseling or permission of instructor. 3 q.h.

1038. *Advanced Marriage and Family Counseling*. Application of intervention and prevention strategies related to marriage and family problems. Case reports and demonstration of methods are extensively used. Prereq.: Master's degree in counseling, Couns. 991 or permission of instructor. 3 q.h.

1039. *Administration and Supervision of Mental Health Services*. A comprehensive study of management, planning, function, personnel structuring, supervision and counseling services in a mental health setting. Prereq.: Master's degree in counseling or permission of instructor. 4 q.h.

1040. *Supervision of Counseling Services*. Theory and practice of counselor supervision. Includes practicum assignment in counselor supervision. Prereq.: Master's degree in counseling plus 2 years post-master's professional experience. 3 q.h.

1041. *Clinical Counseling Practice III*. Laboratory experience in the evaluation and treatment of mental and emotional disorders; including the development and implementation of a treatment plan, assessment and reporting of treatment program, and referral procedures. Prereq.: Master's degree in counseling or permission of instructor. 3 q.h.

1050. *Clinical Counseling Internship*. Supervised experience in selected community agencies offering diagnosis and treatment of mental and emotional disorders. Prereq.: Master's degree in counseling or permission of instructor. 6-12 q.h. (may be repeated)

## CRIMINAL JUSTICE

A. Bari Lateef, *Chair of the Department*  
2087 Cushwa Hall  
(216) 742-3279

- 825. Constitutional Issues in Criminal Law (4 q.h.)
- 826. Forensic Science and the Criminal Justice System (4 q.h.)
- 848. Legal and Managerial Aspects of Security (4 q.h.)
- 850. Contemporary Problems in Criminal Justice (4 q.h.)
- 875. The Juvenile Justice System (4 q.h.)
- 890. Judicial Administration (4 q.h.)

910. *Law and Social Control*. An historical analysis of the evolution of criminal law as a mechanism of social control in democratic societies. 4 q.h.
915. *The Etiology of Crime*. A comprehensive analysis of the causes of crime. Major criminological theories are considered in light of contemporary empirical research and social thought. 4 q.h.
920. *Social Administration of Criminal Justice*. An historical and comparative analysis of the administration of the criminal justice process in theory and practice in the United States and other selected nations. 4 q.h.
925. *Administrative Theory in Criminal Justice*. Administrative relationships in criminal justice organizations. The functions of the executive, the nature of authority and leadership, the systemic relationships of the subsystems, communications and the evolution of administrative theory as applied to the criminal justice setting. 4 q.h.
940. *Statistical Techniques in Criminal Justice Research*. A consideration of the courses of statistical information in the criminal justice system and the limits of such data, with primary emphasis upon nonparametric statistics and their application to the field. 4 q.h.
945. *Research Methods in Criminal Justice*. Problems in the design and execution of criminal justice research; the development of research design of the kind most useful to criminal justice research problems. Prereq.: CJ 940. 4 q.h.
950. *Specific Problems in Criminal Justice*. Lectures on specific topics relating to the crime problem and the criminal justice process. The topics may vary from quarter to quarter and will be announced prior to enrollment. This course is repeatable twice provided it is on different topics. 4 q.h.
955. *Independent Study*. Study under the personal supervision of a faculty member with the approval of the graduate coordinator. May be repeated once. 4 q.h.
957. *Readings in Criminal Justice*. Extensive reading assignments in the student's interest area under the supervision of the graduate advisor. Enrollment in this course must have the written approval of the graduate coordinator. May be repeated for no more than a total of 8 q.h. 1-5 q.h.
960. *Program Planning and Evaluation*. A systematic review of procedures used to plan and evaluate criminal justice programs, with special attention to the posing of research questions in context; questions relating to the selections of designs, methods, and process of formative and summative evaluation and assessing the effectiveness of the experiments. 4 q.h.
970. *Police Management Theory*. Systematic examination of the principles and practices related to the management of large police organizations. Examples will reflect problems of the urban environment, relationships with political entities, and internal control. 4 q.h.
971. *Police Personnel Systems*. Evaluation of police personnel systems; employment qualifications, psychiatric screening, polygraph examination, minority recruitment; police cadet systems, personnel costs, educational requirements, lateral entry, mandated state minimum training standards and federal involvement in police manpower. 4 q.h.
972. *Special Problems in Police Administration*. Emphasis on contemporary management dilemmas in police organizations; policy formulation, team policing, community relations, consolidated law enforcement, discipline, education and training, professionalism, selective enforcement, corruption, and related problems. 4 q.h.
980. *Institutional Correctional Systems*. Modern theories of corrections in the institutional setting as considered in light of historical development and social change. 4 q.h.

981. *Non-Institutional Correctional Systems*. Analysis of the delivery systems used in the reduction of criminal behavior in the community setting. Emphasis will be placed on diversion programs, current literature and innovative experiments. 4 q.h.

982. *Treatment Approaches in Corrections*. An in-depth analysis of the theories of rehabilitation as applied in the correctional setting. 4 q.h.

995. *Field Experience in Criminal Justice*. Supervised experience in an applied criminal justice setting. Not applicable to the degree. 6 q.h.

999. *Research and Thesis*. 1-9 q.h.

## EARLY AND MIDDLE CHILDHOOD EDUCATION

Janet L. Beary, *Chair of the Department*  
1060 Fedor Hall  
(216) 742-3251

814. Language Arts III (3 q.h.)

816. Diagnosis and Remediation of Elementary School Mathematics (3 q.h.)

881. Corrective Techniques in Reading (4 q.h.)

882. Developmental and Content Area Reading (3 q.h.)

883. Secondary School Reading (4 q.h.)

885. Teaching Strategies I (Sec.Ed. 885) (3 q.h.)

886. Teaching Strategies II (Sec.Ed. 886) (3 q.h.)

887. Teaching Strategies III (Sec.Ed. 887) (3 q.h.)

888. Topical Seminar in Reading (1-4 q.h.)

890. Elementary Education Workshop (1-4 q.h.)

909. *Supervision of Student Teachers—Elementary*. Basic counseling and supervisory techniques associated with the acceptance of responsibility for inducting the teaching neophyte into his/her first real professional experience. Actual work with student teachers. 3 q.h.

911. *Early Childhood Programs*. A study of the historical background of early childhood intervention and an analysis and evaluation of contemporary early childhood programs in America, including latest research findings relevant to these programs. 3 q.h.

912. *Curriculum and Methods in Early Childhood Education*. Preparation of diversified materials, planning and organizing experiences appropriate to the young child's psychological, social, and perceptual development. Prereq.: EMCE 916. 4 q.h.

913. *Pre-School Education*. Formal and informal approaches to language development, perceptual and motor skills in the pre-school age child. Attention given to the role of parents as teachers of cognitive skills. 3 q.h.

914. *Practicum in Early Childhood Education*. A course designed to provide clinical experience with pre-school children. Observation of children in day-care centers, nursery schools, and in community social agencies which provide services to the young child. Also, a study of management aspects of child care centers, standards and certification requirements. Prereq.: EMCE 911, 912, 913 and 929. 4 q.h.

916. *The Elementary School Curriculum*. Developing an understanding of the meaning of curriculum at the elementary level, evidence of need for curricular changes, influences of society on curriculums, exploration of current status and trends; the role of teacher and administrator in curriculum appraisal and development. 3 q.h.

917. *Elementary School Reading Programs*. A critical appraisal and discussion of current research and traditional programs in the elementary school; goals, content, and problems faced by elementary administrators and teachers in the reading field. 3 q.h.

918. *Elementary School Mathematics Programs*. An analysis of past and present programs of elementary school mathematics; evaluation of programs including a consideration of adequacy of content, recognition of mathematics as a system, provision of number experiences for the learner. 3 q.h.

919. *Social Studies Programs in the Elementary School*. Objectives of elementary school social studies programs in terms of current needs; adaptation of materials of instruction in terms of the social science skills; evaluation of student progress; critical analysis of methods of improving instruction in social studies. 3 q.h.

920. *Elementary School Science Programs*. Focus on the objectives for science education in the elementary school; the elementary school science curriculum; process and inquiry in the elementary school science program; teacher education, educational media, and the evaluation of science teaching. 3 q.h.

921. *Issues, Problems, and Developments in Elementary Education*. A study of recent trends in elementary school organization and instruction (non-graded units, team teaching, middle schools, etc.). 3 q.h.

923. *Review of Reading Research*. Appraisal of research methods and design in the area of reading. The aim of this course is to determine how research has been effective in influencing change in reading instructors. Prereq.: Found. 904 and 710. 4 q.h.

924. *Diagnosis and Treatment of Reading Disabilities: Part I*. Selection, administration, and scoring of various individual tests; techniques for evaluating the child with a reading disability. Prereq.: Permission of instructor and EMCE 882 and 883. 4 q.h.

925. *Diagnosis and Treatment of Reading Disabilities: Part II*. Instructional techniques and procedures for meeting specific needs of the child with reading disabilities. Work with specialized materials, machines, and other equipment used in reading improvement. Prereq.: EMCE 924 or permission of instructor. 4 q.h.

927. *Practicum: Reading*. Supervised experience in reading correction in area schools, clinics, or agencies. Prereq.: EMCE 925 or permission of instructor. 4 q.h.

929. *Language Arts in the Primary Grades*. An evaluation of the philosophy, principles, and practices of the language arts program in the primary grades. A special emphasis shall be placed in teaching language arts to disadvantaged children. 3 q.h.

930. *Supervision of Reading*. This course deals with the role of the supervisor of reading programs including the initiation and supervision of a reading program or programs in the elementary and secondary schools. Emphasis will be placed on selection of reading teachers; selection of reading materials; and the different types of programs that can be developed. Prereq.: Permission of instructor. 4 q.h.

938. *Early Adolescent Characteristics and Educational Program Needs*. Research and theories of the intellectual, physical, psycho-social, and moral development of 10-15 year olds and implications for designing appropriate educational programs. Includes field inquiry. Prereq.: Psych. 906. 4 q.h.

939. *Designing Middle Grade Environments, Curricula, and Instruction*. Application of theory and research to the design and analysis of middle grade organizational, curricular, and instructional structures and practices. Prereq.: EMCE 938. 3 q.h.



940. *Introduction to Middle Grade Math and Science Curriculum and Instruction.* Examines major theories of math and science to identify key principles in courses of study which increase early adolescents' understanding of how the world works into systems and fosters development of skills in choosing healthy life styles. Prereq.: EMCE 938. 2 q.h.

941. *Methods of Teaching Math and Science in Middle Grades.* This course will provide opportunities for teachers to analyze and increase their knowledge and skills in teaching math and science in middle grades. Continued analysis and implementation of teaching methods in math and science which advance adolescents' operational and critical thinking skills for clarifying and answering questions, solving problems, and making decisions. Prereq.: EMCE 940.4 q.h.

942. *Introduction to Middle Grade Language Arts, Reading, and Social Studies Curriculum and Instruction.* Theory and research in language arts, reading, and social studies. Design of integrated middle grade curriculum and instruction. Field research component. Prereq.: EMCE 938. 3 q.h.

943. *Methods of Teaching Language Arts, Reading, and Social Studies.* Study of and experience in various teaching methods and classroom management strategies for implementing an integrated curriculum and effective instruction in language arts, reading, and social studies. Extensive field components. Prereq.: EMCE 942. 3 q.h.

990. *Independent Study.* (Couns. 990, Sec.Ed. 990) Individual investigation of advanced topics under guidance of selected staff. Prereq.: Found. 904. 1-4 q.h.

1030. *Human Relations Training for School Personnel.* (see Couns. 1030) 3 q.h.

1042. *Professional Development for Classroom Teacher Educators.* A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation and supervision skills based on scientific knowledge and theoretical constructs. Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator. 3 q.h.

1043. *Field Experience in Middle Grade Education.* Supervised field experience that incorporates theory planning and implementation of a curriculum for early adolescent development. Weekly campus seminar. Prereq.: Psych. 906, Found. 904, 935, 937, EMCE 938, 939, 940/941 or 942/943, Sec.Ed. 922 or 1036, and Couns. 825. 3 q.h.

## ECONOMICS

Anthony H. Stocks, *Chair of the Department*  
321 DeBartolo Hall  
(216) 742-3428

- 801. Economics of Industrial Organization (4 q.h.)
- 802. Comparative Economic Systems (4 q.h.)
- 803. Business and Government (4 q.h.)
- 806. History of Economic Thought (4 q.h.)
- 809. Current Problems in Money, Banking and Financial Markets (4 q.h.)
- 810. Managerial Economics (4 q.h.)
- 811. International Trade (4 q.h.)
- 812. International Finance and Economic Development (4 q.h.)
- 820. Regional Economic Analysis (4 q.h.)
- 822. Urban Economics (4 q.h.)

824. Applied Time Series Analysis of Economic and Business Data (4 q.h.)

825. Economic and Business Data Analysis (4 q.h.)

831. Labor Markets (4 q.h.)

850. Introduction to Decision Analysis (4 q.h.)

853. Applied Econometrics (4 q.h.)

900. *Statistical Problems*. A survey of the fundamental statistical concepts and techniques used in business and economics with special emphasis on the interpretation and uses of statistical analysis in business and economic decision-making. These statistical procedures include hypothesis testing and estimation, chi-square tests and analysis of variance, correlation and regression analysis, index numbers, economic time series, nonparametric statistics, and decision analysis. (Not applicable toward the M.B.A. or M.A. in economics degrees.) 4 q.h.

901. *Basic Economic Analysis*. An analytical approach to the basic concepts of micro and macroeconomics with emphasis on the interpretation and application of these concepts to the firm and to the economy. (Not applicable toward the M.B.A. or M.A. in economics degrees.) This course is especially designed for professionals in business and other related areas. (Formerly 935) 5 q.h.

902. *International Economic Analysis*. Analysis of the causes and consequences of international trade, exchange rates and balance of international payments adjustment. Capital flow and problems of international liquidity. Exchange speculation and the forward exchange market. Study of various commercial and financial policies and their economic implications. Theory and development of international regional economic intergration and their worldwide consequences. (Not applicable toward the M.A. in economics degree.) Prereq.: Graduate standing. 4 q.h.

903. *Statistics for Executive Decision Making*. A survey of statistical techniques and their application in management. Emphasis is placed on problem formulation through the use of real world business cases and databases, and on interpreting the statistical results obtained from microcomputer statistical software. (Available to E.M.B.A. students only; a pre-E.M.B.A. course.) 4 q.h.

905. *Introduction to Mathematical Economics*. A course designed to provide graduate students in economics with an opportunity to acquire the necessary skills in using the quantitative methods which are required to successfully complete and graduate-level economic theory sequence. 4 q.h.

906. *Foundations of State and Local Public Finance*. An introduction to the economics of state and local finance. The course will compare the theoretical ideal for government behavior according to economic theory and how well the current system of taxation and spending match that ideal. Special attention will be paid to Ohio's system of taxation and spending. (Not applicable toward the M.A. in economics degree.) 3 q.h.

907, 908, 909. *Economics for Teachers I, II, III*. An examination of the major economic issues and problems of our society and the use of applicable economics theory for their solution. Meetings with representatives of various institutions of our society are included in order to relate the issues and theory to present day society. (Intended for elementary education students.) Prereq.: 907 for 908; 908 for 909. (formerly 930, 931, 932) 3+3+3 q.h.

910, 911. *Microeconomic Theory I and II*. Theories of consumer behavior and the firm; the determination of product and factor prices under varying market structures; capital theory and welfare economics; study of static and dynamic conditions of multi-market stability; applications of microeconomic concepts. Offered Winter and Spring quarters. 4+4 q.h.

915. *Health Economics*. A theoretical and empirical analysis of the health care sector. Topics include the following: demand for health care and health insurance, the perverse incentives of health insurance, moral hazard, physician and hospital behavior, the role of competitive markets in the delivery of health care. Special emphasis is placed on the analysis of public policy including financing and regulating the health care industry. Prereq.: Econ. 901. 4 q.h.

920, 921. *Macroeconomic Theory I and II*. Study of aggregated economic variables to determine the proper policy mix needed to obtain the economic goals of full employment, stable price levels, etc. Investigation of dynamic modern post-Keynesian macroeconomic models as influenced by classical and neo-classical developments. Offered Fall and Winter quarters. 4+4 q.h.

926. *Aggregative Economics for Business Decision Making*. An analysis of macroeconomic behavior and its impact on business. Topics include: determination of aggregate output and income; consumer expenditure theory; investment analysis; fiscal and monetary policy implication for business; forecasting models and application; international trade issues. Considerable stress is placed on providing students with information on the sources of macroeconomic information. (Not applicable toward the M.A. in economics degree.) Prereq.: Econ. 901 or equivalent 4 q.h.

940. *Monetary Theory I*. A survey of the important theoretical and empirical works in monetary theory. The first of a two-course sequence, the topics covered include the classical model, the Keynesian Monetarist debate, the demand for money, the supply of money, rational expectations, potential output. Prereq.: Econ. 705, 900 or 976; 920. 4 q.h.

941. *Monetary Theory II*. A survey of the important theoretical and empirical works in monetary theory. The second of a two-course sequence, the topics covered include monetary control, portfolio theory, and financial firms as optimizing enterprises. Prereq.: Econ. 940. 4 q.h.

945. *Theory of Federal Finance*. A theoretical analysis of the effects of various federal policies upon the allocation of resources, distribution of income, level of employment, and rate of economic growth. Investigation of theories of taxation and public expenditure criteria. 3 q.h.

946. *Theory of State and Local Finance*. A theoretical and empirical investigation of state and local taxation and expenditure criteria, tax bases and incidence, problems of finance unique to local governmental units. 3 q.h.

950. *Theory of the Labor Market*. Intensive study of topics related to the problems and general performance of the various segments of the labor market in a free industrial society within a theoretical framework. 3 q.h.

951. *Issues in Collective Bargaining and Arbitration*. Intensive study and theoretical analysis of topics related to contemporary issues in collective bargaining. 3 q.h.

955. *Industrial Structure*. Comparison of the economic characteristics of industries: growth, technology, concentration, scale economies, geographic concentration, competition, and market structure. Theoretical and empirical comparisons. 3 q.h.

975. *Quantitative Methods for Economics*. A continuation of the analysis of calculus of one and several variables, difference and differential equations, vectors and matrices and linear programming as applicable to the static and dynamic models in micro and macroeconomic theory. Prereq.: Econ. 709 or equivalent. (Formerly 905) 3 q.h.

976. *Econometrics*. Probability distributions and properties of estimators, alternative methods of estimating parameters. Analysis of linear regression model of two variables including problems of estimation, hypothesis testing and forecasting. Extension of the linear model to three and in general to  $n$  variables. The course combines rigorous theoretical presentation with exercises in modelbuilding. Prereq.: Econ. 705, 900 or equivalent. Offered Spring quarter. 4 q.h.

981. *International Finance*. Analysis of balance of payments adjustment mechanisms and exchange rate determination. The effects of the international economy of domestic levels of employment, prices, interest rates and growth. Emphasis is placed on the study of the elasticity, absorption, monetarist-rational expectations, and exchange intervention models. Prereq.: Econ. 920. 4 q.h.

983. *Regional Economic Integrations*. Regional economic integrations and their theoretical, domestic and world wide economic implications. Analysis of the structure, purpose and international effects of some major regional economic integrations as the European Economic Community (the Common Market), the European Free Trade Association (EFTA), the Organization for Petroleum Exporting Countries (OPEC) . . . . The role of the United States in developing several international economic organizations. Prereq.: Econ. 901 or equivalent. 4 q.h.

985. *International Trade*. A theoretical and empirical investigation into the determinants of the commodity composition of trade between nations. The effects of commodity trade on the welfare of nations. The effects of tariffs and trade restrictions on the commodity composition of trade and the welfare gains from trade. Prereq.: Econ. 910. 4 q.h.

990. *Special Topics in Economics*. Special interest topics selected by the staff in the following areas: economic education, economic theory, and applied economics analysis. May be repeated to a maximum of 9 hours toward a graduate degree. 1-5 q.h.

998. *Research Seminar*. Applied quantitative research techniques will be discussed. Students are required to undertake an original quantitative research project in a field of economics and write a paper summarizing their results. Prereq.: Econ. 911 or 921; and 976. 4 q.h.

999. *Master's Thesis*. May be repeated twice. 3 q.h.

## EDUCATIONAL ADMINISTRATION

Robert J. Beebe, *Chair of the Department*  
2008 Fedor Hall  
(216) 742-1436

908.\* *Computer Applications for Administrators*. An introduction to the techniques and principles of microcomputer applications for administrators. Emphasis will be placed on student, personnel, financial, facilities, equipment, library, planning, and office microcomputer applications. Prereq.: Found. 889 or permission of instructor. 3 q.h.

947. *Basic Principles of Elementary School Administration*. Investigation and study of the general problems of administration in the elementary school. 3 q.h.

948. *Basic Principles of Secondary School Administration*. The role of the secondary school principal in general administrative techniques. 3 q.h.

949. *School Law*. Principles of constitutional, statutory, case, and common law affecting Ohio schools as they apply to the political subdivision of the school district and the administrative line, and staff personnel; legal provisions and principles relating to education at all levels. 3 q.h.

950. *School Business Management*. The principal's responsibility for school management problems including activity fund accounting, purchasing, budgeting, building maintenance, pupil insurance and related areas. Prereq.: Found. 889 or permission of instructor. 3 q.h.

952. *School Finance*. A study of the fiscal setting of public school finance in the United States, with particular emphasis on the State of Ohio. It will analyze systematic approaches to local, state, and federal financing of schools, including accounting, budgeting, purchasing, and funding for the operation of public schools. 3 q.h.

954. *School Community Relations*. A course designed to develop competency in the techniques of planning, administering and evaluating effective programs of school/community relations. 3 q.h.

\*additional fee required

955. *Staff Personnel Administration*. Policies and practices of personnel administration. Recruitment, selection, assignment, and supervision of teaching and non-teaching personnel. Salary schedules and other employee rewards. Policies for career development. Handling of grievances and negotiations. 3 q.h.

956. *Educational Facilities*. A course designed to familiarize the prospective administrator with the problems of new plant development and maintenance remodeling, rehabilitation of current plants, and the selection and maintenance of equipment. Some classes will be held in various locations off campus. 3 q.h.

988. *Evaluation of Educational Institutions*. Evaluation of educational institutions using current techniques and criteria; to include field applications. For teachers and administrators. 3 q.h.

990. *Seminar in Educational Administration*. Study of selected topics chosen by the Educational Administration staff. May be repeated by non-degree students. Not applicable for degree programs. 1-4 q.h.

1010. *Seminar in Advanced Oral Data Collection and Analysis in Educational Administration*. Provides advanced graduate instruction in methods of collection, processing and utilization of oral testimony on problems of professional practice in educational administration. Students will learn techniques of on-line database searching (full-text); and conceptualize and implement one or more collection and analysis projects in their entirety. Prereq.: His. 970, Found. 977, or permission of instructor. 3 q.h.

1021. *Field Experience I*. (Sp.Ed. 1021) A field experience in administrative and supervisory practices required for the master's degree in educational administration. Admission by permission of chair of Educational Administration. Prereq.: Ed.Adm. 949, 955, 1031, 1036, Found. 904, and Sec.Ed. 946. 3 q.h.

1022. *Field Experience II*. A field experience in administrative practices for elementary and secondary principalship, school business managers, and assistance superintendents. Admission by permission of chair of Educational Administration. Prereq.: M.S. in Ed. in educational administration and EMCE 816 and 881 or Sec.Ed. 934; EMCE 916 or Sec.Ed. 931; Ed.Adm. 947 or 948; 908; 950 and 988. 3 q.h.

1023. *Field Experience III*. A field experience in administrative practices required for superintendent's certification. Admission by permission of chair of Educational Administration. Prereq.: M.S. in Ed. in educational administration, completion of YSU requirements for principalship certification and Econ. 946, Ed.Adm. 956, 1024, 1035, 1041 and two of the following: Found. 901, 902, 905. 3 q.h.

1024. *Seminar in Collective Bargaining*. Study of the process of collective bargaining in school systems. 3 q.h.

1025. *Advanced Law and Policy Seminar*. Explores selected legal developments in depth and examines the role and limits of the law in shaping educational policy and practice. Acquaints students with legal and social science research involving organizational responses to new legal mandates, including organizational compliance, policy implementation and impact. 3 q.h.

1031. *Theories of Educational Administration*. Theories relevant to public school administration. The role of theory in development of leadership, management skills, and decision-making. Emphasis includes research in theory-building and converting theory to practice. 3 q.h.

1033. *Theories of Change in Education*. Theories and research from education, business, the social and behavioral sciences. Emphasis upon theory and its relation to organization structure, roles, leadership, and resistance to change. Case studies will be analyzed from a theoretical framework. 3 q.h.

1034. *Implementing Change in Education*. Research based strategies to implement change in schools. Specific skills required of the *change-agent* are developed and practiced in simulated and field situations. Prereq.: Ed.Adm. 1033. 3 q.h.
1035. *The Superintendency*. The role of the superintendent in the administration of a public school system. Focuses on the major responsibilities of the board of education and the superintendent. Prereq.: Ed.Adm. 954 and eligibility for certification as a principal or supervisor. 3 q.h.
1037. *Planned Field Experience in Instructional Service*. An administrative practicum open to advanced graduate students seeking specialist certification in instructional service. Prereq.: M.S. in educational administration or equivalent, and Ed.Adm. 988, 1031, EMCE 916, Found. 933, Sec.Ed. 931, 934, 946, 959 and 1036. 3 q.h.
1038. *Planned Field Experience for Staff Personnel Administration*. An administrative practicum open to advanced graduate students seeking specialist certification in staff personnel administration. Prereq.: M.S. in educational administration or equivalent, and Ed.Adm. 955, 1024, 1031, EMCE 909, 921, 1030, Sec.Ed. 910, 946, 951, 959, 1032 and 1036. 3 q.h.
1039. *Planned Field Experience—School and Community Relations*. An administrative practicum open to advanced graduate students seeking specialist certification in school and community relations. Prereq.: M.S. in educational administration or equivalent, and Ed.Adm. 954, 1031, 1031, EMCE 911, 921, Found. 905, 915, Sec.Ed. 946, 951, 1036 and Sp.Ed. 984. 3 q.h.
1041. *Field Experiences in School Plant Planning*. Field experiences in conducting a master facilities study for a school district. Analysis of school enrollments, evaluation of school plants. Financial and political aspects of plant planning (some classes will be held in various locations off campus). Prereq.: Ed.Adm. 956. 3 q.h.
- 1100.\* *Advanced Computer Applications in Educational Research*. Computer applications to complex professional activities, including research design, statistical analysis, program evaluation, and dissertation research. Prereq.: Doctoral admission and Ed.Adm. 908. 3 q.h.
1122. *Leadership in Education*. An examination of the philosophy, theory, research and practice of leadership as applied to schools and school districts. Prereq.: Doctoral admission. 3 q.h.
1125. *Politics and Policy Development in Education*. A course in the political and policy context of public and nonpublic schools, with emphasis on local and state policy development. Prereq.: Doctoral admission. 3 q.h.
1130. *Organizational Dynamics*. A course in the interactions between people and subunits in school organizations, with particular emphasis on the use of these interactions to improve unit and organizational performance. Prereq.: Doctoral admission. 3 q.h.
1135. *Seminar in Personnel Administration*. The use of personnel administration, the theory, research, and best practice in achieving educational goals and in solving administrative problems in schools. Emphasis on problems of practice. Prereq.: Doctoral admission and Ed.Adm. 955. 3 q.h.
1140. *Seminar in Administrative Theory*. A seminar in the development and use of administrative theory in achieving educational goals and solving administrative problems in schools. Prereq.: Doctoral admission, Found. 945 and Ed.Adm. 1031. 3 q.h.
1155. *Seminar in Current Educational Issues*. Focus on administrative, school, student, family and community issues with emphasis on the role that school leadership can play in addressing these issues. Prereq.: Doctoral admission. 3 q.h.
- 1190.\* *Dissertation*. The culminating requirement of the Ed.D. program; the design, proposal, conduct, reporting, and defense of scholarly research that addresses a meaningful topic derived from and contributing significantly to the literature of the field. May be repeated for a maximum of 24 quarter hours. Prereq.: Completion of doctoral comprehensive examination. 1-9 q.h.

\*additional fee required

## ELECTRICAL ENGINEERING

Salvatore R. Pansino, *Chair of the Department*  
276 Engineering Science Building  
(216) 742-3012

- 805. Quantum Electronics (4 q.h.)
- 807. Pulse, Digital, and Switching Circuits (4 q.h.)
- 808. Electronic Circuits, Signals, and Systems (4 q.h.)
- 812. Molecular Engineering (4 q.h.)
- 816. Theory and Fabrication of Solid-State Devices (4 q.h.)
- 819. Plasma Dynamics (4 q.h.)
- 825. Sequential Logic Circuits Analysis and Design (3 q.h.)
- 825L.\*Combinational and Sequential Circuits Laboratory (1 q.h.)
- 826. Advanced Logic Circuits Analysis and Design (3 q.h.)
- 826L.\*Advanced Logic Circuits Laboratory (1 q.h.)
- 840. Electric Power Systems (4 q.h.)
- 850. Communications Systems II (4 q.h.)
- 860. Energy Radiation and Propagation (4 q.h.)
- 879. Computer-Aided Design of Electrical Networks and Systems (4 q.h.)
- 880. Linear Control System Design (4 q.h.)
- 881. Modern Control System Design (4 q.h.)

901. *Control Systems I.* Analysis of linear systems, characteristics of linear systems, analogous systems, development and application of Laplace and other transform methods. Systems with feedback, systems with distributed parameters. 4 q.h.

902. *Control System II.* Linear feedback systems theory. Stability criterion. Synthesis in complex and time domain. Multivariable systems, (multiple input-output) and multiple loop systems with emphasis on state variable and matrix techniques. Analysis and design of carrier systems. 4 q.h.

903. *Nonlinear Control Systems Analysis.* Introduction to basic non-linear phenomena and methods. Stability concepts for feedback loops. Study of time-varying nonlinear feedback systems including free and forced responses. Circle criterion, Papov's criterion, O'Shea criterion, and other frequency domain stability criteria. Lyapunov stability theory. O'Shea's response bound theorems. 4 q.h.

911, 912. *Electromagnetic Fields I and II.* Solution of boundary value problems in general form. Laplace, Poisson, and diffusion and wave equations in orthogonal coordinate systems. 4+4 q.h.

921. *Quantum Electronic Devices.* Electronic energy levels in quantum electron devices; application of energy transitions to semi-conductors, masers, and lasers. Analysis of energy of atomic gases as applied to gas lasers. Crystal structure of solid-state maser and laser materials. 4 q.h.

925. *Physical Properties of Crystals.* The symmetry of crystals and its effect on physical properties, tensor analysis, dielectric and magnetic susceptibilities, elastic and piezoelectric properties, thermodynamics of crystals, transport properties, crystal optics, electromagnetic wave propagation in anisotropic media. 4 q.h.

931.\* *Digital Systems Engineering I.* Boolean algebra, logical mapping; combinational synthesis; analog and digital conversion: coding structures; hybrid numerical circuitry. Structures of combinational circuit synthesis; logical circuit methods of Quine, Huffman, Mealy, Moore: Boolean matrices, bilateral and cascade networks. 4 q.h.

\*additional fee required

- 932.\* *Digital Systems Engineering II*. Continuation of El.Egr. 931 with emphasis on sequential synthesis. Prereq.: El.Egr. 931 or permission of department chair. 4 q.h.
941. *Linear Electronic Circuits*. Design of linear active circuits; amplifier analysis and synthesis; feedback amplifiers; stability; integrated circuits; transfer functions; synthesis methods; noise determination and reduction. 4 q.h.
951. *Network Analysis*. The analysis of time and frequency domain response of networks using transform and state variable techniques. Matrix methods, modeling, topological properties, and signal-flow analysis techniques. 4 q.h.
954. *Network Synthesis*. A study of realization procedures for driving point and transfer function synthesis of networks. Concepts of positive real functions, methods such as Foster, Caver, Brune, and Darlington. Approximation methods of Butterworth Tchebyscheff. 4 q.h.
960. *Seminar*. (May be repeated once.) 4 q.h.
981. *Electric Power System Engineering*. The formulation of equations to study electric power network problems, including feeders, power flow, short circuits, protection systems, and stability. The study of power system over-voltages and transients caused by short circuits, switching, and lightning. The application of numerical techniques to study and design special projects using digital computations. 4 q.h.
990. *Thesis*. 1-9 q.h.

## ENGLISH

Sandra W. Stephan, *Chair of the Department*  
 202 DeBartolo Hall  
 (216) 742-3415

820. *Advising Student Publications*. (May not be counted toward an M.A. in English.) (4 q.h.)
849. *Professional and Technical Editing* (4 q.h.)
865. *Selected Topics in Film* (4 q.h.)
883. *Milton* (4 q.h.)
900. *Methods of Literary Research*. Basic concepts and methods of literary research and analysis. 4 q.h.
901. *Methods of Composition Research*. Theories and methods of composition research; emphasis on strategies for conducting, analyzing, and writing about classroom and workplace studies. 4 q.h.
902. *Literary Theory*. May focus on particular theoretical approaches or provide an overview of literary criticism. May be repeated once. 4 q.h.
906. *Teaching of Literature*. (Sec.Ed. 906) Problems, issues, practices and research which affect the teaching of literature at various grade levels and in college courses. 4 q.h.
907. *Teaching of Writing*. (Sec.Ed. 907) Problems, issues, practices and research which affect the teaching of writing at various grade levels and in college courses. 4 q.h.
911. *Chaucer and the Medieval World*. Study of selected literary works reflecting medieval thought and culture. May be repeated once with a different topic. 4 q.h.

\*additional fee required



## 120 COURSES

912. *Sixteenth- and Seventeenth-Century Studies*. Nondramatic literature of the British Renaissance, excluding Milton, with varying emphases; such as the lyric from Wyatt to Marvell; the interrelationship of satirical, utopian, and pastoral literature; the development of prose style and narrative. May be repeated once with a different topic. 4 q.h.

913. *Shakespeare and Renaissance Drama*. Varying emphases on the dramatic works of Shakespeare and/or his contemporaries. May be repeated once with a different topic. 4 q.h.

914. *Restoration and Eighteenth-Century British Studies*. Prose, poetry, and/or drama of the period studied in historical and cultural context and from various critical perspectives. May be repeated once with a different topic. 4 q.h.

915. *Early American Studies*. Prose, poetry, and/or drama from the colonial period up to the early nineteenth century examined in their historical and cultural contexts. May be repeated once with a different topic. 4 q.h.

916. *Nineteenth-Century British Studies*. Prose, poetry, and/or drama of the period studied in historical and cultural context and from various critical perspectives. May be repeated once with a different topic. 4 q.h.

917. *Nineteenth-Century American Studies*. Examines nineteenth-century American literature and culture through particular themes, genres, styles, periods, and/or figures. May be repeated once with a different topic. 4 q.h.

918. *Studies in Children's Literature*. Classic and/or contemporary children's literature. Emphasis may be on development, trends, critical standards, cultural context, classroom selection and use. 4 q.h.

919. *Studies in Adolescent Literature*. Classic and/or contemporary adolescent literature. Emphasis may be on development, trends, critical standards, cultural context, classroom selection and use. 4 q.h.

920. *Twentieth-Century British Studies*. Prose, poetry, and/or drama of the period studied in historical and cultural context and from various critical perspectives. May be repeated once with a different topic. 4 q.h.

922. *Twentieth-Century American Studies*. Examines works in relation to the history and social and cultural developments of the period. Non-literary texts may be included, such as film, visual arts, and music. May be repeated once with a different topic. 4 q.h.

935. *Studies in the British Romantics*. Prose, poetry, and/or drama of the period studied in historical and cultural context and from various critical perspectives. May be repeated once with a different topic. 4 q.h.

960. *Studies in Linguistics*. Examines a specific topic such as stylistics, semantics, sociolinguistics, or psycholinguistics. May be repeated once with a different topic. 4 q.h.

961. *Studies in Poetry/Poetics*. Examines the principles, concepts, social and cultural contexts, terminologies, themes, genres, movements, and/or figures of poetic composition. May be repeated once with a different topic. 4 q.h.

962. *Studies in Prose*. Examines forms such as the novel, short story, essay, biography, autobiography or travel literature. Emphasis may be on definition, development, cultural context, figures or themes. May be repeated once with a different topic. 4 q.h.

963. *Studies in a Literary Figure*. Examines an author's work within the context of the writer's life, literary precursors, circle, or other writings. May be repeated once with a different topic. 4 q.h.

964. *Studies in Post-Colonial Literature*. Examines fiction, poetry, drama and criticism arising from post-colonial experience. May be repeated once with a different topic. 4 q.h.

965. *Studies in Film*. Analysis of motion pictures and their creators; topics may include classic and contemporary styles, genres and methods of production, as well as film theory and criticism. May be repeated once with a different topic. 4 q.h.
966. *The Writing of Poetry*. Discussion and application of approaches, techniques, and forms involved in the writing of poetry. May be repeated once with a different topic. 4 q.h.
967. *The Writing of Prose*. Discussion and application of approaches, techniques and forms involved in the writing of fiction and/or non-fiction. May be repeated once with a different topic. 4 q.h.
975. *English Education Practicum*. Approaches to teaching English and the Language Arts. May be repeated to a total of 4 q.h. 1-4 q.h.
976. *Studies in English Education*. Theories, issues and/or criticism in the teaching of English. May be repeated once with a different topic. 4 q.h.
990. *Special Topics*. May be repeated once. 4 q.h.
1060. *Professional and Academic Writing for Educational Administrators*. Examination and application of the rhetorical theories underlying academic and professional discourse. Focus on scholarly writing and written communication in management. (May not be counted toward an M.A. in English.) 3 q.h.

### **Professional Writing and Editing Certificate**

943. *Technical Communication*. In-depth discussion of audience, format, document design, and corporate structure. Focus on refining skills and providing theoretical support for practical applications. Prereq.: Engl. 743 and 849 or permission of instructor. 4 q.h.
944. *Document Design and Production*. Application of computer software and hardware to design and produce technical documents. (May not be counted toward an M.A. in English.) 4 q.h.
953. *Journal Issues and Management*. Exploration of the interplay between journal management and professional issues in students' own field. Focus on editorial policies, subject matter, editorial and authorial voice, audience, screening of articles, and journal production. 4 q.h.
992. *Professional Communication*. Focus on a selected topic in technical writing or professional communication, e.g., proposal writing, science writing, computer documentation, non-fiction prose. May be repeated once with a different topic. 4 q.h.
993. *Discourse Theory*. Examination and discussion of contemporary theories of discourse analysis, with some attention to the history and development of rhetorical theory. 4 q.h.

## **FOREIGN LANGUAGES AND LITERATURES**

L. Allen Viehmeyer, *Chair of the Department*  
 501 DeBartolo Hall  
 (216) 742-3461

900. *Seminar*. Study of selected topics common to several, or all of the following languages: French, German, Italian, Spanish, Russian and Latin. The topic will be announced each time the course is offered. May be taken three times for credit if content is not repeated. Prereq.: Open only to graduate students proficient in at least one of the languages offered in the department. 4 q.h.

**French**

- 820. Selected Topics in 18th Century French Literature (4 q.h.)
- 830. Selected Topics in 19th Century French Literature (4 q.h.)
- 845. Selected Topics in 20th Century French Literature (4 q.h.)
- 850. Selected Topics in French Literature Outside of France (4 q.h.)
- 873. Textual Analysis (4 q.h.)
- 874. Advanced French Composition (4 q.h.)
- 885. Special Topics (2-4 q.h.)

901. *Special Topics in French*. Arranged course for graduate students only. May be repeated once if topic is different. Prereq.: Two 800-level courses in French with grade of B or better and permit to enter. 4 q.h.

**German**

- 860. Selected Masterpieces of German Literature (4 q.h.)
- 861. Contemporary German Literature (4 q.h.)
- 874. Advanced German Composition (4 q.h.)
- 885. Special Topics (2-4 q.h.)

901. *Special Topics in German*. Arranged course for graduate students only. May be repeated once if topic is different. Prereq.: Two 800-level courses in German with grade of B or better and permit to enter. 4 q.h.

**Italian**

- 801. Italian Literature of the 14th Century (4 q.h.)
- 802. Italian Literature of the 16th Century (4 q.h.)
- 830. Italian Literature of the 19th Century (4 q.h.)
- 840. Italian Literature of the 20th Century (4 q.h.)
- 885. Special Topics (2-4 q.h.)

901. *Special Topics in Italian*. Arranged course for graduate students only. May be repeated once if topic is different. Prereq.: Two 800-level courses in Italian with grade of B or better and permit to enter. 4 q.h.

**Spanish**

- 838. Topics in Modern Spanish-American Literature (4 q.h.)
- 855. Topics in Spanish Language and Linguistics (4 q.h.)
- 870. Topics in Spanish Literature (4 q.h.)
- 885. Special Topics (2-4 q.h.)
- 890. Topics in Latin American Literature (4 q.h.)

901. *Special Topics in Spanish*. Arranged course for graduate students only. May be repeated once if topic is different. Prereq.: Two 800-level courses in Spanish with grade of B or better and permit to enter. 4 q.h.

# FOUNDATIONS OF EDUCATION

Peter A. Baldino, Jr., *Chair of the Department*  
1021 Fedor Hall  
(216) 742-3223

870. Problems of the Classroom Teacher (3 q.h.)
871. Pupil Problems (3 q.h.)
- 872.\* Statistical Methods in Education (3 q.h.)
873. Comparative Education (3 q.h.)
- 875, 876, 877. Seminar in Foundations of Education (1-4 q.h. each)
880. Inner-City Educational Workshop (3 q.h.)
- 889.\* Small Computer Applications in the Classroom (3 q.h.)
- 900R. *Seminar in History of the Education of Children and Youth.* A seminar on the history of childrearing which stresses the interplay of family and schooling on the idea of childhood. Students will do seminar papers. 3 q.h.
901. *Philosophical Foundations of Educational Theory and Practice.* An examination of the basic philosophical premises upon which functional educational systems have been based. 3 q.h.
902. *Socio-Cultural Aspects of Education.* An introduction to socio-cultural interpretations of teaching and learning with emphasis on recent developments in the theory and content of social science research in education. 3 q.h.
903. *Classics in Education.* Selected readings from classical works of literature and respected social commentaries which contribute to understanding educational values and the institutionalization of education. 3 q.h.
904. *Educational Research.* An introduction to the techniques of educational research and elementary statistical concepts. Preparation of a written prospectus for a research problem will be required. Stress will be placed on the use of the library in the collection of data. Experience in interpreting research data will be provided in order to enable the student to adequately interpret the findings of educational research. Prereq.: Found. 872 or equivalent course, or permission of instructor. 3 q.h.
905. *A History of American Education.* The development of educational practice in the United States. An examination of progress towards educational goals. Implications of historical backgrounds for present problems. 3 q.h.
915. *Critiques on Contemporary Education.* Selected writings of contemporary systematic social/educational critics. Emphasis on theories of schooling and public support of educational values. 3 q.h.
926. *Standardized Testing.* Study of the use and consequences of large-scale testing programs in education. Development of a knowledge base to enable students to critically examine current practices in educational testing. Emphasis will be on the interpretation and validity of test scores currently being used for instructional, administrative and political decision-making in education. 3 q.h.
928. *Research Methods in Health Services.* The study and application of research design in the area of health services. Each student will be required to conduct a literature search and to develop a research proposal. Prereq.: Psych. 910 or equivalent. 3 q.h.
932. *Theory and Practice in Evaluation Research.* Analyses of the major models including the Stufflebeam, Stake, Provus, and Scriven models used in educational program evaluation. 3 q.h.

\*additional fee required

933. *Proposal Writing in Education*. Techniques of drafting proposals for grants; particular emphasis on guidelines and regulations for 1) teacher mini-grants for State of Ohio, 2) Right to Read grants, and 3) Title IV-C grants and other educational funding sources as appropriate. Prereq.: Found. 872 and 904 or equivalent. 4 q.h.

935. *Philosophical Foundations of Middle Grade Education*. (EMCE 935) Philosophical interpretations of teaching/learning and educational policy with emphasis on middle grade education. 3 q.h.

937. *Sociological Foundations of Middle Grade Education*. (EMCE 937) Socio-cultural interpretations of teaching/learning with emphasis on middle grade education. Prereq.: Sec.Ed. 935. 3 q.h.

945. *Research Design*. An in-depth analysis of the major research methodologies used in the Educational Administration journals and a review of the statistical tools which support these methodologies. Prereq.: Found. 872 and 904. 3 q.h.

953. *Philosophy of and Knowledge in Educational Research*. Examination of basic philosophical questions as they relate to specific developments in educational research and curriculum development theory. 3 q.h.

977. *Qualitative Research Methods*. An in-depth analysis of the qualitative research methodologies used in the study of the institution of schooling, including participant observations, interviewing, and document analysis. Prereq.: Found. 945. 3 q.h.

980.\* *Advanced Statistical Methods in Education*. An extension of parametric and nonparametric statistical techniques covered in Education 872 with emphasis on interpretation of educational data sets from SPSS computer printouts. Prereq.: Found. 872 or equivalent. 3 q.h.

995. *Workshop in Foundations of Education*. Intensive study of selected issues or problems of current interest. 1-4 q.h., may be repeated to a maximum of 12 q.h.

998. *Field Experience in Educational Research*. Planned field experience in the area of Educational Research and Evaluation. Supervised participation in some aspect of action research in the schools. Prereq.: Found. 872, 904, or Couns. 964, and permission of advisor. 3-6 q.h.

1000, 1001, 1002, 1003, 1004. *Seminar in Foundations of Education*. Study of selected issues and problems of current interest chosen on the basis of need; e.g., community-environmental influences on the school, international education, demographic studies regarding schools, and other selected topics. Prereq.: Graduate status and permission of instructor.

1-5 q.h., maximum total 15 q.h.

1102. *Multicultural Perspectives in Educational Leadership*. This course explores the concepts involved in cultural identity including race, ethnicity, gender, and class as they affect and are affected by school organization and practice. Prereq.: Doctoral admission and Found. 902.3 q.h.

1105. *Advanced Educational Research/Dissertation Proposal*. This course guides the development of research problems into a doctoral dissertation proposal consisting of a purpose section, literature review, and statement of methodology. Prereq.: Doctoral admission, Found. 977 or 980, and Ed.Adm. 1100. 3 q.h.

1110. *Theories of Inquiry*. This course investigates historic and contemporary theories of how one comes to know something. Ways of knowing, believing, categorizing, and arriving at certainty, the development of statements of validity and trust, and construct validity will be examined. Prereq.: Doctoral admission, Psych. 903 and 906. 3 q.h.

1115. *Schools, Society and Ideology*. Advanced course in the analysis of social, cultural, economic, and political challenges facing educators and policy makers with emphasis on prevalent belief systems supporting contemporary school policy and practices. Prereq.: Doctoral admission and Found. 901. 3 q.h.

\*additional fee required

## GEOLOGY

Ikram Khawaja, *Chair of the Department*  
213 Engineering Science Building  
(216) 742-3612

802.\* Stratigraphy and Sedimentation (4 q.h.)

803.\* Optical Mineralogy (5 q.h.)

805. Special Problems in Geology (1–5 q.h.)

806.\* Introduction to X-Ray Diffraction (3 q.h.)

812.\* Sedimentology (2 q.h.)

815. Geology and the Environment 2 (2 q.h.)

901. *Geology of Ohio and Pennsylvania.* The geologic history and development of the rocks, structure, landforms and mineral resources of Ohio and Pennsylvania. Prereq.: Geol. 802 or equivalent. 4 q.h.

## HEALTH SCIENCES

Loretta M. Liptak, *Chair of the Department*  
102 Beeghly Physical Education Center  
(216) 742-3742

893. Workshop in Health Education (1–4 q.h.)

948. *Analysis of Health Care Systems.* A study of the historical, political, philosophical, legal, and organizational elements of the American health care delivery systems. 3 q.h.

949. *Principles of Community Health Practices.* An examination of various physiological, psychological and sociological factors which influence community health. Prereq.: H.Sc. 791 or equivalent. 3 q.h.

950. *Philosophy of Health Education.* An examination of the principles, values, and purposes of health education. Prereq.: Found. 901. 4 q.h.

951. *Advances in the Health Sciences.* Designed to provide students with an understanding of recent advances in the health sciences. Emphasis upon analysis of current research related to health promotion programs. Prereq.: H.Sc. 755, 756 or equivalent. 4 q.h.

953. *Health Behavior.* A review of research studies and models which identify the factors influencing individual health behavior. Prereq.: H.Sc. 949. 3 q.h.

954. *Pedagogy in Health Education.* Analysis of effective health teaching based on current research. Emphasis on planning, methodology, teaching behaviors and evaluation. Prereq.: H.Sc. 951 or Psych. 903. 4 q.h.

955. *Health Education Curriculum.* A study of curriculum development with emphasis on objectives, procedures, implementation, and evaluation. Prereq.: H.Sc. 721 and 794 or equivalent. 4 q.h.

956. *Organization and Administration of Health Programs.* Principles of planning, implementing, evaluating, and administering programs in various health settings. Prereq.: H.Sc. 948, 949 and 953. 3 q.h.

\*additional fee required

958. *Issues in Health and Health Services*. An examination of current philosophical, legal, and ethical issues related to health and the delivery of health services. Prereq.: H.Sc. 948 and 949. 3 q.h.

1010. *Seminar*. A synthesis of the role of education and management in health services. Emphasis on specific problems, concerns, or issues related to various work settings. Prereq.: H.Sc. 956 and 958, and any research class. 2 q.h.

1015. *Research Practicum*. An individual investigation of a topic including analysis, design, and research under the direction of a graduate health faculty member with the approval of the health coordinator. Prereq.: H.Sc. 1010. 4 q.h.

## HISTORY

William D. Jenkins, *Chair of the Department*  
520 DeBartolo Hall  
(216) 742-3452

901. *Historical Literature: American*. Readings in the standard works and monographic studies to meet the requirements of qualified graduate students who wish intensive concentration in specific areas of American history. May be repeated with permission of instructor. 4 q.h.

902. *Seminar in American Colonial History*. Selected problems of early American history. May be repeated with permission of instructor. 4 q.h.

903. *Seminar in 19th Century America I*. Selected problems of American history, 1800-1865. May be repeated with permission of instructor. 4 q.h.

904. *Seminar in 19th Century America II*. Selected problems of American history, 1865-1900. May be repeated with permission of instructor. 4 q.h.

905. *Seminar in 20th Century America*. Selected problems of American history in the 20th century. May be repeated with permission of instructor. 4 q.h.

906. *Historical Literature: European*. Readings in the standard works and monographic studies to meet the requirements of qualified graduate students who wish intensive concentration in European history. May be repeated with permission of instructor. 4 q.h.

912. *Seminar in Greek and Roman History*. The sources and problems of Greek and Roman history. May be repeated with permission of instructor. 4 q.h.

913. *Seminar in Medieval Culture and Society*. The main intellectual and social currents of the Middle Ages. May be repeated with permission of instructor. 4 q.h.

914. *Seminar in Renaissance and Reformation*. Trends and aspects of the Renaissance and Reformation. May be repeated with permission of instructor. 4 q.h.

915. *Seminar in 17th Century Europe*. Dutch Commercial Enterprise; the France of Louis XIV; Austria and the Empire; emergence of Brandenburg-Prussia; rise of Modern Science; the Age of Reason; the Development of the Baroque in Arts and Literature. 4 q.h.

916. *Seminar in 18th Century Europe*. Selected areas of the Enlightenment, Old Regime, and the French Revolution. May be repeated with permission of instructor. 4 q.h.

917. *Seminar in 19th Century Europe*. The Napoleonic and post-Napoleonic era and the rise of nationalism in Europe. May be repeated with permission of instructor. 4 q.h.

918. *Seminar in 20th Century Europe*. Investigation of the causes of the great world wars, the rise of totalitarianism and the cold war. May be repeated with permission of instructor. 4 q.h.

919. *Seminar in Russian History*. Selected problems of Russian history. May be repeated with permission of instructor. 4 q.h.

920. *Historical Literature: Asian*. Readings in the standard works and monographic studies to meet the requirements of qualified graduate students who wish intensive concentration in Asian history. May be repeated with permission of instructor. 4 q.h.

921. *Seminar in Asian History*. Selected problems in the political, social, economic, diplomatic, and intellectual history of traditional or modern East Asia. May be repeated with permission of instructor. 4 q.h.

922. *Seminar in British Empire*. An examination of major problems confronting the British Empire after 1783. May be repeated with permission of instructor. 4 q.h.

923. *Seminar in Middle Eastern History*. This course will deal with topics from the Ancient Near East down to the contemporary clash of nationalisms in the Middle East. May be repeated with permission of instructor. 4 q.h.

925. *Seminar in English History*. An examination of selected problems in the political, social, economic, and intellectual history of England. May be repeated with permission of instructor. 4 q.h.

931. *Research*. 1-9 q.h.

932. *Studies in the Teaching of History*. Investigation and discussion of the research and some of the underlying assumptions in the teaching of history, with implications for the teacher of social studies in the secondary schools and for the prospective history professor. Degree students may receive credit for this course only once. 4 q.h.

933. *Historic Preservation*. The history, theory and method of historic preservation. 4 q.h.

940. *Historical Literature: Latin American*. Readings in the standard works and monographic studies to meet the requirements of qualified graduate students who wish intensive concentration in Latin American history. May be repeated with permission of instructor. 4 q.h.

941. *Seminar in Latin American History*. Selected problems in the political, social, economic, diplomatic, religious, and cultural history of traditional or modern Latin America. May be repeated with permission of instructor. 4 q.h.

944. *Historical Literature: World*. Readings in the standard works and monographic studies to meet the requirements of qualified students who wish concentration in world history. May be repeated with permission of instructor. 4 q.h.

948. *Introduction to Historical Research*. Instruction in the basic tools and techniques of historical research and study. Required of all candidates for advanced degrees in history. 4 q.h.

949. *Historiography: American*. An introduction to the professional study of American history, including an examination of the sources and nature of historical knowledge, historical criticism, and synthesis. Required of all candidates for advanced degrees with concentration in the field of American history. 4 q.h.

950. *Historiography: European*. An introduction to the professional study of European history including an examination of the sources and nature of historical knowledge, historical criticism, and synthesis. Required of all candidates for advanced degrees with concentration in the field of European history. 4 q.h.



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960. *Historical Literature: African.* Readings in the standard works and monographic studies to meet the requirements of qualified graduate students who wish intensive concentration in African history. May be repeated with permission of instructor. 4 q.h.

961. *Seminar in African History.* Selected problems in the political, social, economic and intellectual history of Africa. May be repeated with permission of instructor. 4 q.h.

970. *Oral History.* Instruction in the methods of taking, processing and utilizing oral depositions relating to history. The course will include assignments in the field. May be repeated once. 4 q.h.

980. *Independent Study.* Individual study in concentrated areas of history under the supervision of a staff member. May be repeated to a maximum of 8 q.h. Prereq.: Permission of the instructor and the graduate director. 1-4 q.h.

## HUMAN ECOLOGY

Janice G. Elias, *Chair of the Department*  
3044 Cushwa Hall  
(216) 742-3344

825. Current Nutrition Concepts (4 q.h.)

830. Homemaker Rehabilitation (4 q.h.)

862. Food and Culture (3 q.h.)

862L.\*Cultural Foods Laboratory (1 q.h.)

866. Administration of Prekindergarten Programs (4 q.h.)

870. Home Economics Workshop (2-4 q.h.)

872. Maternal and Child Nutrition (4 q.h.)

873. Nutrition and Aging (4 q.h.)

890. Occupational Home Economics Education (3 q.h.)

892. Community Programming in Home Economics (4 q.h.)

895. International Studies in Home Economics (2-6 q.h.)

902. *Nutrition Education.* Examination of common nutrition assumptions and claims, techniques in teaching nutrition, development of teaching materials and plans, emphasizing integration into existing courses. Prereq.: Four quarter hours in teaching methods or equivalent. 3 q.h.

904. *Family Life Education.* Focus on current issues and challenges impacting on families, investigation of literature and application of theory; development of techniques and materials for teaching family relationships and child development at various grade levels. Prereq.: Eight quarter hours of child and/or family studies. 4 q.h.

908.\* *Problems in Apparel Design.* Advanced techniques in developing patterns and designing apparel. To meet students needs, emphasis will be placed on tailoring, flat pattern design and/or draping. Each student will construct a garment. Prereq.: HE 703 or equivalent. 4 q.h.

910. *Special Topics in Home Economics.* Issues and problems of current interest chosen on the basis of need. Prereq.: HE 731 or equivalent. 2-4 q.h.

950. *Readings in Home Economics.* Individual investigation of a special topic; annotated bibliography required. Prereq.: Departmental approval. (May be repeated for up to 4 q.h.) 1-2 q.h.

\*additional fee required

# HUMAN PERFORMANCE AND EXERCISE SCIENCE

Barbara L. Wright, *Chair of the Department*  
307 Beeghly Physical Education Center  
(216) 742-3654

894. Workshop in Physical Education/Athletics (1-4 q.h.)
900. *Pedagogy in Physical Education*. Description and analysis of teacher behaviors in physical education with emphasis on teaching methodology, the improvement of teaching skills, and planning for maximum student participation. 3 q.h.
901. *Sport in Society*. Sport studied as a social system interdependent with culture and society and as a social institution which is related to, or a part of, other basic institutions such as the family, education, religion, the economy, politics, and the mass media. Prereq.: HPES 850 or 855. 4 q.h.
903. *Physical Education Curriculum*. Analysis and progressive development of the physical education curriculum for kindergarten through grade 12. Includes content and program planning. Prereq.: HPES 766, 767 and 768, or equivalents. 3 q.h.
905. *Current Literature in Physical Education*. A critical analysis of recent literature and research in physical education. Readings are organized around problems significant to present-day physical education. Prereq.: Found. 904 or equivalent. 3 q.h.
910. *Teaching of Motor Skills*. Analysis of research on motor learning and its application to the acquisition, the teaching and the coaching of movement skills. Prereq.: HPES 795 or equivalent. 4 q.h.
920. *Mechanical Analysis of Motor Movements*. Scientific basis for teaching correct form for the exact execution of movement skills through the fundamental laws of physics pertaining to motion. Analysis of various motor activities in order to determine the proper mechanics for obtaining the most effective and efficient results. Prereq.: HPES 795 or equivalent. 4 q.h.
930. *Laboratory Instrumentation*. A laboratory course designed to provide instruction and practical experience in operating laboratory equipment for the measurement of physiological parameters in the human. Two hours lecture and two hours laboratory per week. Prereq.: HPES 896 or equivalent. 3 q.h.
935. *Biodynamics and Human Performance*. The physiology of human exercise responses to various stress conditions such as environmental, psychosocial, disease and maximal performance. Prereq.: HPES 896 or equivalent. 3 q.h.
940. *Administration of Exercise Programs*. Designed to provide guidelines for graded exercise stress testings and exercise prescription programs. Included are behavioral objectives for physicians, program directors, exercise leaders, and exercise technicians. Course guidelines for exercise programs are those established by the American College of Sports Medicine. Prereq.: HPES 896 or equivalent. 2 q.h.
990. *Independent Study*. Individual study and projects under faculty supervision. Prereq.: Permission of instructor and department chair. (May be repeated to a maximum of 4 q.h.) 1-4 q.h.

## INDUSTRIAL AND SYSTEMS ENGINEERING

Wade C. Driscoll, *Chair of the Department*  
238 Engineering Science Building  
(216) 742-3024

801. Linear Programming (4 q.h.)  
825. Advanced Engineering Economy (4 q.h.)  
850. Operations Research (4 q.h.)

901. *Optimization Techniques*. A study of the theory of optimization and its application to problems from several engineering disciplines. The principles of optimization will be applied to constrained and unconstrained engineering problems. Algorithms will be developed for solving optimization problems which can be formulated as linear, nonlinear, integer or dynamic programming models. Prereq.: Math 674. 4 q.h.

902.\* *Digital Simulation*. A study of simulation methods using digital computers, random number generation, Monte Carlo techniques, queueing models, and analysis of simulation output will be presented. The student will be provided the opportunity to simulate moderately complex systems on digital computers. Primary emphasis will be on models of technical, scientific and economic systems. Prereq.: Math 674 and I.S.Egr. 642 or consent of instructor. 4 q.h.

903. *Engineering Statistics*. Development and application of stochastic models of engineering systems. Elementary probability models applied to decision making under uncertainty. Development and use of theoretical probability distributions for describing stochastic systems. Models for point and confidence interval estimation and models for correlation analysis applied to engineering problems. Prereq.: Math 674. 4 q.h.

930. *Microcomputer Models of Deterministic Engineering Systems*. Microcomputer model development, implementation, evaluation and application for deterministic engineering systems. Recognition of engineering systems amenable to analysis as deterministic microcomputer models. Determination of model structure; identification of model parameters; verification of model validity; exercising the model; and interpretation of results. Prereq.: I.S.Egr. 642 and Math 705. 4 q.h.

## MANAGEMENT

Rammohan R. Kasuganti, *Chair of the Department*  
646 Williamson Hall  
(216) 742-3071

851. Problems in Industrial Management (3 q.h.)  
860. Comparative Management (4 q.h.)  
875.\* Decision Support/Expert Systems (4 q.h.)

900. *The Foundation of Management*. A study of the fundamental concepts and functions of management. Each functional area is analyzed and the interrelationship of the functions emphasized. Topics such as organization design, authority-power relationships, control systems, group behavior, participative management, span of control, etc., will be covered. (Not applicable toward M.B.A.) 3 q.h.

901. *Foundations of Management and Marketing* (same as Marketing 901). A study of the fundamental concepts and functions of management and marketing. (Available to E.M.B.A. students only; a pre-E.M.B.A. course.) 4 q.h.

\*additional fee required

915. *Research Methodology*. Nature, methods and techniques of research in management; to include the scientific method in business; sampling theory, variable analysis, and research problems applying these techniques. Prereq.: Econ. 900, Acct. 601 and Mgt. 900, or equivalents.

4 q.h.

916. *Quantitative Analysis for Business Decisions*. The application of mathematical models to managerial decision-making with emphasis on problem formulation, on sensitivity analysis, and on other aspects of model interpretation. Prereq.: Econ. 900, Mgt. 900, or permission of instructor.

4 q.h.

917. *Management Information Systems*. Present concepts required for the design, implementation, and utilization of management information systems. The primary emphasis of this course will be development of a total information system for executive level planning and decision-making. Will deal with modern systems concepts and tools; design and scheduling; computer application in integrated systems. Prereq.: Acct. 601 and Mgt. 900, or equivalents.

4 q.h.

918. *Business System Simulation*. Simulation as a decision-making technique useful for studying complex business systems. Involves building and validating a model to represent the business system under study and simulating the behavior of the model. The application of simulation to a variety of business problems is covered. Prereq.: Acct. 601 and Mgt. 900, or equivalents.

4 q.h.

921. *Operations Management I*. Product design and selection, process planning, plant location, plant layout, methods study and labor standards, forecasting, aggregate planning and master scheduling, inventory control, scheduling, quality control. Prereq.: Mgt. 900 or equivalent, and Mgt. 916.

4 q.h.

951. *Theory of Organization*. A macro level approach to study of the organizing function. Open and closed system strategies are utilized in studying organizations. Explores the impact of strategy, technology, contingencies, and conflict on organization structure and form. Prereq.: Mgt. 900 or equivalent.

4 q.h.

952. *Management Theory and Thought*. Modern management thought and theory by an analysis and study of the 19th and 20th century literature. Prereq.: Mgt. 900 or equivalent.

3 q.h.

954. *International Management*. Planning, organizing and control within the context of a multinational corporation, with emphasis upon problems of adaptation to different sociological, cultural, legal, political, and economic environmental characteristics. Prereq.: M.B.A. core.

4 q.h.

961. *Organizational Behavior*. The study of the behavior of individuals and groups in organizations. Major theoretical positions and research findings are examined with emphasis on the implications for organizational design and management practice. Prereq.: Econ. 900 or equivalent and Mgt. 915.

4 q.h.

962. *Organizational Staffing Process*. Brief survey of the field of human resource management, followed by intensive analysis of programs for manpower acquisition, maintenance and development. Emphasis on determination of organizational needs, and the development and effective utilization of available human skills and competencies. Examination of applicable federal and other employment legislation. Prereq.: Mgt. 900 or equivalent.

4 q.h.

963. *Industrial Relations*. Analysis of managerial and organizational aspects of employee relations arising out of relations with union negotiation, and application of contracts, living with contracts, and pertinent legislative matters. Prereq.: Mgt. 900 or equivalent.

4 q.h.

964. *Compensation Management*. Development and maintenance of compensation and benefits programs. Wage and salary determination, job evaluation and pricing, incentives, managerial and executive compensation.

4 q.h.

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965. *Business Policy*. The correlation of theory and practice in the development of business policy. Emphasis on the problems of executive management, decision making, and administrative action. Prereq.: Completion of all M.B.A. degree core courses. 4 q.h.

966. *Operations Management II*. Advanced topics in production planning and control. The major emphasis is on case studies and individual projects. Prereq.: Mgt. 921 or equivalent. 4 q.h.

968. *Special Topics in Management*. Topics may vary from quarter to quarter and will be announced along with prerequisites and hours. (May be repeated.) 1-3 q.h.

969. *Seminar in Management*. Analysis of long range planning, organizational development, systems management, executive decision-making, organizational behavior, control systems, and others. Prereq.: Mgt. 961. 3 q.h.

971. *Business and Society*. Complex and dynamic interrelationships between business and society: social, cultural, legal, ethical, economic and technological issues, philosophies and points of view which influence business. Prereq.: Mgt. 900 or equivalent. 4 q.h.

996. *Research Problems*. Special projects undertaken by M.B.A. students under the direction of faculty members of professorial rank. The exact number to be used will be determined by the nature of the project. Credit will be determined in each case in the light of the nature and extent of the project. 1-6 q.h.

998. *Thesis*. 6 q.h.

## MARKETING

E. Terry Deiderick, *Chair of the Department*  
534 Williamson Hall  
(216) 742-3080

900. *Foundations of Marketing*. A basic examination of marketing as a business process by which products are matched with markets and through which transfers of ownership are effected. This course satisfies the appropriate prerequisite requirement for the M.B.A. degree. (Not applicable toward the M.B.A.) 3 q.h.

901. *Foundations of Management and Marketing* (same as Management 901). A study of the fundamental concepts and functions of management and marketing. (Available to E.M.B.A. students only; a pre-E.M.B.A. course.) 4 q.h.

915. *Research Techniques*. Nature, methods and techniques of research and the use of research by management; the scientific method in business, sampling theory, variable analysis and research cases. 3 q.h.

941. *Marketing Theory*. A critical appraisal of emerging marketing concepts, their development, acceptance and expected future direction; focus on the role of marketing in the overall economy rather than within the firm. Prereq.: Mktg. 900 or equivalent. 3 q.h.

942\*. *Marketing Administration*. A managerial approach, emphasizing the integration of marketing as an organic activity, with other activities of the business firm. By case analysis and consideration of current marketing literature, students are provided the opportunity to develop marketing management abilities. Prereq.: Mktg. 900 or equivalent. 4 q.h.

\*additional fee required

943.\* *Physical Distribution Management.* Problems encountered in the movement of goods from the end of the production line to the ultimate consumer; consideration of total distribution and its application in the design and reconstruction of distribution systems. The relationships between materials handling, warehousing, inventory carrying, and transportation costs are explored together with methods of analysis designed to disclose optimum combinations. Prereq.: Mktg. 900 or equivalent. 4 q.h.

944.\* *Product Management.* The search for new product ideas and their evaluation; the organizational structure necessary to the development and introduction of new products and the management of a product line; the commercial aspects of product design, packaging, labeling, and branding; considerations involved in making product deletion decisions. Prereq.: Mktg. 900 or equivalent. 3 q.h.

945. *Marketing Communications.* Consideration of behavioral science approaches to mass and interpersonal communication and audience behavior. Psychological and sociological data are introduced in relationship to the promotional strategy of marketing communication with emphasis on the dynamics of advertising and selling. Prereq.: Mktg. 900 or equivalent. 3 q.h.

946. *Consumer Behavior.* The analysis of behavior of consumers both in groups and as individuals in order to assist the marketing manager in such areas as selection of target segments, advertising and media selection, personal selling, product development, marketing research, pricing and distribution policies. In addition to business writings, relevant material from psychology, sociology, economics and anthropology will be utilized to familiarize the student with the behavior of the consumer in the market place. Prereq.: Mktg. 900 or equivalent. 4 q.h.

947. *Marketing and Social Responsibility.* Current marketing problems created by emerging social, environmental, and consumer pressures and the need to balance consumer satisfaction, profits, and social responsibility. Topics include Selling Practices, Product Safety, Consumerism, Environmental Issues, Disadvantaged Market Segments, Product Quality, Consumer Advocates, and Social Critics. Prereq.: Mktg. 900 or equivalent. 3 q.h.

948. *Market Planning and Demand Analysis.* An in-depth study of forecasting and demand analysis techniques and their role in marketing planning and strategy formulations. Application of regression and correlation analysis, historical trend projection, model-based forecasting and market survey methods. Extensive use will be made of computer-based forecasting models. Prereq.: Mgt. 915, Mktg. 900 or equivalent, or permission of instructor. 4 q.h.

949. *International Marketing Management.* The functions, problems and decision-making processes of marketing executives in business organizations involved in foreign markets are studied. Students are given the opportunity to develop foreign market evaluations applying classroom knowledge to practical decision problems. Involvement of the student on an individual basis is stressed. Prereq.: Mktg. 942 or equivalent. 4 q.h.

950. *Marketing Research and Analysis.* The use of focus groups, store and diary panels, listener-ship, recall and test market studies, and other marketing research methods for collecting consumer and market data. Data are analyzed and evaluated utilizing univariate and multivariate techniques to assist marketing decision-making. Prereq.: Mgt. 915, Mktg. 942. 4 q.h.

968. *Special Topics in Marketing.* Topics may vary from quarter to quarter and will be announced along with prerequisites and hours. Course may be repeated. 1-3 q.h.

996. *Research Problems.* Special projects undertaken by M.B.A. students under the direction of faculty members of professorial rank. The exact number to be used will be determined by the nature of the project. Credit will be determined in each case in the light of the nature and extent of the project. 1-6 q.h.

998. *Thesis.* 6 q.h.

\*additional fee required

## Public Relations

950. *Theory and Practice of Public Relations*. A study, analysis, and evaluation of policies and programs designed to identify an organization with the public interest, and to gain public understanding and support. 3 q.h.

## Advertising

955. *Theory and Practice of Advertising*. A study, analysis, and evaluation of advertising objectives relating to media selection, creative function, campaigns, and research for decision-making and control. Prereq.: Mktg. 941 or 942 or permission of instructor. 3 q.h.

# MATERIALS SCIENCE

Richard W. Jones, *Director of the Program*  
216 Engineering Science Building  
(216) 742-1735

## Materials Engineering

820, 821. Principles of Extractive Metallurgy I, II (4+4 q.h.)

855. Composite Materials (4 q.h.)

861\* X-Ray Diffraction and Electron Microscopy (4 q.h.)

864. Thermodynamics of Materials II (4 q.h.)

865. Advanced Science of Materials (4 q.h.)

866. Special Topics (4 q.h.)

867\* Fractography and Failure Analysis (4 q.h.)

868\* Scanning Electron Microscopy of Engineering Materials (4 q.h.)

871. Physical Metallurgy IV (4 q.h.)

872. Refractory Metals and Alloys (4 q.h.)

887. Metallurgical Design (4 q.h.)

901. *Fundamentals of Materials Science*. Fundamental nature of solid materials. Atomic characteristics, electronic properties, crystal and molecular structures of metallic, ceramic and polymer materials. (Not intended for majors with an undergraduate degree in materials engineering.) 4 q.h.

901L. *Experimental Methods in Materials Engineering*. Modern laboratory techniques used to examine and analyze materials. Included are: metallographic methods, x-ray diffraction, and electron microscopy. 1 q.h.

903. *Structural Properties/Characteristics of Materials*. Relationships between fundamental characteristics of materials and their engineering properties. Both structure sensitive and structure insensitive properties will be discussed. 4 q.h.

904. *Mechanical Properties/Characteristics of Materials*. Advanced mechanical properties of materials. Relationships between fundamental and practical properties will be discussed. 4 q.h.

915. *Failure Analysis*. Advanced methods in failure analysis of metallics, ceramics, polymers, and composites. Numerous practical examples will be discussed. Individual student projects using SEM are required. Prereq.: Mt.Egr. 904. Three hours lecture and three hours laboratory. 4 q.h.

\*additional fee required

924. *Polymers—Theory, Design, and Applications*. Emphasis will be on relationships between molecular structure and processing, and the mechanical behavior of polymers. 4 q.h.
925. *Composites—Theory, Design, and Applications*. Theoretical considerations of composite properties; design and use of composites. 4 q.h.
930. *Electronic and Magnetic Materials*. Atomic and electronic properties of semiconductors, ferri-electrics, piezoelectric, lasers, and magnetic materials will be discussed. Processing techniques also included. 4 q.h.
970. *Manufacturing Process Methods I*. Advanced manufacturing processing for metallic materials. Included are continuous casting, powder techniques, fluidized bed reactors, and directional solidification. 4 q.h.
971. *Manufacturing Process Methods II*. Advanced manufacturing processing for non-metallic materials. Included are sintering, slip-casting, plastic forming techniques, and extrusion of non-plastic materials. 4 q.h.
973. *Nuclear Materials, Properties, and Radiation Effects*. Nature of materials used in the nuclear industry. Effects of neutron radiation on properties of these materials emphasized. 4 q.h.
975. *Special Topics in Materials Science*. Advanced topics in materials science. May not be repeated for credit toward the degree. 4 q.h.
976. *Modern Research Techniques in Materials Science*. Advanced methods used in experimental materials science. Included are x-ray and electron microscopy and quantitative metallography techniques. (Required for non-thesis students.) 4 q.h.
980. *Materials Design—Industrial Problems*. Design problems in materials engineering. Open-ended solutions to industrial problems required. 4 q.h.
- 990, 991. *Thesis I and II*. 2-4 + 2-4 q.h.
995. *Graduate Project*. An independent investigation by a graduate student under the direction or approval of the graduate faculty advisor. The investigation could involve data analysis, preparation of computer programs, or the design of laboratory experiments. A written report will be required. Credit will vary with the nature and scope of the project. 1-3 q.h.

## MATHEMATICS

John J. Buoni, *Chair of the Department*  
1055 Cushwa Hall  
(216) 742-3302

825. Linear Algebra 2 (4 q.h.)
827. Abstract Algebra III (4 q.h.)
828. Number Theory (4 q.h.)
830. Projective Geometry (4 q.h.)
838. Graph Theory and Algorithms (4 q.h.)
841. Mathematical Statistics II (4 q.h.)
842. Statistical Decision Theory (4 q.h.)
843. Theory of Probability (4 q.h.)
845. Operations Research I (4 q.h.)
855. Ordinary Differential Equations 2 (4 q.h.)
860. Mathematical Logic (4 q.h.)



861. Numerical Analysis II (4 q.h.)
872. Intermediate Real Analysis III (4 q.h.)
875. Introduction to Complex Variables (4 q.h.)
880. Introduction to Topology (4 q.h.)
890. Mathematics Seminar (2 q.h.)
895. Selected Topics in Mathematics (May be repeated once.) (2–5 q.h.)
901. *Topics in Analysis*. A course in analysis aimed at developing a broad understanding of the subject. Prereq.: Departmental permission. 5 q.h.
902. *Topics in Modern Algebra*. A course in modern algebra aimed at developing a broad understanding of the subject. Prereq.: Departmental permission. 5 q.h.
903. *Topics in Geometry*. A course in Euclidean and projective geometry with emphasis on projective spaces of dimensions one and two, especially designed to develop a broad understanding of the subject. Prereq.: Departmental permission. 4 q.h.
- 910, 911. *Advanced Engineering Mathematics I, II*. A presentation of methods in applied mathematics. Selected topics may include: differential equations, infinite series, linear spaces and operators, matrices and determinants, functions of a complex variable, special functions of mathematical physics, operational calculus, and partial differential equations. Emphasis is placed on applications to engineering. Prereq.: Math 705 or permission of instructor. 4+4 q.h.
- 920, 921. *Modern Algebra I, II*. A study of algebraic theories, finite groups, field extensions and Galois theory, rings, modules, and multilinear algebra. Prereq.: Math 827. 4+4 q.h.
- 925, 926. *Advanced Numerical Analysis I, II*. Topics covered include eigenvalue-eigenvector analysis, boundary value problems, and approximation methods for partial differential equations. Prereq.: Math 725, 760, a knowledge of FORTRAN or Pascal programming, and either Math 861, 901 or permission of the instructor. 4+4 q.h.
928. *Number Theory II*. An advanced study of number theory. Topics to be selected from the theory and distribution primes, computational number theory, and additive number theory. Prereq.: Math 828. 4 q.h.
930. *Differential Geometry*. The classical differential geometry of curves and surfaces, with tensors. Prereq.: Math 705 and 872. 4 q.h.
933. *Geometry*. General theory of incidence structures and modern geometric theories. Prereq.: Math 725, 902 and either 830 or 903. 4 q.h.
938. *Combinatorics*. Enumerative analysis, generating function, Mobius inversion and Polya counting; incidence structures. Prereq.: Math 838 and either 722 or 902. 4 q.h.
942. *Operations Research II*. An advanced study of operations research. Topics may include integer programming, advanced linear programming, nonlinear programming, dynamic programming, queuing theory, Markov analysis, game theory, and forecasting models. Prereq.: Math 743 and 845. 4 q.h.
- 945, 946. *Stochastic Processes I, II*. A study of Markov chains, Poisson processes, Wiener processes, and renewal processes with applications to queueing and traffic, system reliability, epidemics, inventory, and time series. Prereq.: Math 725, 752, and either 815 or 843, or permission of instructor. 4+4 q.h.
- 948, 949. *Analysis of Variance I, II*. A study of linear statistical models of the relationship between analysis of variance and regression and of the assumptions underlying the analysis of variance. Prereq.: Math 725 and 841, or permission of instructor. 4+4 q.h.
950. *Infinite Series*. An extensive treatment of convergent and divergent series including a strong emphasis on summability methods of divergent series. Prereq.: Math 752. 4 q.h.

952. *Advanced Differential Equations*. Theory of differential equations including a study of fundamental existence and uniqueness theorems for solutions. Further topics selected from: phase plane analysis, stability theory, boundary value problems, partial differential equations, integral equations, applications. Prereq.: Math 705, 725, and 752, or permission of instructor. 4 q.h.
960. *Mathematical Logic II*. A study of the elements of recursive function theory and topics such as Gödel's incompleteness theorem and decision problems for theories. Prereq.: Math 860 or permission of instructor. 4 q.h.
- 965, 966. *Introduction to Real Analysis I, II*. Calculus in  $n$ -dimensional Euclidean spaces. Riemann and Lebesgue integration and related topics. Prereq.: Math 872. 4+4 q.h.
- 971, 972. *Real and Abstract Analysis I, II*. Introduction to general measure theory and functional analysis. The Radon-Nikodym theorem, the Fubini theorem, the Hahn-Banach theorem, the closed graph and open mapping theorems, weak topology. Prereq.: Math 966. 4+4 q.h.
- 975, 976. *Complex Analysis I, II*. A course in classical complex analysis. The Cauchy theorem, the Weierstrass, Mittag-Leffler, Picard, and Riemann theorems, Riemann surfaces, harmonic functions. Prereq.: Math 752 and 875. 4+4 q.h.
- 980, 981. *Topology I, II*. A further study of topological spaces. Separation, metrization, compactification. Additional topics will be selected from the following: point-set topology, algebraic topology, combinatorial topology, topological algebra. Prereq.: Math 880. 4+4 q.h.
990. *Independent Study*. Study under the supervision of a staff member. Prereq.: Permission of the department chair. (May be repeated.) 1-5 q.h.
995. *Special Topics*. Special interest topics selected by the staff. Prereq.: Permission of instructor and department chair. (May be repeated to a maximum of 12 q.h.) 1-5 q.h.
996. *Mathematical Projects*. Individual research projects culminating in a written report or paper, not as broad in scope as a thesis. (May be repeated once if the project is in a different area of mathematics.) 2-4 q.h.
999. *Thesis*. A student may register for 6 q.h. in one quarter or for 3 q.h. in each of two quarters. 3-6 q.h.

## MECHANICAL ENGINEERING

Frank J. Tarantine, *Chair of the Department*  
201 Engineering Science Building  
(216) 742-3016

825\* Heat Transfer II (4 q.h.)

830\* Fluid Mechanics (4 q.h.)

843. Kinetics of Machinery (4 q.h.)

852\* Stress and Strain Analysis II (4 q.h.)

862. Human Factors in Mechanical Design (4 q.h.)

870\* Mechanical Vibrations (4 q.h.)

872\* Engineering Acoustics (4 q.h.)

884\* Finite Element Analysis Applied to Design (4 q.h.)

892. Control Theory (Not for Electrical Engineering majors.) (4 q.h.)

900. *Special Topics*. Special topics and new developments in mechanical engineering. Subject matter and credit hours to be announced in advance of each offering. Prereq.: As announced, or permission of instructor. May be taken three times. 2-5 q.h.

\*additional fee required

904. *Advanced Thermodynamics*. Laws of equilibrium thermodynamics; relations between properties and aspects of the Second-Law. Macroscopic and microscopic considerations for the prediction of properties. Microscopic description based on classical and quantum statistics. General stability criteria, statistical equilibrium, and trend toward equilibrium fluctuations. 4 q.h.

922. *Advanced Heat Transfer*. Governing equations and boundary conditions. Analytical solutions to selected problems from conduction, convection, and radiation. Energy transfer by combined modes of heat transfer. Selected topics dealing with techniques used in the solution of practical engineering problems. Prereq.: Mech. 725 or equivalent. 4 q.h.

925.\* *Computational Heat Transfer*. Numerical modeling techniques and methods in heat transfer. Computational analysis of conduction and convection by the finite element method, finite difference method, and the method of coordinate transformation. Prereq.: Mech. 725 and Math 706, or equivalents. 4 q.h.

930. *Advanced Fluid Mechanics*. Fundamentals of viscous and inviscid flows. Navier-Stokes equations and their application in viscous flow problems. Euler equations. Introduction of complex variables and their application to inviscid flows. Computer applications. Prereq.: Mech. 830 or equivalent. 4 q.h.

935. *Theoretical and Experimental Aerodynamics*. Analysis of external and internal flow around streamline and bluff bodies by computational flow modeling. Experimental analysis using wind tunnel testing of models and flow visualization. Aerodynamics of road vehicles and lifting bodies. Prereq.: Mech. 830 or equivalent. 4 q.h.

945.\* *Advanced Dynamics*. Three-dimensional vector statics; kinematics and kinetics of particles and rigid bodies; energy, momentum, stability. LaGrange's equations of motion for particles and rigid bodies impulse; small oscillations; non-holonomic and dissipative systems. 4 q.h.

952. *Applied Elasticity*. Equations of equilibrium, compatibility and boundary conditions; their applications to plane stress and plane strain problems. Stress functions, strain energy methods, stress distribution in axially symmetrical bodies; special problems in structures involving torsion and bending of prismatical bars. Prereq.: Mech. 751 or equivalent. 4 q.h.

955. *Applied Plasticity*. Equations for yield criteria and stress-strain relations; their application to elasto-plastic and fully plastic problems considering strain hardening. Introduction to limit analysis and creep. Prereq.: Mech. 952. 4 q.h.

962.\* *Mechanical Design Analysis*. The study of analytical aspects and the application of engineering science topics to machine elements and machinery. Some case studies in mechanical design. 4 q.h.

963.\* *Experimental Stress Analysis*. Theory and engineering applications of the most recent techniques of experimental stress analysis; brittle coatings, photoelasticity, strain gauges, photostress. Prereq.: Mech. 751 or equivalent. 4 q.h.

982. *Advanced Engineering Analysis*. An integration of the fundamental laws and principles of basic science to obtain practical solutions of engineering problems. Formulation of mathematical models for complex physical situations and the organization of computational programs for their solutions. Examples of lumped and distributed parameter systems chosen from the areas of mechanics, thermodynamics, heat transfer, and electrical circuit theory. Prereq.: Mech. 781 or equivalent. 4 q.h.

986. *Theory of Continuous Medium*. General discussion of Cartesian tensors. Application of tensor theory to elasticity, fluid flow, and dynamics. General analysis of continuous medium. 4 q.h.

\*additional fee required

990. *Thesis*. 2-9 q.h.
991. *Thesis*. 2-9 q.h.
992. *Graduate Projects*. Analysis, design, research, or other independent investigation on projects selected, with the advice and approval of the student's graduate committee. 4 q.h.

## MUSIC

Joseph Edwards, *Chair*

3000 Bliss Hall

(216) 742-3636

- 800 A, B, C. Performance Minor (1+1+1 q.h.)
- 801, 802,\* 803. Performance Minor (2+2+2 q.h.)
814. Selected Topics in Music Education (2 q.h.)
- 820, 821, 822. Composition (2+2+2 q.h.)
830. Materials of Twentieth-Century Music (3 q.h.)
831. Counterpoint I (3 q.h.)
832. Counterpoint II (3 q.h.)
833. Theory Seminar (3 q.h.)
834. Electronic Music I (2 q.h.)
835. Electronic Music II (2 q.h.)
840. Instrumentation (4 q.h.)
841. Music Workshop (Repeatable to a maximum of 8 q.h. for degree credit.) (1-4 q.h.)
851. Woodwind Pedagogy (2 q.h.)
852. Woodwind Literature (3 q.h.)
- 858, 859. Piano Pedagogy (2+2 q.h.)
860. Piano Literature (4 q.h.)
869. Organ Literature (3 q.h.)
871. Baroque Music (3 q.h.)
872. Eighteenth-Century and Viennese Classical School (3 q.h.)
873. Opera History (3 q.h.)
874. Nineteenth-Century Romantic Period (3 q.h.)
878. Selected Topics in Music History (3 q.h.)
879. Vocal Literature (3 q.h.)
880. Vocal Pedagogy (2 q.h.)
882. String Pedagogy (2 q.h.)
884. History and Literature of Brass Instruments (3 q.h.)
885. Brass Pedagogy (2 q.h.)
- 887-888-889. Piano Duet and Duo Playing (1+1+1 q.h.)
- 890, 891, 892. Chamber Music with Piano (1+1+1 q.h.)

## Music Performance

For Music Performance majors in the following areas:

*Brass Instruments*: baritone horn, french horn, trombone, trumpet, tuba

*Keyboard Instruments*: harpsichord, organ, piano

*Percussion Instruments*

*String Instruments*: viola, violin, violoncello, string bass

Voice

*Woodwind Instruments*: bassoon, clarinet, flute, oboe, saxophone

\*additional fee required

1) Assignments of students to teachers are made by the coordinators of Keyboard, Voice, String, Woodwind, Brass, and Percussion Studies. Requests for change of teacher should be addressed to them.

2) Students registered for 4 quarter hour courses receive 50 minutes of individual instruction weekly and practice three hours daily. Students registered for 3 quarter hour courses receive 50 minutes of individual instruction weekly and practice two hours daily. Students registered for 2 quarter hour courses receive 50 minutes of individual instruction weekly and practice one hour daily. Students registered for 3 quarter hours and 4 quarter hours are also required to attend the weekly seminars held by their individual instructors.

3) Students in the performance major course (907-908-909) must present a public recital of at least 50 minutes of music. The pre-recital hearing must be held during the quarter in which the student is enrolled in Music 909. The supporting document must be completed during the quarter in which the student is enrolled in Music 908. In the event that the paper is not completed during the 908 quarter or the recital hearing is not completed during the 909 quarter, a PR grade will be issued for the course. Further information is available from the faculty member in charge of graduate studies in music.

4) Students who fail to meet the standards of the faculty in the area of their performance study may be required to reduce the number of credit hours for which they register in subsequent quarters, or they may be required to withdraw completely from the course sequence.

901-902-903. *Performance Minor*. For music education majors. Students receive 50 minutes of individual instruction weekly and practice one hour daily. Prereq.: Music 609 or equivalent. 2+2+2 q.h.

904-905-906. *Performance Concentration*. Music performance through individual instruction. Students receive 50 minutes of individual instruction weekly, practice two hours daily, and are required to attend the weekly seminars held by their individual instructors. Prereq.: Music 709 or equivalent. 3+3+3 q.h.

907-908-909\*. *Performance Major*. For music performance majors. Students receive 50 minutes of individual instruction weekly, practice three hours daily, and are required to attend the weekly seminars held by their instructors. Prereq.: Music 809 or equivalent. 4+4+4 q.h.

## Music Theory and Composition

904, 905, 906. *Advanced Composition*. Individual instruction in the composition of larger forms for chorus, orchestra, or chamber ensembles. Prereq.: Consent of instructor. 4+4+4 q.h.

910, 911, 912. *Music Styles*. The study and application of the eighteenth-, nineteenth-, and twentieth-century compositional techniques. 3+3+3 q.h.

913. *Pedagogy of Theory*. The study and critical analysis of methods for teaching harmony, sightsinging, and ear-training. 3 q.h.

916. *Fugue*. Analysis of the fugal style used in seventeenth-century trio sonatas, and in both volumes of *The Well-Tempered Clavier* by J.S. Bach, writing 3 to 4 voice fugues employing imitative and invertible counterpoint. Prereq.: Music 831 (Counterpoint I) or 832 (Counterpoint II). 3 q.h.

920, 921, 922. *Seminar in Materials of Music*. The study of techniques used in musical composition with emphasis in analyzing and writing. Course requirements will be determined by student's field of interest. Can be repeated for credit. Admission to course by permission of instructor. 3+3+3 q.h.

\*additional fee required

## Music History

940. *Music in the Middle Ages*. The development of polyphonic music early organum to c. 1450, with emphasis on techniques, styles, and forms. Seminar, with readings, reports, and musical illustrations. 3 q.h.
941. *Music in the Renaissance*. Musical developments from c. 1450–1600 dealing with the vocal music of this period, both sacred and secular, and the formulation of independent instrumental styles. Seminar, with readings, reports, and musical illustrations. 3 q.h.
942. *Introduction to Music Bibliography*. Fundamental concepts in bibliographic control with emphasis on the functional and analytic approach to bibliography. 3 q.h.
943. *Seminar in Musicology*. An examination of select problems in musicology. (May be repeated with permission of instructor.) 3 q.h.

## Music Education

970. *Foundations of Music Education*. An examination of basic principles and techniques of music instruction; contemporary trends viewed from historical perspective. 3 q.h.
971. *Administration and Supervision in Music Education*. The functions and techniques of music supervision and administration; improvement of instruction; problems of music consultants; organization of inservice programs; public and staff relations. 3 q.h.
972. *Seminar in Music Education*. Individual projects and discussion of fundamental issues in music education. Course may be repeated once with permission of instructor. 3 q.h.
973. *Research Methods and Materials in Music Education*. A study of research tools and techniques and their application to problems in music education; critique of research studies; research report required in non-thesis music education program. 3 q.h.
974. *Psychology of Music*. Factors in the development of musical skills; a survey of the experimental literature in the field. 3 q.h.
975. *Music and the Humanities*. Designed to aid in the development of interdisciplinary courses involving music and the humanities in the secondary school. 3 q.h.
976. *Directed Study in Conducting*. Study of significant works, vocal or instrumental; special problems in conducting. May be repeated for credit. 3 q.h.
977. *Comparative Music Education*. The study of music education practices in world cultures, including the contributions of Orff, Kodaly, and Suzuki. 3 q.h.
978. *Contemporary Trends in Music Education*. Examination and discussion of music education in contemporary society. Consideration of repertoire, methods, and teaching aids with regard to current needs and emerging trends. 3 q.h.
981. *Elementary School Music Practicum*. Field experiences, demonstrations, and lectures to acquaint the student with the many facets of elementary music instruction. Contemporary trends and innovative programs will be examined; students will be encouraged to introduce certain programs and approaches in their own teaching situations. Prereq.: Teaching experience or student teaching. 3 q.h.
982. *Secondary School Music Practicum*. An examination of the total secondary school music program through guided field experiences, demonstrations, and lectures. The development of curriculum in general music and instrumental and vocal music will be considered in the light of needs and abilities of the student. Prereq.: Teaching experience or student teaching. 3 q.h.

## 142 COURSES

### Music Research

990, 991. *Thesis I and II*. Individual research and writing culminating in the preparation of a master's thesis. Prereq.: Completion of 30 q.h. coursework and approval of thesis proposal by the Dana Graduate Committee. 3+(1 or 3) q.h.

992. *Independent Projects in Music*. Individual research topics in music of a library, laboratory, or field-work nature. Prereq.: Approval of Dana Graduate Committee. 1-6 q.h.

### Music Ensemble

Graduate students may register for participation in ensemble courses of the Dana School of Music for up to 3 q.h. credit, subject to approval by their faculty advisor. 0-1 q.h.

002	Concert Choir	014	Women's Chorus
003	Madrigal	015	Collegium Musicum
004	University Chorus	016	Woodwind Ensemble
005	Concert Band	017	Brass Ensemble
006	Marching Band	018	Horn Ensemble
007	Symphonic Wind Ensemble	019	Trombone Ensemble
008	Orchestra	020	Tuba Ensemble
009	Percussion Ensemble	021	Brass Chamber Ensemble
010	String Ensemble	022	Trumpet Ensemble
011	Men's Chorus	023	Jazz Ensemble
012	Opera Workshop	024	Composer's Ensemble
013	Contemporary Music Ensemble	026	Dana Chamber Orchestra
		028	Chamber Winds

## NURSING

Patricia A. McCarthy, *Chair of the Department*  
2045 Cushwa Hall  
(216) 742-3293

900. *Professional Issues in Nursing*. Exploration of nursing issues including changing roles and scope of practice; discipline issues; and health care delivery, sociopolitical environment, legal and ethic issues. 3 q.h.

901. *Nursing Science*. Historical and present development of concepts, models, frameworks and theories of nursing. Students compare and contrast major frameworks and theories of nursing and select one for further investigation. 3 q.h.

902. *Nursing Research I*. Exploration of the historical development and current status of nursing research along with understanding and application of the following steps of the research process: problem and hypothesis formulation, literature review, design selection, data collection and instrumentation. 3 q.h.

903. *Role Development in Nursing Education and Administration*. Examination of concepts, theories and processes related to leadership, planning, marketing, program evaluation, work culture and technologies relevant to both nursing education and nursing administration. 4 q.h.

904. *Advanced Chronic Illness Care*. Development of advanced clinical knowledge and skills in assessment and management of chronic health care needs of individuals, their families and groups of clients with emphasis on research bases from the biological, behavioral and social sciences and nursing. 3 q.h.

- 904L. *Advanced Chronic Illness Care Practicum*. Application of knowledge and skills from Advanced Chronic Illness Care. To be taken concurrently with Nursg. 904. 7 q.h.
905. *Issues in Chronic Illness Care*. Exploration of legal, ethical, social, economical and political health care issues related to chronic illness care. 1 q.h.
906. *Nursing Research II*. Continuation of Nursing Research I focusing on data collection methods and instruments; data analysis, interpretation and presentation; and nursing implication and dissemination of findings. Prereq.: Nursg. 902. 2 q.h.
907. *Nursing Administration I*. A study of organizational concepts and theories related to the administration of a nursing service unit. Emphasis is on a systems approach in analyzing the structures, goals, processes and outcomes of the organization and its subsystems with a focus on the nursing subsystem. Prereq.: Nursg. 900, 903, 904, 904L and 905. 4 q.h.
- 907L. *Nursing Administration I Practicum*. Application of concepts, theories and research from Nursing Administration I with emphasis on systems, roles, groups, exchange relationships and goal-seeking within an organization. To be taken concurrently with Nursg. 907. 6 q.h.
910. *Advanced Statistical Techniques for Health Professionals*. Advanced inferential and multivariate statistical techniques used in nursing and the health professions, with emphasis on SPSS-PC computer analysis for interpretation of nursing and health data. Prereq.: Math 714 or equivalent. 4 q.h.
1000. *Nursing Administration II*. An in-depth analysis of the nursing service unit as a subsystem within an organization with emphasis on human service personnel, clinical services management and quality assurance, budget management and research. Prereq.: Nursg. 901, 902, 906, 907 and 907L. 4 q.h.
1001. *Nursing Administration II Practicum*. Application of concepts, theories and research from Nursing Administration I with emphasis on roles, personnel management, clinical service management, budget and research. To be taken after or concurrently with Nursg. 1000. Prereq.: Nursg. 901, 902 and 906. 6 q.h.
1002. *Nursing Education I*. An examination of concepts, theories and research related to the academic organization, roles, curriculum development and evaluation. Prereq.: Nursg. 903, 904, 904L and 905. 4 q.h.
1003. *Nursing Education I Practicum*. Application of concepts, theories and research from Nursing Education I with emphasis on the academic organization, roles and policies, nursing program and curricular development and components of the total program evaluation. To be taken concurrently with Nursg. 1002. 6 q.h.
1004. *Nursing Education II*. An examination of concepts, theories and research related to teaching, learning and evaluation strategies in nursing education. Prereq.: Nursg. 1002 and 1003. 4 q.h.
1005. *Nursing Education II Practicum*. Application of concepts, theories and research from Nursing Education I with emphasis on teaching, learning and evaluation of nursing in the classroom and the clinical setting. To be taken after or concurrently with Nursg. 1004. Prereq.: Nursg. 901, 902 and 906. 6 q.h.
1006. *Research Practicum*. Application of concepts and theories from Nursing Research I and II with emphasis on identification of researchable problems and participation in ongoing nursing clinical research projects. A second purpose will be on how to write for journals. Prereq.: Nursg. 901, 902 and 906. 2 q.h.



## PHILOSOPHY AND RELIGIOUS STUDIES

Thomas A. Shipka, *Chair of the Department*  
401 DeBartolo Hall  
(216) 742-3448

### Philosophy

- 800. Theories of Knowledge (4 q.h.)
- 810. Philosophical Classics (4 q.h.)
- 811. Philosophy in America (4 q.h.)
- 812. Twentieth-Century Philosophy (4 q.h.)
- 814. Philosophy of Language (4 q.h.)
- 815. Existentialism (4 q.h.)
- 820. Seminar: Contemporary Philosophical Problems (1–4 q.h.)
- 821. Seminar: Areas of Philosophy (1–4 q.h.)
- 823. Philosophy of Justice (4 q.h.)
- 860. Mathematical Logic (4 q.h.)

### Religious Studies

- 816. Shaping Modern Religious Thought (4 q.h.)
- 850. Seminar in Religious Studies (1–4 q.h.)
- 851. Directed Readings in Religion (1–4 q.h.)

## PHYSICS AND ASTRONOMY

Warren Young, *Chair of the Department*  
2014 Ward Beecher Science Hall  
(216) 742-3616

### Physics

- 810. Introduction to Quantum Mechanics (4 q.h.)
- 815. Kinetic Theory and Statistical Mechanics (4 q.h.)
- 820. Advanced Quantum and Quantum Statistical Mechanics (3 q.h.)
- 822. Electrodynamics (3 q.h.)
- 826. Elements of Nuclear Physics (3 q.h.)
- 826L\* Nuclear Physics Laboratory (1 q.h.)
- 830. Solid State Physics (4 q.h.)
- 835. Spectroscopy (4 q.h.)
- 835L\* Spectroscopy Laboratory (1 q.h.)
- 850. Special Topics in Physics (2–5 q.h.)
- 890. Physics and Astronomy for Educators (4 q.h.)

901, 902. *Classical Mechanics I, II*. Variational principles and Lagrangian equations. The two-body central force problem. Kinematics and dynamics of rigid bodies. Hamiltonian equation of motion; Hamilton-Jacobi theory. Prereq.: Phys. 702 and Math 705. 3+3 q.h.

\*additional fee required

910, 911. *Quantum Mechanics I, II*. Quantum phenomena in relation to classical physics. Schroedinger and Heisenberg picture; angular momentum and scattering theory. Hamiltonian theory of a particle in an electromagnetic field. Pauli principle; identical particles. Prereq.: Phys. 702, 822, 705 and Math 706. 3+3 q.h.

915, 916. *Space Science I, II*. Geophysics of the Earth's atmosphere and other planets. Physics of the sun and the solar system. Advances in the International Geophysical Year, 1957-1958; problems of man in space. Prereq.: Phys. 510, 610, and Math 705, 706. 3+3 q.h.

920, 921. *Electromagnetic Theory I, II*. Electromagnetic fields in a vacuum; microscopic and macroscopic fields. Methods for calculation of potential problems. Maxwell's equations in the presence of metallic boundaries. Radiation from an accelerated charge. Lienard-Wiechert potentials. Prereq.: Phys. 822 and Math 706. 3+3 q.h.

930, 931. *Solid State Physics I, II*. The physics of solid state phenomena including crystal structure, diffraction, crystal binding, lattice vibrations and thermal properties of solids, theory of metals and semi-conductors, superconductivity, dielectric properties of solids, magnetism, and imperfections in solids. Prereq.: Phys. 810 or equivalent background. Phys. 930 is prereq. to 931. 3+3 q.h.

## POLITICAL SCIENCE AND SOCIAL SCIENCE

William C. Binning, *Chair of the Department*  
302 DeBartolo Hall  
(216) 742-3436

### Political Science

- 800. Select Problems, American Government (3-6 q.h.)
- 840. Select Problems, Comparative Government (3-6 q.h.)
- 860. Select Problems, International Relations (3-6 q.h.)
- 880. Select Problems, Political Thought (3-6 q.h.)

## PSYCHOLOGY

James C. Morrison, *Chair of the Department*  
34 DeBartolo Hall  
(216) 742-3401

- 802. Personality (4 q.h.)
- 805. Interviewing Techniques (4 q.h.)
- 806. Vocational Guidance (4 q.h.)
- 807. Introduction to Counseling (4 q.h.)
- 808. Psychology of Training and Supervision (4 q.h.)
- 828. Physiological Psychology (4 q.h.)
- 836. Psychology of the Exceptional Child: General (3 q.h.)
- 837. Psychology of the Exceptional Child: Retarded (3 q.h.)
- 838. Psychology of the Exceptional Child: Gifted (3 q.h.)

903. *Psychology of Learning*. Examination of experimentally determined facts concerning the learning process and their implication for use in school. 3 q.h.

906. *Human Growth and Development*. Expanded aspects of child and adolescent psychology. 3 q.h.
907. *Psychology of Adjustment*. Basic problems dealing with mental health, individual differences, motivation, and minor deviant behavior. 3 q.h.
910. *Statistics I*. An overview of inferential statistics, non-parametrics and concentration on analyses of variance. Prereq.: Completion of Psych. 613, 614, and 724, or their equivalents. Exemption exam will be offered. 3 q.h.
911. *Statistics II*. Multivariate statistics, introduction to modeling, linear and multiple regression procedures. Use of common statistics packages available, such as BIMED and SAS will be emphasized to train the student in their applications. Prereq.: Psych. 910. 3 q.h.
- 920, 921. *Individual Intelligence Testing: Theory and Application I, II*. Intensive study of and supervised practice in the administration, scoring, and interpretation of selected measures of intellectual functioning, with emphasis upon the role of these measures in individual assessment and guidance. Course I will cover the Wechsler scales including the WISC-R and WAIS-R, whereas Course II will cover the Stanford-Binet. Prereq.: 20 q.h. of psychology including Psych. 740 or equivalent, and permission of instructor. 3+3 q.h.
923. *Individual Intelligence Testing: Practicum*. Extensive supervised practice in the administration and interpretation of individual intelligence tests with emphasis upon the development of competence in writing reports tailored for various educational and psychological purposes and upon the interpretation of results in the light of the particular racial, ethnic and socio-economic background of the subject being tested. Prereq.: Psych. 920 or 921. 3 q.h.
940. *Personality Theory*. The study of major personality theories and their implications for psychotherapy and mental health work. Prereq.: Psych. 840. 3 q.h.
950. *Survey of Personality Assessment*. Assessment of personality through interviewing, case histories, and supervised administration and interpretation of objective and projective psychological tests. Prereq.: Psych 840, or permission of instructor. 3 q.h.
955. *Psychopathology*. The study of abnormal behavior with an emphasis placed on psychopathological conditions. Prereq.: Psych. 940. 3 q.h.
980. *Psychological Aspects of Mentally Retarded Children*. An intensive study of psychology and educational psychology in mental retardation; exploration and discussion of paradigm in child psychology, developmental psychology, and personality. 3 q.h.
981. *Seminar in Special Education*. (see Sp.Ed. 981) 1-3 q.h.
990. *Seminar in Psychology*. Study of topics in psychology. To be announced by topic. Prereq.: Permission of instructor. Repeatable to 9 q.h. with change in topic. 1-3 q.h.
1000. *Psychopharmacology*. An introduction to the basic principles of pharmacology, a review of the structures and mechanisms of the central nervous system with emphasis on neurotransmission, and a survey of the drugs that especially affect the central nervous system including possible mechanisms of action. 3 q.h.
1010. *Counseling Internship*. (see Couns. 1010) 6-12 q.h.

## SECONDARY EDUCATION

Randy L. Hoover, *Chair of the Department*  
1018 Fedor Hall  
(216) 742-3261

874. Gifted and Talented Programs (Sp.Ed. 874) (4 q.h.)  
 878. Teaching Gifted and Talented Students (Sp.Ed. 878) (4 q.h.)  
 885. Teaching Strategies I (EMCE 885) (3 q.h.)  
 886. Teaching Strategies II (EMCE 886) (3 q.h.)  
 887. Teaching Strategies III (El.Ed. 887) (3 q.h.)  
 891, 892, 893. Seminar in Secondary Education (1-6 q.h.)  
 894. Audio-Visual Media (4 q.h.)
906. *Teaching of Literature.* (see Engl. 906) 4 q.h.
907. *Teaching of Writing.* (see Engl. 907) 4 q.h.
910. *Supervision in Secondary Schools.* Theory and strategies for those who have supervisory responsibilities in secondary schools. Emphasis will be on supervisory competencies and roles. Supervisory models including clinical supervision will be considered. 3 q.h.
922. *Principles of Instruction.* A course for practitioners dealing with principles of pedagogy for both traditional and non-traditional classroom settings. Emphasis is on relationships between instruction and learning outcomes. Historical and cognitive bases for instructional strategies are examined in light of student, teacher, and curriculum variables. 3 q.h.
931. *The Secondary School Curriculum.* Historical development of the American secondary school curriculum, present nature, and recent developments. Study of reports, experiments, and typical programs. The roles of supervisors, administrators, teachers, pupils, and public in the development of curriculums. 3 q.h.
934. *Diagnostic-Prescriptive Education.* Roles and techniques for teachers and administrators in diagnosing learning needs and prescribing appropriate instruction. 3 q.h.
935. *Curriculum Development in VBME.* Systematic study of the components of a course of study for vocational business and marketing education programs, including the selection and organization of competencies and instructional materials for classroom and laboratory instruction. Prereq.: Sec.Ed. 826 or equivalent. 3 q.h.
946. *The Supervision of Instruction.* A course dealing with the supervision of instruction and organization of a school designed for those aspiring to be principals or supervisors. Decision-making, supervision, observation of supervisory experiences, direction in educational technology, the various subjects, staff relationships, school organization, pupil personnel, and extra-curricular activities are among the areas considered with emphasis upon elementary or secondary situations as appropriate. 3 q.h.
951. *Interpersonal Communications for Educators.* Techniques of communicating effectively with teachers, administrators, non-teaching personnel, pupils and parents. Organizing the overall communications program within a school. Related problems. 3 q.h.
957. *Practicum in Language Arts.* Analysis and techniques for teaching the language arts through video-taped lessons of high school and middle school teachers; examination of concepts of learning through various approaches, and in the context of research in the language arts. Practical approaches to the teaching of language, writing and literature. Prereq.: Permission of instructor. 3 q.h.

958. *Instructional Supervision for Non-School Personnel*. Strategies of teaching and supervision including the use of media, the evaluation of instruction and pupil performance, and related personnel issues will be covered. The course is designed for personnel in non-school settings who have teaching or supervisory responsibility in inservice programs. Prereq.: Permission of instructor. 4 q.h.

959. *Law for the Classroom Teacher*. An examination of the rights and responsibilities of teachers and students as determined by constitutional, statutory, and case law. 3 q.h.

971. *Human Relations for the Classroom*. (Couns. 971) The course focuses on skill development in human relations. These skills are studied and integrated with cognate skill development in the classroom, classroom planning and organization conflict resolution, and coping with behavior problems/motivation. Application is made to the classroom environment. 3 q.h.

990. *Independent Study*. (see EMCE 990) 1-4 q.h.

999. *Thesis*. Prereq.: Approval of department graduate faculty and chair. 3-8 q.h.

1020. *Field Experience in Supervision*. A field experience in supervisory practices. Admission by permission of chair of Secondary Education. Prereq.: Found. 904, Sec.Ed. 922, 946, 1036, Ed.Adm. 949, and 954. 3 q.h.

1025. *Seminar in Secondary Education*. Study of selected topics chosen by the secondary staff. May be repeated by non-degree students. Prereq.: Permission of instructor. 1-6 q.h.

1030. *Human Relations Training for School Personnel*. (see Couns. 1030) 3 q.h.

1032. *Theories of Supervision*. Theories germane to supervision in education on research and theory from education, business, and the applied behavioral sciences. 3 q.h.

1036. *Fundamentals of Curriculum Development*. Historical and social bases for curriculum development in the American school. Principles for determining content and its sequence and grade placement. Theoretical issues and patterns of curriculum organization. 3 q.h.

1040. *Field Experience in Gifted and Talented Education*. (see Sp.Ed. 1040) 3 q.h.

1042. *Professional Development for Classroom Teacher Educators*. A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation and supervision skills based on scientific knowledge and theoretical constructs. Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator. 3 q.h.

1050. *Workshop in English Education*. (see Engl. 1050) 4 q.h.

1051. *English Education*. (see Engl. 1051) 4 q.h.

1120. *Clinical Supervision of Teaching*. A study of theory and practice of clinical supervision as it relates to the activities of effective teaching and schooling. Prereq.: Doctoral admission and Sec.Ed. 946. 3 q.h.

## SOCIOLOGY AND ANTHROPOLOGY

Beverly L. Gartland, *Chair of the Department*  
419 DeBartolo Hall  
(216) 742-3442

### Sociology

900. *Special Sociological Problems*. Advanced seminars focusing on independent study at the graduate level; social organization in a changing world; social disorganization (or deviance) and social controls; social and cultural factors in personality development; minority relationships; sociology of law; social change; comparative institutions. each 4 q.h.

905. *Social Gerontology*. Integration and application of gerontological theories, major conceptual issues regarding life span development, and contemporary gerontological concepts and research. 4 q.h.

### Anthropology

910. *Special Anthropological Problems*. Advanced seminars focusing on independent study at the graduate level: archaeology, its methods and functions; human origins and differentiation; anthropology of religion; cultural change and its impact. each 4 q.h.

## SOCIAL WORK

Beverly L. Gartland, *Chair of the Department*  
419 DeBartolo Hall  
(216) 742-3442

901. *Social Case Work for Social Guidance Personnel*. The field of social work. Emphasis will be on major institutions of social work important to school guidance personnel and on the values and methods of social casework. Specific topics include the use of relationship, social diagnosis, social work treatment, and social work advocacy. Major institutions surveyed are the juvenile court, mental health agencies and family and children's agencies. 3 q.h.

902. *Child and Society*. The socialization of the pre-school and elementary school child. Consideration of theories and research related to social development, social interaction patterns, and cultural determinants. Primarily geared for graduate students in education. 4 q.h.

## SPECIAL EDUCATION

Bernadette J. Angle, *Chair of the Department*  
2025 Fedor Hall  
(216) 742-3265

802. Education of Exceptional Children (4 q.h.)

828. Education of Children with Severe Behavioral Handicaps (3 q.h.)

828L. Education of Children with Severe Behavioral Handicaps Lab (2 q.h.)

833. Education of Mentally Retarded (4 q.h.)

834. Education and Training of MSPR (4 q.h.)
- 834L. Practicum in Education and Training of MSPR (2 q.h.)
835. Classroom Management for Exceptional Individuals (4 q.h.)
836. Education of Multiply-Handicapped Individuals (4 q.h.)
851. Social Studies and Social Skills for Mentally Retarded (4 q.h.)
- 852.\* Language Arts Methods in Special Education (4 q.h.)
- 853.\* Arithmetic Methods in Special Education (4 q.h.)
855. Career and Vocational Education for Handicapped Individuals (4 q.h.)
858. Intervention Concepts and Strategies in Early Childhood Special Education (3 q.h.)
862. Principles of Interaction with Special Needs Students (Couns. 862) (3 q.h.)
863. Learning Disabilities and Behavior Disorders (4 q.h.)
864. Communication and Consultation Skills in Special Education (4 q.h.)
865. Workshop in Special Education (1-6 q.h., may be repeated up to 12 q.h.)
- 866.\* Clinical Teaching of Children with Specific Learning Disabilities (4 q.h.)
- 867.\* Practicum in Specific Learning Disabilities (4-6 q.h.)
868. Independent Study in Special Education (1-6 q.h., may be repeated up to 6 q.h.)
871. Characteristics and Needs of Gifted Children (4 q.h.)
878. Teaching Gifted and Talented Students (4 q.h.)
- 976.\* *Academic Assessment and Remediation in Special Education.* Role of the clinical teacher in special education in diagnostic hypothesis, utilizing assessment techniques, developing strategies for remediation, skills in interpreting and reporting findings of assessment. Prereq.: Sp.Ed. 833 or 863. 3 q.h.
978. *Supervision and Administration in Special Education.* Developing and monitoring a broad range of programs and services for handicapped. Funding resources, personnel selection and development, child tracking, evaluation, individualized education plans, least restrictive placement, and due process procedures. 3 q.h.
979. *Assessment and Remediation of Language and Cognitive Process Dysfunctions in Special Education.* Theory and practice in remediation of basic cognitive processes, especially in areas of language and cognitive skills for the clinical teacher in special education. Prereq.: Sp.Ed. 833 or 863. 3 q.h.
980. *Topical Seminar in Special Education.* Selected topics in special education. May be repeated for different content. 1-6 q.h.
981. *Seminar in Special Education.* (Psych. 981) Exploration of general research and other theoretical studies concerning individuals in special education programs, with particular emphasis on psychological variables in learning. 3 q.h.
983. *Major Concepts in Special Education.* Introduces the teacher to clinical, developmental, and remedial concepts and practices in special education programming. Prereq.: Sp. Ed. 833 or 863. 3 q.h.
984. *Educational Programs for Handicapped Children.* Review of federal and state legislation affecting the handicapped. Procedures for insuring each handicapped child an *appropriate* educational experience in a *least-restrictive environment*. Case studies will be used. Appropriate for principalship or supervisory candidates. 3 q.h.
985. *Resource Rooms and Supplemental Services for Special Education.* Designing and organizing facilities and services for handicapped children in the mainstream. For Special Education majors only. 3 q.h.
986. *Severe Behavior Handicaps: Assessment and Classroom Management.* Etiology and nature of behavior disorders. Rationale and procedures for identification, analysis, and management of severe behavior handicapped children in the schools. 3 q.h.

\*additional fee required

989.\* *Educational Assessment of Gifted and Talented*. Screening and educational assessment procedures; placement in appropriate learning environments; monitoring systems for individual progress. Prereq.: Sp.Ed. 874 and 878. 4 q.h.

991.\* *Referral and Assessment in Early Childhood Special Education*. Intensive hands-on experience in referral and assessment of young children. Emphasis on philosophies and ethical considerations, as well as techniques, instruments and the referral process. Participation within the assessment team with parents involved as equal partners in the multidisciplinary process. Written assessment reports are required based upon knowledge of child development and a variety of sources of input. Prereq.: Sp.Ed. 858. 4 q.h.

992. *Teaching Methods in Early Childhood Special Education*. Examines accepted curricular models in early childhood special education as well as classroom management and motivation strategies as they relate to young children with special needs. Emphasizes the inclusion of parents in planning. Students will learn to integrate curriculum with individual IEP goals and objectives. Prereq.: Sp.Ed. 858. 4 q.h.

993. *Health and Related Issues in Early Childhood Special Education*. A study of curricular experiences focusing on those aspects of early childhood special education dealing with the instructional applications of technology and the use of adaptive equipment and related services as these relate to technologically dependent or chronically ill children. Prereq.: Sp.Ed. 858. 3 q.h.

994. *Field Experiences in Early Childhood Special Education*. Supervised field experiences incorporating theory, planning and implementation of services for young children with special needs. Prereq.: Psych. 755; Sp.Ed. 802 or 731, 858, 862, 991, 992 and 993. 6-12 q.h.

1021. *Field Experience I*. (see Ed.Adm. 1021) 3 q.h.

1030. *Program Development in Gifted Education*. Theoretical foundations of contemporary programs and models; historical development; issues, evaluation and research; differentiated programming procedures; and the impact of state standards for gifted education. Prereq.: 12 quarter hours of gifted/talented coursework or permission of advisor. 4 q.h.

1040. *Field Experience in Gifted and Talented Education*. (Sec.Ed. 1040) Supervised field experience that incorporates theory, planning, and implementation of curriculum for gifted and talented students. Individual conferences and completion of contracted assignments. Prereq.: Sp.Ed. 1030. 3 q.h.

1042. *Professional Development for Classroom Teacher Educators*. A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation and supervision skills based on scientific knowledge and theoretical constructs. Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator. 3 q.h.

1043. *Instructional Leadership in Special Education*. Implementation, coordination and evaluation of quality instructional programs for exceptional, at-risk, and other students experiencing learning problems. Administrative roles and strategies related to instructional leadership, school climate, collaborative decision making and restructuring. Prereq.: Couns. 961 and Sp.Ed. 978.3 q.h.

\*additional fee required



## UNIVERSITY POLICIES

### ALCOHOL AND DRUG ABUSE PREVENTION

#### YSU Board of Trustees Policy

33.1 The University recognizes that illegal drug use and alcohol abuse pose health and safety hazards to employees, students, and to the community at large and accordingly prohibits the possession or use of illegal drugs and abuse of alcohol by employees and students on all University property and at other locations where employees are conducting University business.

33.2 Employees or students manufacturing, distributing, dispensing, possessing or using illegal drugs or abusing alcohol on University property and at other locations during the conducting of University business may be subject to disciplinary sanctions. Employees' rights respecting discipline imposed under this policy are governed by the appropriate collective bargaining agreement, if the employee is a member of a bargaining unit covered by a negotiated bargaining agreement. For employees not covered by a collective bargaining agreement, sanctions may be imposed in accordance with existing policy and procedures. Students' rights respecting discipline imposed under this policy are outlined in The Code.

33.3 The University will establish and maintain a drug and alcohol abuse-free awareness program which will address the following topics:

- a. Health and safety concerns arising from drug and alcohol abuse.
- b. Availability of drug and alcohol counseling and rehabilitation services.
- c. Sanctions that may be imposed upon employees and students for drug and alcohol abuse violations.

#### Youngstown State University Education Guidelines— Drug-Free Schools and Campuses Act

##### Selected Effects of Occasional and Extended Use

###### *Alcohol*

Impaired motor abilities; reduced judgment; sleepiness; increased sexual desire but reduced ability to perform; nausea, vomiting; liver disorders: alcoholic hepatitis, alcoholic cirrhosis; cancer of the tongue, mouth, throat, esophagus, liver, breast; fetal alcohol syndrome (most common symptom is mental retardation).

###### *Cannabis, Marijuana, Hash/Hash Oil, THC*

Diminished short-term memory, motivation, cognition, coordination, concentration, oral communication, reaction time; anxiety/panic reactions; carcinogenic elements in smoke; damaged lungs and respiratory system.

###### *Cocaine (includes Crack Cocaine)*

Increased likelihood of risk-taking; seizures; sleeplessness; paranoia; irregular heartbeats; can cause sudden death by stroke or heart failure, even in young users; cocaine psychosis (paranoia and hallucinations); ulceration of mucous membranes in nose; sexual dysfunction; during pregnancy: severe physical and emotional problems in babies.

###### *Depressants, Tranquilizers, Barbiturates, Methaqualone*

Dangerous effects when mixed with alcohol; calmness and relaxed muscles; slurred speech; staggering gait; loss of motor coordination; altered perceptions; respiratory depression which can result in coma or death; disruption of normal sleep cycle; during pregnancy: birth defects, brain tumors in children, tolerance develops severe withdrawal symptoms; physical and psychological dependence.

*Other Stimulants (excluding Cocaine), Amphetamines, Methamphetamines*

Increased heart and respiratory rates; elevated blood pressure; decreased appetite; headache; blurred vision; dizziness; sleeplessness; anxiety; amphetamine psychosis: violent behavior; hallucinations, delusions, paranoia; drug tolerance and dependency; mood swings; ulcers; mental confusion.

*Psychedelics, LSD, Mescaline, Psilocybin, Phencyclidine (PCP), MDMA (Ecstasy) MDA*

Distorted sense of distance, space and time; blockage of pain sensations, raised temperature and blood pressure; nausea, vomiting, diarrhea; greater suggestibility and feeling of invulnerability; unpredictable reactions if drugs are cut with impurities; bad trips—severe mood disorders, panic, depression, anxiety; tolerance after 3–4 daily doses (higher doses are required to produce same effects).

*Narcotics, Opium, Morphine, Codeine, Thebaine, Heroin, Demerol, Methadone, Darvon*

Feeling of euphoria, then drowsiness; nausea and vomiting; respiratory depression; central nervous system depression; using of unsterile needles promotes: AIDS, hepatitis B, endocarditis (infection of heart); women dependent on opiates have multiple pregnancy complications; spontaneous abortions, still births, anemia, diabetes.

## Examples of Federal Sanctions

### Federal Trafficking Penalties—Marijuana

*1,000 kilograms or more; or 1,000 or more plants of marijuana (mixture containing detectable quantity [includes hashish and hashish oil]):*

First Offense: not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.

Second Offense: Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.

*100–1,000 kilograms; or 100–999 plants of marijuana (mixture containing detectable quantity [includes hashish and hashish oil]):*

First Offense: Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.

Second Offense: Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.

*50–100 kilograms of marijuana; 10–100 kilograms of hashish; 1–100 kilograms hashish oil; 50–99 marijuana plants:*

First Offense: Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.

Second Offense: Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.

*Less than 50 kilograms of marijuana; less than 10 kilograms of hashish; less than 1 kilogram of hashish oil:*

First Offense: Not more than 5 years. Fine not more than \$250,000 individual, \$1 million other than individual.

Second Offense: Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.

**Federal Trafficking Penalties—all other controlled substances****Under Controlled Substances Act  
(Schedule I and II)**

*Methamphetamine*: 10–99 grams or 100–999 gram mixture; *heroin*: 100–999 grams mixture; *cocaine*: 500–4,999 gram mixture; *cocaine base*: 5–49 gram mixture; *PCP*: 10–99 grams or 100–999 gram mixture; *LSD*: 1–10 gram mixture; *fentanyl*: 40–399 gram mixture; *fentanyl analogue*: 10–99 gram mixture:

First Offense: Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine of not more than \$2 million individual, \$5 million other than individual.

Second Offense: Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine of not more than \$4 million individual, \$10 million other than individual.

*Methamphetamine*: 100 grams or more than 1 kilogram (Law as originally enacted states 100 grams. Congress requested to make technical correction to 1 kilogram.); *heroin*: 1 kilogram or more mixture; *cocaine*: 5 kilograms or more mixture; *cocaine base*: 50 grams or more mixture; *PCP*: 100 grams or more or 1 kilogram or more mixture; *LSD*: 10 grams or more mixture; *fentanyl*: 400 grams or more mixture; *fentanyl analogue*: 100 grams or more mixture:

First Offense: Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine of not more than \$4 million individual, \$10 million other than individual.

Second Offense: Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine of not more than \$8 million individual, \$20 million other than individual.

*Other drugs*, not including marijuana, hashish or hashish oil (see above) of any quantity.

First Offense: Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.

Second Offense: Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.

**(Schedule III)**

*All drugs of any quantity.*

First Offense: Not more than 5 years. Fine not more than \$250,000 individual, \$1 million other than individual.

Second Offense: Not more than 10 years. Fine not more than \$500,000 individual, \$2 million other than individual.

**(Schedule IV)**

*All drugs of any quantity.*

First Offense: Not more than 3 years. Fine not more than \$250,000 individual, \$1 million other than individual.

Second Offense: Not more than 6 years. Fine not more than \$500,000 individual, \$2 million other than individual.

**(Schedule V)**

*All drugs of any quantity.*

First Offense: Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 other than individual.

Second Offense: Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 other than individual.

## Examples of State/Local Criminal Sanctions

Information on criminal sanctions is given for first offense only. Repeat offenses carry progressively greater sanctions. Trafficking (selling) any of the above drugs, excluding alcohol, are all felonies. Amount and type of drug possessed for sale will determine penalty. This information is presented for educational purposes and should not be viewed as legal advice or determinative of the elements of a criminal offense.

### *Alcohol*

Underage consumption—misdemeanor, 1–6 months, \$1,000 fine; open container or intoxication; liquor in public place (minor)—misdemeanor, \$100 fine; consumption of beer or intoxicating liquor in motor vehicle—6 months, \$1,000 fine.

### *Marijuana*

3 1/2 ounces or less—\$100 fine; 3 1/2–7 ounces—\$250 and/or 30 days; over 7 ounces marijuana, 10 grams hash or 2 grams of hash oil are felonies; amount possessed will determine penalty—6 months (minimum), 10 years (maximum), \$5,000 fine.

### *All Other Drugs Listed Above*

Felony; amount possessed will determine penalty; 6 months (minimum), 15 years (maximum), \$7,500 fine.

## Examples of University Sanctions

Actual penalties and sanctions imposed, pursuant to applicable due process requirements, will be determined by the facts relating to each individual. University sanctions are independent of any criminal sanctions which may be imposed.

### *Alcohol*

Students: May not use, possess or distribute on University premises except as expressly permitted by law and University regulations. Violation of these regulations may result in sanctions which include warning, probation, suspension or expulsion.

Employees: May not use, possess or distribute on University premises except as expressly permitted by law and University regulations. Violation of these regulations may result in sanctions which include warning, reprimand, suspension or removal.

### *All Other Drugs Listed Above*

Students: Regulations prohibit possession, use or sale; sanctions range from warning to expulsion. Violation of these regulations may result in sanctions which include warning, probation, suspension or expulsion.

Employees: Regulations prohibit possession, use of sale. Violation of these regulations may result in sanctions which include warning, reprimand, suspension or removal.

## GRADUATE STUDENT GRIEVANCE PROCEDURE

The Graduate Student Grievance Procedure provides the graduate students at Youngstown State University with a formal channel through which complaints concerning academic matters may be heard. It creates a system whereby the student may receive assistance in pressing a claim within the organization of the University.

Informal discussions between persons directly involved in a grievance are essential in the early stages of a dispute and should be encouraged at all stages. An equitable solution to the problem should be sought before the respective persons directly involved in the case have assumed official or public positions that might tend to polarize the dispute and make resolution more difficult. If a problem still exists after discussion, the student should bring the complaint to the attention of the Department Chair or to the Dean of Graduate Studies.

### Scope

The procedure provides the student with an opportunity to appear to seek redress for concerns involving an academic or administrative practice. This procedure may not be used as a means of modifying or changing departmental, University and/or School of Graduate Studies policies, but may be used to address policy issues.

The Graduate Student Grievance Committee will be responsible for coordinating and implementing this formal procedure. The Committee membership will be appointed by Graduate Council and will be composed of 3 full-service faculty, 3 graduate students, and the designee of the Vice President for Student Affairs; at least one graduate student must be a member of the Graduate Student Advisory Committee. Appointment to this Committee will follow the same procedure as is used by Graduate Council for its standing committees. Any matters pertaining to conflict of interest concerning a particular grievance shall be resolved by the Committee. Any action taken by the Committee shall require a majority vote of a quorum. Two students and 2 faculty shall constitute a quorum.

### Procedure

Before initiating the formal procedure, any student who has a complaint is urged to resolve the conflict through informal discussion as described above. If such discussion fails to resolve the matter, the following procedure should be implemented:

#### Step 1

- A) The student must submit the Graduate Student Grievance Form to the chair of the Graduate Grievance Committee within twenty-four school days (a school day is defined as any day, including Saturdays, on which classes are conducted) following an event or the student's awareness of a situation which the student wishes to grieve. Within 6 school days after the student files the form with the Grievance Committee Chair, the committee shall designate 2 of its members, 1 faculty and 1 student, to serve as a sub-committee to attempt to resolve the issue. The sub-committee shall meet with each involved party either on an individual basis or in a joint conference, as deemed appropriate.
- B) Within 6 school days after the sub-committee completes its conferences, it shall issue a disposition notice concerning the grievance, together with a form upon which the student may indicate (a) acceptance or rejection of the disposition, and (b) a determination to pursue or not to pursue the issue further. The student must sign the Grievance Form and forward it to the Chair of the Graduate Student Grievance Committee within 6 school days after receiving the disposition.

**Step 2**

- A. If the student or person against whom the grievance was filed rejects the disposition, the student must submit a formal written grievance to the Chair of the Graduate Student Grievance Committee within 6 school days. The Grievance Committee may waive the deadline for submitting the formal written grievance. In this and all subsequent steps of the grievance process, the student is entitled without cost to the services, as an advocate, of a person from the Associate to the Vice President for Student Services office, or may employ at his/her own expense any other advocate. The individual against whom the grievance is directed may also be represented by an advocate.
- B. Within 18 school days of the receipt of the formal written grievance the Graduate Student Grievance Committee will hold a hearing on the grievance. All parties shall be notified well in advance of the day, time, and place of the hearing. At least 3 school days prior to the hearing, the Committee will receive written materials from the affected parties so that the Committee members might have an opportunity to review them. This does not preclude the admission of additional written materials at the hearing.

At the hearing itself both sides will be heard. The following rights are guaranteed all parties: each will appear, each may be assisted by an advocate, each may be heard, each may present pertinent relevant evidence, each may confront those expressing opposing viewpoints, and each may rebut evidence.

After the hearing has been concluded, the Grievance Committee will meet in private and within 6 school days reach a decision.

**Implementation**

The Committee's disposition shall be signed by its chair and forwarded to the Dean of Graduate Studies, the Dean of the college, or the senior administrator where the faculty or staff member is located, and the Provost. Copies of the disposition, along with a summary of the substantive issues of the grievance, shall be placed in the student's file, as well as in the faculty or staff member's or administrator's personnel file. A master file of all pertinent documents of all grievances shall be kept in the School of Graduate Studies office for 3 years.

## Graduate Faculty

(as of September 15, 1994)

### ADMINISTRATIVE MEMBERS

LESLIE H. COCHRAN, Ed.D.	President
JAMES J. SCANLON, Ph.D.	Provost
PETER J. KASVINSKY, Ph.D.	Dean of the School of Graduate Studies
BARBARA BROTHERS, Ph.D.	Dean of the College of Arts and Sciences
DAVID R. DECKER, Ph.D.	Interim Dean of the Warren P. Williamson, Jr. College of Business Administration
CLARA M. JENNINGS, Ph.D.	Dean of the College of Education
FRANK J. TARANTINE, P.E., Ph.D.	Interim Dean of the William Rayen College of Engineering and Technology
DAVID SWEETKIND, Ph.D.	Dean of the College of Fine and Performing Arts
JOHN H. YEMMA, Ph.D.	Dean of the College of Health and Human Services

### FACULTY MEMBERS

#### ACCOUNTING AND FINANCE

JOSEPH W. ANTENUCCI, Associate Professor: B.A., Harvard University, 1975; M.A., University of New Mexico, 1977; Ph.D., Virginia Polytechnic Institute and State University, 1993.

\*HAIYANG CHEN, Associate Professor: B.S., University of International Business and Economics, 1982; M.I.M., American Graduate School of International Management, 1984; Ph.D., Kent State University, 1990.

GREGORY A. CLAYPOOL, Associate Professor: B.A., Kent State University, 1969; M.B.A., Ph.D., Kent State University, 1977, 1988.

\*THAKOL NUNTHIRAPAKORN, Professor: B.S., College of Commerce (Thailand), 1968; B.S., West Liberty State College, 1972; M.B.A., Northeast Louisiana University, 1974; Ph.D., University of Arkansas, 1984.

RAY L. ROSS, Professor: B.S., Milligan College, 1959; M.B.A., The Ohio State University, 1961; Ph.D., University of Illinois, 1973.

HELEN M. SAVAGE, Professor: B.S., Boston College, 1965; M.S., The University of Akron, 1983; Ph.D., Kent State University, 1989.

RAYMOND J. SHAFFER, Associate Professor: B.A., Grove City College, 1974; M.B.A., Youngstown State University, 1985; D.B.A., University of Kentucky, 1990.

RONALD P. VOLPE, Professor: B.S. in B.A., Youngstown State University, 1964; M.B.A., Central Michigan University, 1968; Ph.D., University of Pittsburgh, 1975.

#### ART

GENEVRA KORNBLUTH, Associate Professor: B.A., Pomona College, 1976; M.A., Ph.D., University of North Carolina, 1979, 1986.

\*Distinguished Member of the Graduate Faculty

**BIOLOGICAL SCIENCES**

DAVID ASCH, Assistant Professor: B.S., University of Nebraska-Lincoln, 1981; M.S. Creighton University, 1983; Ph.D., University of Kansas Medical Center, 1991.

DIANA FAGAN, Assistant Professor: B.S., University of Texas Medical Branch at Galveston, 1976; Ph.D., University of Texas Southwestern Medical Center at Dallas, 1985.

DALE W. FISHBECK, Professor: B.A., Yankton College, 1957; M.A., University of South Dakota, 1959; Ph.D., University of Minnesota, 1968.

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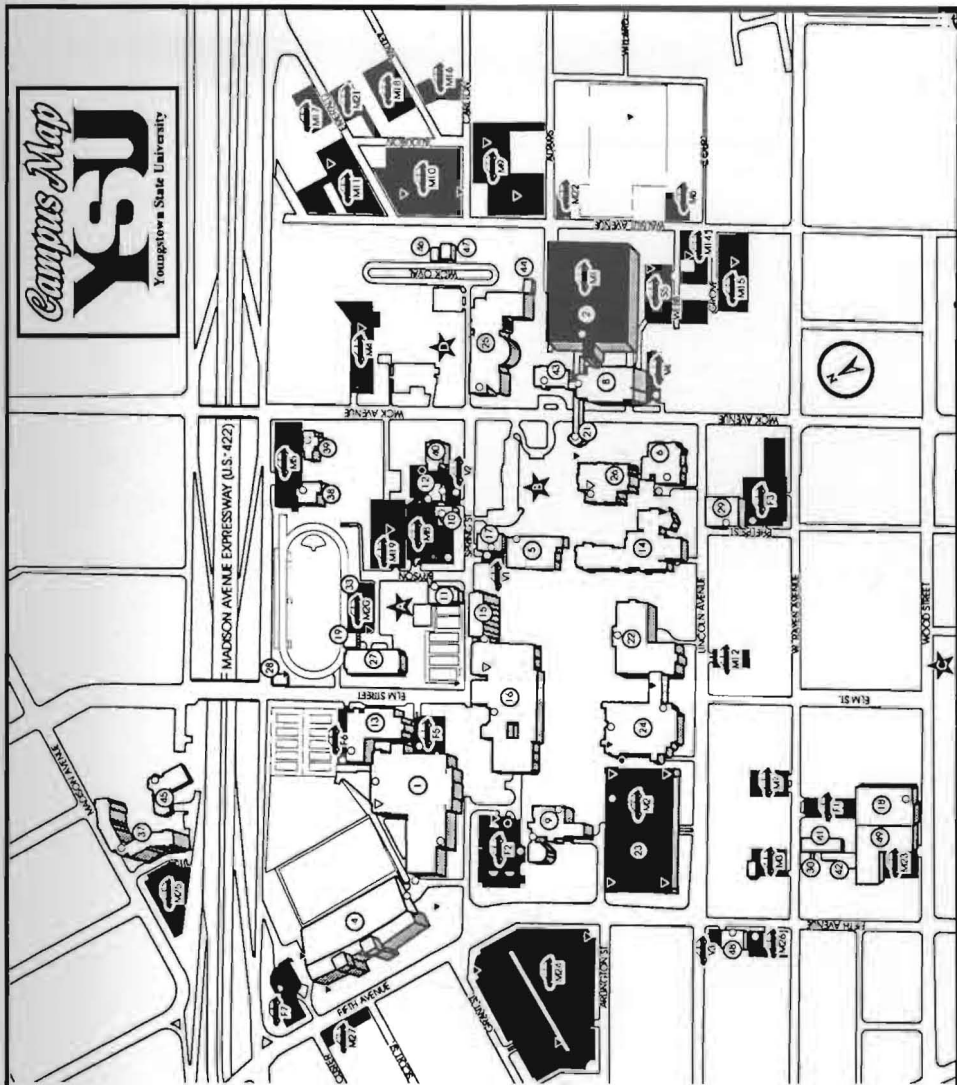
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Dorinda M. Mack

Buildings  
and  
Utilities



**Buildings**

- 40 Alumni House
- 1 Beghtly Center
- 25 Bliss Hall
- 17 Central Services Building
- 45 Christman Dining Commons
- 10 Collier Hall
- 24 Cushman Hall
- 11 Dana Hall
- 9 DeBarbiero Hall
- 22 Engineering Sciences Building
- 18 Facilities Maintenance & Central Receiving
- 13 Fedor Hall
- 30 Grounds Office
- 6 Jones Hall
- 15 Kitzmeyer House
- 16 Kitzmeyer Center
- 37 Lyden House
- 2 Mt. Parking Deck
- 23 M2 Parking Deck
- 26 Magi Library
- 43 McDonough Museum of Art
- 8 Michael Hall
- 48 Public Service Institute
- 4 Shambaugh Stadium
- 5 Tod Hall
- 14 Ward Beecher Hall
- 38 Walker House
- 49 Westinghouse Building
- 39 Wick House
- 20 Williamson Hall
- 12 YSU Police

**Non-University Locations**

- A Buchner Hall
- B Butler Institute of American Art
- C Museum of Industry and Labor
- F Wick Pollock Inn

**Services**

- ▼ Emergency Phones
- Disability Entrance
- ▽ TDD Phones

**Parking**

- Parking Lots/Decks are indicated by solid color
- F Facility/Staff
  - M Mixed
  - S Student
  - V Visitor
  - Disability Parking
  - Motorcycle