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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 BULLETIN

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EFFECTIVE JUNE 1984
YOUNGSTOWN, OHIO

1984-1985
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THE ACADEMIC CALENDAR 1984-85

FALL 1984

Sept. 17	Mon.	1000	Faculty Meeting
Sept. 26	Wed.	0800	Classes begin
Oct. 2	Tues.	1900	Last day to add a class
Oct. 8	Mon.	1700	Last day to apply for fall quarter graduation
Nov. 6	Tues.	1900	Last day to withdraw with a W
Nov. 12	Mon.		Legal holiday — University closed (Veterans Day)
Nov. 21	Wed.	2300	Thanksgiving academic break begins
Nov. 22	Thurs.		Legal holiday — University closed
Nov. 23	Fri.		Legal holiday — University closed
Nov. 26	Mon.	0800	Thanksgiving academic break ends
Dec. 10	Mon.	0800	Final examinations begin
Dec. 15	Sat.	1700	Final examinations end
Dec. 24	Mon.		Legal holiday — University closed
Dec. 25	Tues.		Legal holiday — University closed
Jan. 1	Tues.		New Years Day — University closed

WINTER 1985

Jan. 2	Wed.	0800	Classes begin
Jan. 8	Tues.	1900	Last day to add a class
Jan. 14	Mon.	1700	Last day to apply for winter quarter graduation
Jan. 21	Mon.		Legal holiday — University closed
Feb. 12	Tues.	1830	Last day to withdraw with a W
Mar. 12	Tues.	0800	Final examinations begin
Mar. 16	Sat.	2200	Final examinations end
Mar. 23	Sat.	1000	Winter Commencement

SPRING 1985

Mar. 25	Mon.	0800	Classes begin
Mar. 30	Sat.	1100	Last day to add a class
April 1	Mon.	1700	Last day to apply for spring quarter graduation
May 4	Sat.	1100	Last day to withdraw with a W
May 30	Thurs.		Legal holiday — University closed (Memorial Day)
June 3	Mon.	0800	Final examinations begin
June 8	Sat.	1700	Final examinations end
June 15	Sat.	1000	Spring Commencement

SUMMER 1985

June 17	Mon.	0800	Classes begin — entire summer quarter and first term
June 21	Fri.	1700	Last day to add a class — first term
June 24	Mon.	1700	Last day to add a class — entire summer quarter
June 24	Mon.	1700	Last day to apply for summer quarter graduation
July 4	Thurs.		Legal holiday — University closed (Independence Day)
July 8	Mon.	1700	Last day to withdraw with a W — first term classes
July 20	Sat.	1700	First term ends (final examinations are given during last scheduled class period)
July 22	Mon.	0800	Second term begins
July 26	Fri.	1700	Last day to add a class — second term
July 29	Mon.	1700	Last day to withdraw with a W — entire summer quarter
Aug. 12	Mon.	1700	Last day to withdraw with a W — second term classes
Aug. 23	Fri.	2200	Second term and entire summer quarter end (final examinations are given during last scheduled class period)
Aug. 24	Sat.	1000	Summer Commencement

Times provided above are based on the 24-hour system, in which the day begins at midnight and hours are numbered consecutively through 2400. Thus, 8:00 a.m. is 0800, and 8:00 p.m. is 2000.

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

General Information

YOUNGSTOWN STATE UNIVERSITY

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 degree Bachelor of Laws; 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 degree Bachelor of Arts.

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 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, the University became a member of a consortium formed by the University of Akron, Kent State and Youngstown State universities 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 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.

From 1931 to 1966, Dr. Howard W. Jones served as chief executive of the University. In September 1966, he was succeeded by Dr. Albert L. Pugsley, former administrative vice president at Kansas State University. Dr. Pugsley was the University's second president. Dr. John J. Coffelt, vice president for administrative affairs at the University since 1968, became president in 1973, and retired in 1984. Dr. Neil D. Humphrey, formerly the University's executive vice president, is the current president.

The University offers complete curriculums in the liberal arts and in many technical and professional undergraduate fields. The degrees 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 Education, Bachelor of Science in Business Administration, and Bachelor of Science in Nursing are granted. 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. The University is accredited by the North Central Association of Colleges and Secondary Schools and by appropriate professional accrediting bodies. A co-educational institution, it 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 nearly 15,600 in the fall of 1982.

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 towards non-discrimination on the basis of sex, race, religion, color, age, national origin, or handicap, 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 Director of Affirmative Action in Employment and Purchasing. 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 much of an area four blocks long and three blocks wide, covering 85 acres.

The University is currently engaged in a multi-million dollar campus development program. The first major step was the completion in 1966 of Kilcawley Center. The building contains dining rooms, meeting rooms, lounges, and recreational areas including rooms for billiards, table tennis, music listening, art gallery, and television viewing. Student offices are included in the facility, as is a bookstore, a bank, ice cream parlor, facilities for various student publications and for the International Student Programs Office. Construction was recently completed on an expansion and remodeling of the Center, which adds a 300-seat dining room, an expanded pub, four meeting rooms and other facilities.

In 1967, the Ward Beecher Science Hall, a large addition to the Science Building, was completed. This structure, currently undergoing remodeling, contains laboratories, classrooms, a planetarium, and offices for chemistry, biology, physics, and astronomy. The planetarium is the largest in Ohio in seating capacity (126 seats), and in 1967 ranked 18th in size in the country.

The University opened its Engineering Science Building in 1968. This building houses the William Rayen School of Engineering and the department of geology. The structure contains an auditorium seating 288, 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 recently remodeled six-story structure houses the Warren P. Williamson, Jr. School of Business Administration.

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Beeghly Physical Education Center was completed early in 1972. The building houses the Department of Health and Physical Education. 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; and a rifle range.

Cushwa Hall, completed in 1976, houses the departments and the dean of the College of Applied Science and Technology as well as the Media Center, WYSU-FM Radio, WNEO-TV, the Geography Department, and the Mathematical and Computer Sciences Department. One of the largest buildings on campus, it 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 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.

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.

FACILITIES AND SERVICES

The 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 automated system, the Library provides reference, government documents, interlibrary loan and other services necessary to meet the needs of the University community.

The Library offers instructional and research materials in books, periodicals and microfilms. These holdings number more than 495,000 bound volumes and over 638,000 microforms. Periodicals, microforms and micro readers are housed on the first floor. Copy machines are available in this area for student use. The second floor is the main floor, where user services and Library offices are located. 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.

The Computer Center

Another centralized facility is the Computer Center. Serving both academic and administrative needs, the Computer Center operates an Amdahl 470 V/6 Model II (equivalent to an IBM 3083-E) computer having twelve million characters of main memory and approximately nine billion characters of on-line disk storage space. The computer is complemented by a wide variety of peripheral equipment and software which are explained in full detail in the Computer Center's annual publication, *The Guide to Academic Computing*.

The graduate student is able to operate the computer using interactive computer terminals at various locations which are connected remotely to the main system in the Tod Administration Building. A staff of part-time students and full-time professional people is available to advise and consult the graduate student in connection with his course work and research projects. Consult *The Guide to Academic Computing* for a presentation of all computing services available to the graduate student.

The Bookstore

The Youngstown State University Bookstore, located at the west end of Kilcawley Center, sells required texts, materials, and supplies. In addition, the Bookstore stocks a wide selection of standard works in inexpensive editions because of their value as collateral reading. Should a selection not be available, the Bookstore will order it upon a suitable down payment. There are other stores in the Youngstown area serving the University that will add variety to available material. While the Youngstown State University Bookstore does not attempt to compete with these stores, it does carry a selection of personalized soft goods, specialty, and gift items. The aims of the Youngstown State University Bookstore are predicated on service to students, faculty and staff.

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.

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. 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 the Kilcawley Residence Hall. Students who are not residents may purchase a quarterly meal ticket or individual meals in the Brass Rail Café.

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.

Counseling, Testing, and Handicapped Services

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, marriage, or problem pregnancies.

The Counseling Center administers the American College Test, the Graduate Record Examination, the Miller Analogies Test, The Law School Admission Test, Medical College

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Admission Test, and the Graduate Management Admission Test. Information regarding other national examinations is available.

The Counseling Center acts as an advisor for students who have physical handicaps. The Center acts as a liaison with community agencies, provides general assistance and advisement, and assists with registration so that students will have an opportunity to schedule classes according to location and time.

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.

Student Health Service

The Student Health Service Office is maintained by the University for the purpose of providing emergency medical care to students while they are on campus. The cost of the service is included in the general fee; however, all additional treatment by non-University physicians, clinics, or hospitals must be paid for by the student. Any accident which results in injury to the student involved should be reported to the Student Health Service Office within twenty-four hours.

A voluntary group-accident-and-sickness insurance program specifically written to meet the needs of University students is available at the time of initial registration for each academic year. A brochure explaining this program is available at the Student Health Service Office, Student Services Offices and Bursar's Office. All foreign students who are not permanent residents of the United States and all residents of the Kilcawley Residence Hall 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.

Career Services

The University maintains a 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 part-or full-time employment while enrolled in the University. 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.

The Career Services Office has an information center which includes career and organization material from over 1,000 employers and many other sources. Video tapes with career and company information are also available. Career days are presented throughout the year as seminars on job search techniques, resume writing and interviewing techniques.

Office of Continuing Education

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

The PROFESSIONAL DEVELOPMENT SERIES offers non-credit courses, both on-campus and in-plant, to help individuals update professional knowledge and skills or explore new areas

of knowledge and skill development. These opportunities are offered in three areas: Health and Human Services Programs to meet the needs of various local, county, state, and federal agencies; Business and Management Programs in many occupational fields; and Engineering, Technical and Computer Programs to meet the needs of a high tech society.

OCE also sponsors **WORKSHOPS AND CONFERENCES** designed to bring the resources of the University to bear on the needs of professionals and community leaders.

The Office of Continuing Education, in accordance with the Board of Trustees and Senate policy, awards the Continuing Education Unit (CEU) in programs that meet the policy requirements. The CEU is a standard unit of measure (10 hours of participation in a Continuing Education course, seminar, or workshop) that has been increasingly used by employers and professional certifying agencies to evidence educational attainment in non-credit post-secondary courses.

Housing

Although admission to the University does not obligate the University to secure living accommodations for the student, the University will assist the student in finding a satisfactory place to live. In accordance with the basic principles of the University concerning human rights, managers or owners of off-campus housing facilities must agree not to discriminate on the basis of race, color, creed or national origin.

The University maintains a card file of available area housing which must be reviewed in the Housing Office. The University does not place students in off-campus housing; therefore, personal arrangements must be made for these facilities.

The University has residence hall facilities for 240 people. Residence hall accommodations include room and food service on a contract basis for the academic year. Further information and applications can be obtained by writing to the Housing Office.

Food Service (See Kilcawley Center)

International Students

International students are welcome members of the Youngstown State University community. Their contribution to the University community is to enrich and to share with others knowledge, understanding, and appreciation of their culture. Presently there are over 50 countries represented on campus.

It is expected that an international student will have attained a sufficient proficiency in the use of English at the time of arrival on campus to succeed in academic endeavors; certain international students are tested prior to enrollment in class to ensure an adequate level of proficiency. The University affords its international students the same opportunity as all other students to be participants in University affairs.

The International Student Services Office provides foreign students with those special services necessary and unique to educational pursuit and their stay in the United States. All new students should contact the Coordinator of International Student Services immediately upon arrival in Youngstown. Citizens of the United States who wish to study abroad also may seek advice from this office.

The Federation of International Students is a voluntary organization providing the foreign student with opportunities for contacts with students from other countries, with fellow countrymen, with American students, and with faculty members. Additional contacts are available through an International Speakers Bureau and a host family program.

The Graduate School

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, such programs to commence 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 in 1974 and in 1978. The Graduate School is a member of the Council of Graduate Schools in the United States and the Midwestern Association of Graduate Schools.

The Graduate School 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 academic units 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 committees on Curriculum; Policy; Graduate Faculty Membership; Scholarships, Assistantships, and Awards; and Student Grievance.

THE PROGRAMS

The master's degree programs offered by Youngstown State University are as follows:

Master of Arts (Economics, English, History).

Master of Business Administration (Accounting, Accounting/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 and Supervision, Elementary and Secondary Schools; Counseling; and Special Education).

Master of Science in Engineering (Civil, Electrical, Mechanical, Materials Science).

ADMISSIONS

Students are admitted to the Graduate School by the Dean of the Graduate School on recommendation of the department in which the applicant wishes to do major work. Admission is required before registration in any course for graduate credit.

The complete application for admission, including supporting materials, should be received by the Graduate School at least four weeks before the beginning of the term in which the applicant plans to register. Youngstown State University will admit graduate students in the fall, winter, spring, and summer quarters, except that foreign students may not enter during the summer or winter quarters.

The attention of foreign students is called to the special requirements governing their application for admission.

Application Procedure

Application for admission must be made on a form provided by the Graduate School, following the procedure outlined below. The materials necessary for making application can be secured by writing to the Dean of the Graduate School, Youngstown State University, Youngstown, Ohio 44555.

1) Complete the application form and return it to the Dean of the Graduate School. No application fee is required to accompany the application.

2) Request the registrar of each college or university you have attended, *except* Youngstown State University, to send *directly* to the Dean of the Graduate School two copies of an official transcript of your work. Personal copies of transcripts will not be accepted. Official transcripts will not be returned. The attention of foreign students is called to the special requirements governing their application for admission.

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 Graduate School 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.

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 provide the information on registration procedures.

Admission Requirements

Requirements for admission to the Graduate School 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 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. (See below for regulations on foreign student admissions.)

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

Types of admission are:

1) 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.

2) Provisional

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 course work 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 the Graduate

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School on the Change of Status form. A continuation of provisional status must be recommended to the Dean of the Graduate School by memorandum which includes the name of the student, cause for provisional status, and justification for the continuation.

3) Non-Degree

Students with a bachelor's degree who desire to register for courses, but who do not expect to work toward an advanced degree, may be admitted to the Graduate School as non-degree students on recommendation of the department applied to with the approval of the Dean of the Graduate School. 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 the Graduate School.

4) 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 the Graduate School. 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 the Graduate School.

5) Restricted

Students who wish to take a workshop for graduate credit but who have not completed the regular Graduate School admissions process will be permitted to register in the Graduate School as *restricted graduate students*. Such permission is granted by the Dean of the Graduate School, through the workshop representative, upon receipt of a statement signed by the applicant that a baccalaureate degree has been received.

Workshop courses, upon approval of the graduate advisor, may be applied to degree work at a later date if regular admission to the Graduate School 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.

6) Transient Students

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 office of the Youngstown State University Graduate School. 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.

Transfer Credits

Up to 12 quarter hours (eight 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. 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.

Test Information

In certain master's programs test results must be submitted as part of the admissions procedure. The registration forms for both the Graduate Record Examination and the Graduate Management Admission Test may be secured from the Counseling and Testing Center, Youngstown State University; but the applicant must register for the test with the Educational Testing Service, Box 955, Princeton, New Jersey 08540. The student should check with the Youngstown State University Testing Office to learn the deadline dates for registering for these examinations. Arrangements for taking the Miller Analogies Test should be made directly with the Testing Office.

Foreign and Exchange Student Admissions

All materials required for admission must be received at least three months prior to the quarter of admission.

A graduate of a foreign university must submit with the application:

- 1) Official certification (three copies, one of which must be a true copy) of the degree earned and the level of scholarship achieved;
- 2) Copies of all course and examination records beyond the secondary school level (three copies of each document, one of which must be a true copy in each case), including grades received, certified as official by the home institution or institutions in which such records were made;
- 3) Evidence of financial support and sponsorship during the period of study at Youngstown State University;
- 4) The results of the aptitude test and/or the advanced test of the Graduate Record Examination administered by the Educational Testing Service, Princeton, N.J., or some other appropriate examination, as required by certain departments;
- 5) Satisfactory scores on the Test of English as a Foreign Language (TOEFL) administered in the student's home country by the Educational Testing Service, Princeton, N.J., or on the Michigan Test administered by the English Language Institute, Ann Arbor, Michigan;
- 6) Complete medical examination record on form provided;
- 7) Each international applicant who is applying to YSU and is attending another United States college or university must submit a Foreign Student Advisor's Report, available at the Graduate School Office.

Only after providing the required evidence of satisfactory mastery of the English language will the foreign student be granted admission to the Graduate School of Youngstown State University. A foreign student who is accepted will be required to take another test in English after arriving at Youngstown State University to help determine the necessity for remedial work in English. In certain cases, a reduction in the credit hour load of graduate course work may be permitted by the Graduate Dean upon recommendation of the foreign student advisor.

While doing graduate work at Youngstown State University, all foreign students must enroll in a group insurance plan to cover hospital and/or surgical care. A plan is available to students at the University, but other comparable plans may be accepted.

There is an orientation program held during the two weeks prior to the initial enrollment of all foreign students.

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

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

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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 two 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 wishing to effect a schedule alteration must complete a Change of Registration form and present it to the Registrar's Office. A Change of Registration is not official until a student has paid the appropriate fee to the Bursar's Office.

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.

Cancellation of Registration

Any student who effects a complete withdrawal from courses prior to the first day of classes is considered to have cancelled registration.

OTHER REGULATIONS

Time Limit

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. When graduate study is interrupted by military service, the six-year limit may be extended.

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.

Graduate Courses

Courses in which graduate credit may be earned are of two types.

- 1) 900-and 1000-level courses, which are open to graduate students only. At least one-half of the credits applied toward the degree must be earned in courses in the 900-and 1000-series.
- 2) Upper Division undergraduate courses (800-series) 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 have been admitted to the Graduate School at the time 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.

A 700-level course may not be taken for credit toward the requirements of a graduate degree. In cases involving extenuating circumstances, a student may take a 700-level course for graduate credit, providing 1) the course was approved by the Graduate Faculty for graduate credit before January 1, 1976; and 2) the student secures written, prior approval from the Dean of the Graduate School, the chairman of the department offering the course, and his or her faculty advisor.

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. A pamphlet, "Directions for Format and Presentation of a Master's Thesis," which is available in the University Bookstore, contains Graduate School rules regarding type, margins, quality of paper, and other aspects of thesis preparation.

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 anticipate re-enrollment following two quarters of non-enrollment must apply for readmission as former students, far enough in advance of the registration period to allow time for the administrative work that must precede the generation of registration material.

Academic Standards

A cumulative quality point average of at least 3.0 (on a 4.0 scale) is required for graduation. (All graduate credit courses for the degree program are included in the grade point average determination.) This pertains only to courses taken at Youngstown State University. (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. Graduate students who are not in good standing in any given quarter may continue to take graduate work until required to withdraw from the graduate program.

Full-Time Status

A full-time student is one carrying 12 or more hours for credit.

Reduced Load for Employed Students

The Graduate School 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

An undergraduate student who has senior standing and a cumulative 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

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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 the Graduate School. 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 Graduate School 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.

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 department offering the course and the Dean of the Graduate School.

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 Policy on Withdrawal and Refunds). 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.

An incomplete grade of I may be given to a student who does satisfactory work in a course but who, for reasons beyond the student's control and deemed justifiable by the teacher, does not complete all requirements for a course by the time grades are submitted. A written explanation of the reason for the I will be forwarded to the Records Office for inclusion in the student's permanent record, with copies to the student, department chairman, and the Graduate Dean. Until the I is converted, it will not be included in the calculation of the student's point average. An I may not be converted for the purpose of changing the grade-point average of a completed degree.

The grade of W will be given for all withdrawals properly processed during the first six weeks of any quarter (or first three weeks of a summer session). ("Properly processed" describes withdrawals made in conformity with the instructions on the official 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 first week of classes. It does appear on the grade report received by the student, however. 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 the Graduate School. Any grade of F assigned because of absence may be reviewed upon petition to the Graduate Dean. Where withdrawals change the status of a student 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 given notification.

In the case of thesis work still in progress at the time grades for the quarter are to be reported, a PR may be reported in place of a conventional grade. This symbol indicates that the student is working in a manner which merits being allowed to continue, but does not indicate a specific quality of work. In the quarter when the work is completed, the instructor will report a grade that will apply to all the work done in the preceding quarter or quarters as well.

The PR grade may be used for students in certain courses other than thesis. However, PR grades awarded in non-thesis courses will revert to a grade of F after two academic quarters, not to include summer, beyond the normal ending date of the scheduled course.

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

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

Grade Changes

Application for grade changes may be secured from the Registrar's Office. 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 may transfer from one graduate program to another 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 the Graduate School. 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 fees for the audit course, as well as any other applicable fees. 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.

Foreign Language Proficiency Examinations

The Department of Foreign Languages administers proficiency examinations in the following languages: French, German, Ancient Greek, 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 Office of the Dean of the Graduate School.

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

Commencement

Intention to Apply for Graduation. At the beginning of the quarter prior to the quarter in which the degree is expected, the student must notify the Graduate School of intention to apply for graduation on a form provided for this purpose by the Graduate School, a copy of which will be sent to the advisor.

Formal Application for Graduation. Formal application for graduation must be filed before 5:00 p.m. on the Monday following the first full week of the graduating quarter.

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. A student who completes the requirements for a degree at the end of the fall quarter receives the degree in March and is present, if at all possible, at the Winter Commencement.

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Code of Student Rights, Responsibilities, and Conduct

In accordance with the Code of Student Rights, Responsibilities, and Conduct, if a student has demonstrated psychological/ emotional behavior which may create a disruption or danger to any person in the learning environment, the Associate Vice President, Student Services, may impose any appropriate sanction including suspension.

COSTS AND FEES*

The charges for graduate work depend upon whether the student is a full-time or part-time student and upon legal residency.

Fees

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

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.

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

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 pay a tuition surcharge which is in addition to all other fees. The University does not receive State subsidy for non-resident undergraduate students; therefore, a surcharge is necessary to more nearly recover the cost of instruction for non-resident students.

Applied 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. No fee is charged at the time of submitting an application for Graduate School (See Matriculation Fee).

Change of Registration Fee. A fee is charged for changing a registration unless the change was caused by the University (e.g., a class is cancelled). This fee does not apply when a student withdraws from the University. Students making a change in registration which results in an increase in the Instructional Fee will receive a revised statement of the amount due. Failure to make payment within ten days of the date of the revision results in a penalty assessment equal to one-third of the late payment fee.

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. If two degrees are conferred at the same commencement ceremony, the fee is 125 percent of the regular fee.

*A schedule of current costs and fees has been inserted in this catalog as a supplemental sheet. Additional copies are available from the Graduate School.

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

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.

Irregular Examination Fee. If the dean of the school or college in which a course is taught so authorizes, an examination may be taken at other than the scheduled time. A fee is assessed unless a physician's certification is presented to the dean to the effect that the student was unable due to illness to take the examination at the regular time.

Late Payment Fee. Payment of a bill after the due date results in assessment of a late payment fee. The 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.

Late Registration Fee. A fee is charged a currently enrolled student who fails to register for the next term at the assigned time and later registers at the time assigned new or returning students.

Matriculation Fee. Upon initial registration in the Graduate School a Matriculation fee is assessed.

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 Spring Street if space is available. The parking permit fee is refundable only if the student withdraws and returns the permit access card. Any refund is prorated at the daily parking rate from the first day of the term.

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

Registration Withdrawal Fee. A fee is charged a student who withdraws from all courses or who does not complete the registration process by payment of appropriate fees.

Dental Hygiene Clinic Charge. The Dental Hygiene Technology program includes a clinic for the benefit of the students being trained. A service charge is made for each treatment. This charge is paid at the clinic, not at the Bursar's department.

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. Kilcawley Residence Hall is available by the academic quarter. The residence contract includes room, bed linens, 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 Kilcawley.

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. The Bursar's department assigns the locker and collects the charge.

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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 by the Recorder. Transcripts will not be issued for students or alumni with outstanding debts owed the University. Only the students may order a transcript; however, students are cautioned that most graduate and professional schools and many employers will 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 30 days of issuance. Vehicles may be towed in certain cases. See regulation.

Library Fines. Fines are assessed for failure to return books on time as stipulated or for the unauthorized removal of a reserved book.

Refund of Fees 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 Bursar's department. Failure to attend class or notification of the instructor or other faculty or staff member does not constitute withdrawal. If a student is permitted to withdraw, a refund of the Instructional Fee, the General Fee, the Non-Resident Tuition Surcharge, and the Applied Music Fee, will be in conformity with the following schedule:

Date of Acceptance by Bursar	Academic Quarter	Summer Term
1st-6th day	75% of Fee	50% of Fee
7th-12th day	50% of Fee	No Refund
13th-18th day	25% of Fee	No Refund
19th day and thereafter	No Refund	No Refund

The schedule is figured from the opening day of classes and every day of the week is counted except Sunday. If a course is cancelled by the University, fees paid for that course will be refunded in full. If fees were paid by scholarship, loan, or grant-in-aid the appropriate credit will be issued to the fund from which the initial payment was made.

If a student withdraws for reasons beyond his or her control (e.g. illness, required military service, job transfer or shift change imposed by the employer) the fees will be refunded in direct proportion to the number of weeks attended. All requests for refund for these reasons must be documented and are processed only by mail on forms provided by the Bursar. Address such correspondence to the YSU Finance Committee, in care of the Bursar.

Office Hours for Bursar, Registrar, and Student Financial Aids

During the first six weeks of
the quarter

Monday and Tuesday
8 a.m. to 6:30 p.m.
Wednesday, Thursday and Friday
8 a.m. to 5 p.m.
Saturday 9 a.m. to 12 noon

Remainder of the quarter

Monday thru Friday
8 a.m. to 5 p.m.
Saturday 9 a.m. to 12 noon

Summer hours

Monday and Tuesday

During the first six weeks of the quarter

8 a.m. to 6 p.m.
Wednesday, Thursday and Friday

Summer hours
Remainder of the quarter

8 a.m. to 5 p.m.
Saturday CLOSED
Monday thru Friday

When classes are not in session

8 a.m. to 5 p.m.
Saturday CLOSED
Monday thru Friday
8 a.m. to 5 p.m.
Saturday CLOSED

The Bursar and Student Financial Aids offices are also open by appointment during late and final registration and change of registration.

STUDENT RESIDENT STATUS

Residence for tuition purposes will be determined by the Dean of the Graduate School at the time of admission or readmission on the basis of the residency rules shown below and information supplied on the "Application for Admission" form.

If there should be any doubt on the part of the student regarding the appropriate classification, it should immediately be brought to the attention of the Dean of the Graduate School for a review. Retroactive refunds and charges may be made to any student improperly classified.

Resident Status Appeals

Appeal for a change in classification should be made in writing to the Director of Admissions who may require the student to complete a form "Application for Nonresident Tuition Surcharge Exemption" available from that office. The Director's written decision will be sent to the student, who may appeal the classification in a personal interview with the Director of Admissions.

The student also may request the Director of Admissions to arrange an appearance before the Residence Classification Board. Appearances before the Residence Classification Board will be held within two weeks of the request, if possible. The Residence Classification Board is the formal appeal authority in such matters and its decision is final.

Residency Rules

General Residency for Tuition Surcharge Purposes

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

(1) Dependent students, at least one of whose parents or legal guardian has been a resident of the State of Ohio for all other legal purposes for 12 consecutive months or more immediately preceding the enrollment of such student in an institution of higher education

(2) Persons who have resided in Ohio for all other legal purposes for at least 12 consecutive months immediately preceding their enrollment in an institution of higher education and who are not receiving, and have not directly or indirectly received in the preceding 12 consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.

(3) Persons who are living and are gainfully employed on a full-time or part-time and self-sustaining basis in Ohio and who are pursuing a part-time program of instruction at an institution of higher education.

Specific Exceptions and Circumstances

(1) A person on active duty status in the United States military service who is stationed and resides in Ohio and the dependents of such person shall be considered residents of Ohio for these purposes.

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(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) Any alien holding an immigration visa or classified as a political refugee shall be considered a resident of the State of Ohio for state subsidy and tuition surcharge purposes in the same manner as any other student.

(4) No person holding a student or other temporary visa shall be eligible for Ohio residency for these purposes.

(5) A dependent person classified as a resident of Ohio for these purposes shall continue to be considered a resident during continuous full-time enrollment and until completion of any one academic degree program.

(6) In determining residency of a dependent student, removal of 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) of this rule.

(7) Any person once classified as a non-resident, upon the completion of twelve consecutive months of residency in Ohio for all other legal purposes, must apply to the institution he or she attends for reclassification as a resident of Ohio for these purposes 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 institution which may require, among other things, the submission of information regarding the sources of a student's actual financial support to that end.

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

(9) A person who is transferred by an 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.

(10) 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.

Procedures

Institutions 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 their Ohio residency for purposes of this rule. Such institutions may require the submission of affidavits and other documentary evidence which it may deem necessary to a full and complete determination under this rule.

ASSISTANTSHIPS, SCHOLARSHIPS, AND LOANS

Financial Aid

Loans and on-campus employment are available to graduate students enrolled in degree programs at YSU.

Applications for student loans and for on-campus employment are available in the Financial Aids Office (Jones Hall 228).

Scholarships

The Youngstown Educational Foundation makes money available to provide scholarships and grants to graduate students. Awards cover tuition and are available to eligible students who are registered for at least six credit hours.

An application must be submitted for each quarter for which a scholarship or grant-in-aid is sought. Applications for a given quarter will not be accepted earlier than the first day of classes of the preceding quarter. The deadline for applying is 5:00 p.m. on 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 GPA's, application deadlines, award levels, and eligibility criteria are subject to change without notice.

Awardees must indicate their acceptance by the deadline specified in the letter of award, or the award will be forfeited.

Detailed information on scholarships and grants is available in the Graduate School office.

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 \$500.00 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 Graduate School and the College of Arts and Sciences.

Assistantships

Applications for assistantships must be accompanied or preceded by application for admission to the Graduate School. International graduate students may make application only after successful completion of one year of study. Only upon recommendation of the department will exceptions to this rule be considered.

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 of the assistant's major and approved by the Dean of the Graduate School.

Master's degree candidates will be assigned to classroom or laboratory duties only under the direct supervision of a full-service faculty member who will retain full responsibility for the maintenance of high academic and pedagogical standards.

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 less 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 chairman or the graduate supervisor of the department.

Each assistantship carries a stipend and remission of instructional fees, including the nonresident tuition surcharge. It does not cover such other expenses as the matriculation fee, general fee, or charges for parking permits.

Further information on assistantship stipends may be obtained from the Graduate School. Students who have held an assistantship for three consecutive quarters will receive remission of instructional fees, up to 12 quarter hours, and the nonresident tuition surcharge for enrollment during the following summer.

GRADUATE STUDENT REPRESENTATION

Within the first month of the fall term, 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 volunteer to be on 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 term); 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 shall have completed 12 or more hours of graduate credit, excluding transfer credit, prior to the fall term 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.

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. Details and appropriate forms are available in the Graduate School office.

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 to indicate the amount of credit.

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 1000-series are graduate-level courses normally open only to graduate students (but which undergraduates may elect under conditions outlined in *Graduate Courses for Undergraduates*).

Abbreviations. The abbreviation "q.h." at the end of a course description stands for "quarter hours of credit." Thus, credit for a three quarter course may be 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. 833-834-835) 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 chairman 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., 841, 842, 843) indicates that the course extends throughout the year, but that credit toward graduation is given for one or two quarters.

Graduate Programs

MASTER OF ARTS

ECONOMICS

Yih-wu Liu

In Charge of Graduate Studies in Economics

328 College of Arts and Sciences Building

Admission Requirements

Admission to the program requires the applicant to hold a baccalaureate degree from a recognized college or university, to have achieved an unrecalculated cumulative grade point average of at least 2.5 (on a 4.0 scale), and to have completed 21 quarter hours (or its equivalent in semester hours) 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 Microeconomics I and II and Macroeconomics I and II. In addition to the core, the student will choose a minimum of two additional areas of concentration and take at least six quarter hours of course work in each area. At least one of these areas must be Fiscal Economics, International Economics and Development, or Monetary Economics. Graduate credit electives may be taken in the social and applied sciences, and humanities, with the consent of the advisor.

A comprehensive examination in economic theory must be taken by the student. 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 scholastic 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 course work.
- Option B: The student must complete a minimum of 45 quarter hours of graduate course work 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.

ENGLISH

Carol Gay

In Charge of Graduate Studies in English

221 College of Arts and Sciences Building

Admission Requirements

Students must have an undergraduate English major or other preparation judged satisfactory to the department. Although the results of GRE Aptitude Test are required only of applicants for graduate assistantships, all students are advised to take the test.

Degree Requirements

1) Students must complete 48 hours in courses at the graduate level; exceptions must have the approval of the department. Students must choose one of the following options:

General Option: Courses to be drawn from at least four different areas as established in the course listing.

Special Option: Program to be chosen and designed by the student, and approved by a committee of the graduate faculty chaired by the Graduate Coordinator.

2) English 900 is required of all candidates for the M.A. degree in English. This course should be taken either during the first quarter of graduate work or the first time the course is offered thereafter.

3) Students who enter without having fulfilled the linguistic requirement for undergraduate English majors must take at least two Studies courses in Linguistics.

4) Students must submit satisfactory (B or better) seminar papers to two different instructors.

Advising

1) All candidates for the degree must have their schedules approved by the Graduate Coordinator every quarter.

2) Students who anticipate graduate study beyond the M.A. are strongly advised to acquire basic reading competence in at least one foreign language.

HISTORY

Saul S. Friedman

In Charge of Graduate Studies in History

528 College of Arts and Sciences Building

Admission Requirements

The student must have an unrecalculated gradepoint 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 q.h.).

2) All students must take a course in Historiography (949 American or 950 European) and Historical Research (948).

3) Sixteen quarter hours of course work 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.

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Option II

- 1) A total of 48 quarter hours of course work 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 course work 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 have to 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 chairman 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 Master of Arts 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 bibliography and historiography.

MASTER OF BUSINESS ADMINISTRATION

Gary L. Pielemeier

Assistant Dean and Director of MBA Studies

518 Williamson Hall

Admission Requirements

The M.B.A. program is open to all qualified men and women who show promise of success in graduate business study. 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 (see *below*).

Regular Admission. Requirements for regular admission to the program are: (1) a baccalaureate degree from an accredited institution with an unrecalculated GPA of 2.7 or above, and (2) satisfactory completion of the GMAT with a score of 450 or more. The basis for admittance to graduate study in business is an index score of at least 950 points based on the formula: $200 \times$ undergraduate grade average (4.0 system) 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 to determine the grade average in the above formula.

Provisional Admission. Individuals who obtain a satisfactory index score for regular admission but do not meet the GPA or GMAT minimum requirements will be accepted provisionally. Individuals who do not obtain a satisfactory index score but feel they are otherwise qualified may petition the MBA Director. All persons must complete formal application requirements before petitioning for provisional admission.

Degree Requirements

There are three levels of course work (Level I — foundations; Level II — core; and Level III — concentration and electives) in the MBA program. A student entering with undergraduate

business administration and economics course work can receive waiver of up to 31 Level I course hours (64 for Accounting majors), leaving the individual with a 53-to 59-hour graduate program depending upon the major chosen. The number of hours required to complete the MBA program can consist of 53 to 123 quarter hours of credit, depending upon the area of concentration. 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 MBA Director.

Level I: MBA 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 course work equivalencies. All Level I courses must be completed with a minimum grade point average of 2.5 prior to taking Level II courses.

The Level I foundations course requirements (or equivalents) are:

Accounting 900, or equivalent	5 q.h.
Economics 900, or equivalent	4 q.h.
Economics 901, or equivalent	5 q.h.
Management 604, or equivalent	4 q.h.
Management 900, or equivalent	3 q.h.
Marketing 900, or equivalent	3 q.h.
Finance 900, or equivalent	3 q.h.
Accounting 610, or equivalent	4 q.h.

Total 31 q.h.

Accounting Major Prerequisites:

Accounting 900, or equivalent	5 q.h.
Accounting 703, 704, 705, or equivalent	12 q.h.
Accounting 801, or equivalent	5 q.h.
Accounting 610, or equivalent	4 q.h.
Accounting 711, or equivalent	4 q.h.
Accounting 808, or equivalent	4 q.h.
Accounting 903, or equivalent	4 q.h.
Economics 900, or equivalent	4 q.h.
Economics 901, or equivalent	5 q.h.
Management 604, 714, or equivalent	8 q.h.
Management 900, or equivalent	3 q.h.
Marketing 900, or equivalent	3 q.h.
Finance 900, or equivalent	3 q.h.

Total 64 q.h.

Level II: MBA Core Courses

Economics 926	4 q.h.
*Accounting 902	3 q.h.
Marketing 942	4 q.h.
Finance 921	4 q.h.
Management 915	4 q.h.
Management 916	4 q.h.
Management 921	4 q.h.
Management 961	4 q.h.
Management 971	4 q.h.
Management 965	4 q.h.

Total 39 q.h.

*for non-accounting majors only

Level III: Concentration and Elective Courses

The student must choose one of the four areas of concentration in the MBA program: Accounting, Finance, Management, or Marketing. The electives are to be chosen by the

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student, in consultation with the MBA Director. These courses may cover advanced work in a basic discipline of an operational field; they may consist of courses offered by the School of Business Administration; or they may be combined with related disciplines in other schools or departments in the University. Graduate courses taken outside the School of Business need prior written approval by the student's advisor stating the relationship of the course(s) to the student's MBA program in order to be counted as MBA electives. The thesis option is available in each area of concentration. Any student considering the thesis option must consult with the MBA Director. 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.

Concentration and Electives — Finance, Management, Marketing — 14 q.h.

Students must take a minimum of 12 q.h. in their area of concentration. Additional hours may be taken as concentration or electives.

Concentration and Electives — Accounting — 23 q.h.

Accounting 930	4 q.h.
Accounting 905	4 q.h.
Accounting 908	4 q.h.
Accounting 909	3 q.h.
Accounting 912	4 q.h.
Accounting Elective	4 q.h.
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Total	23 q.h.
Total MBA hours required — Finance, Management, Marketing	53 q.h.
Total MBA hours required — Accounting	59 q.h.

MASTER OF MUSIC

A. Duane Sample

In Charge of Graduate Studies in Music

3146 Bliss Hall

The following programs of study lead to the degree Master of Music: performance, music theory and composition, music history and literature, and music education.

Admission Requirements

Applicants for admission to graduate study in the Master of Music 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 6 q.h. to the 48 q.h. degree program (3 q.h. in music theory, 3 q.h. in music history). Students with a major in music education must take an additional placement examination in that discipline. 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, or the equivalent of French, German, and Italian.

Degree Requirements

- 1) Candidates for the degree Master of Music must complete all requirements outlined in their respective courses of study (see chart below) and pass a final certifying examination.
- 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.

4) A final qualifying examination is required of all candidates for the degree Master of Music. The examination may not be taken prior to the quarter in which all degree requirements will be completed. A resumé of procedural regulations governing the final qualifying examination is available from the office of the faculty member in charge of graduate studies in music.

Requirements for the Degree Master of Music

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)	3-4 q.h.
Music Electives (A-F)	7-9 q.h.

48 q.h.

Music Theory

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.

48 q.h.

Music History

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.

48 q.h.

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.

48 q.h.

- (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 3 q.h. of ensemble courses and up to 6 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 advisor.

Music Theory (A)

830 20th Century Materials	3 q.h.
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831 Counterpoint 1	3 q.h.
832 Counterpoint 2	3 q.h.
833 Theory Seminar	3 q.h.
904, 905, 906 Applied Composition	4 q.h.
910 Music Styles 1	3 q.h.
911 Music Styles 2	3 q.h.
912 Music Styles 3	3 q.h.
<i>Music History (B)</i>	
830 20th Century Materials	3 q.h.
871 Baroque	3 q.h.
982 Classic	3 q.h.
873 Opera History	3 q.h.
874 Romantic Era	3 q.h.
878 Selected Topics in Music History	3 q.h.
940 Middle Ages	3 q.h.
941 Renaissance	3 q.h.
<i>Music Education (C)</i>	
814 Selected Topics in Music Education	2 q.h.
841 Music Workshop	1-4 q.h.
970 Foundations	3 q.h.
972 Seminar in Music Education	3 q.h.
974 Psychology of Music	3 q.h.
975 Music in 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 Practicum	3 q.h.
982 Secondary School Practicum	3 q.h.
<i>Pedagogy (D)</i>	
851 Woodwind Pedagogy	2 q.h.
858, 859 Piano Pedagogy	2 + 2 q.h.
880, 881 Vocal Pedagogy	2 + 2 q.h.
882 String Pedagogy	2 q.h.
885 Brass Pedagogy	2 q.h.
913 Theory Pedagogy	3 q.h.
<i>Music Literature (E)</i>	
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 Brass Literature	3 q.h.
<i>Music Electives (F)</i>	
820, 821, 822 Composition Minor	2 + 2 + 2 q.h.
834, 835 Electronic Music	2 + 2 q.h.
840 Instrumentation	4 q.h.
887, 888, 889 Piano Duo & Duet Playing	1 + 1 + 1 q.h.
890, 891, 892 Chamber Music with Piano	1 + 1 + 1 q.h.
920, 921, 922 Seminar in Materials of Music	3 + 3 + 3 q.h.
942 Introduction to Music Bibliography	3 q.h.
973 Research Methods & Materials	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 BIOLOGICAL SCIENCES

Dale W. Fishbeck

In Charge of Graduate Studies in Biological Sciences

411 Ward Beecher Science Hall

Admission Requirements

Admission to the Graduate program in biology leading to the Master of Science degree requires a baccalaureate degree from an accredited college or university, an undergraduate record showing a cumulative grade point average of at least 2.5 (on a 4.0 scale), and satisfactory completion of at least 25 quarter hours of undergraduate biology (or equivalent) courses, plus organic chemistry and introductory physics.

Degree Requirements

The Department of Biological Sciences offers a Master of Science degree with two options, thesis and non-thesis. The thesis option requires a minimum of 45 quarter hours of credit; a passing grade on a comprehensive written examination; an oral review of the candidate by the departmental graduate committee; and an acceptable thesis reporting the results of a research project. The non-thesis option requires a minimum of 48 quarter hours of credit and a passing grade on a comprehensive written examination. All graduate students must take at least one quarter hour of Biology 988.

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.

CHEMISTRY

Thomas N. Dobbstein

Chairman of the Department

324 Ward Beecher Science Hall

Admission Requirements

For admission to the Department of Chemistry for graduate studies leading to the Master of Science degree, the applicant must present an undergraduate major in chemistry or its equivalent. In those cases where undergraduate preparation is slightly deficient, the applicant may be admitted with provisional status with the approval of the Dean of the Graduate School and the Chairperson of the Department of Chemistry.

Degree Requirements

Course Requirements: A minimum of 45 quarter hours of credit is required including at least 30 quarter hours of course work other than Chemistry 990. Chemistry concentration areas are: analytical, biochemical, clinical, inorganic (including nuclear), organic (including polymer) and physical (including theoretical). A list of courses in each area is available from the department. The chemistry coursework must include at least 15 quarter hours in these concentration areas; at least nine of these hours must be in one concentration area, while at least six other hours must be in a different area of concentration. All students must take at least one quarter hour of Chemistry 998, complete at least 30 hours of credit in chemistry courses, have a 3.0 or higher grade-point average in chemistry courses, and complete an acceptable thesis for graduation.

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

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CRIMINAL JUSTICE

Lawrence E. Cummings

Chairman of the Department

2087 Cushwa Hall

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.

Requirements for admission on regular status:

- 1) A bachelor's degree from an accredited college or university and;
- 2) An unrecalculated cumulative grade point average in undergraduate work of at least 2.7 overall or a 3.0 in the last 60 q.h. of work. This is 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 chairman 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.

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 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 series. A written comprehensive examination is also required and may not be taken until the student has completed seventy-five 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.

MATHEMATICAL AND COMPUTER SCIENCES

Richard L. Burden

In Charge of Graduate Studies in Mathematics

1059 Cushwa Hall

The master's degree in mathematics is awarded to qualified students satisfactorily completing a composite of courses, seminars and research activities aimed at increasing students' depth of understanding of and proficiency in mathematics so that they may be able:

- 1) to use mathematics and computer science in industry and government,
- 2) to improve their subject matter competency as high school teachers,
- 3) to teach mathematics and computer science at the two-year college level, and/or
- 4) to pursue further graduate study.

Admission Requirements

- 1) A baccalaureate degree from an accredited college or university
- 2) 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.
- 3) Preparation judged satisfactory by the Department of Mathematical and Computer Sciences. Study in advanced calculus and algebraic structures is required as part of the preparation. Students with a slight deficiency may be admitted with provisional status with the approval of the Chairperson of the Department of Mathematical and Computer Sciences and the Dean of the Graduate School.

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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 his thesis topic from the graduate mathematics faculty and the department chairman. Thesis credit of six quarter hours may be earned under Mathematics 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 12 quarter hours, the student must submit, through an advisor, the entire degree program for approval by the graduate mathematics faculty and the department chairman.

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 16 in computer science. Twelve quarter hours in each category will be specified by the department.

MASTER OF SCIENCE IN EDUCATION

David P. Ruggles

Dean and Coordinator of Graduate Studies in Education
140 School of Education Building

The programs leading to the degree Master of Science in Education have the approval of the National Council for Accreditation of Teacher Education (NCATE) effective September 1, 1975. These programs are designed to prepare elementary and secondary teachers, elementary and secondary principals, elementary and secondary supervisors, and school guidance counselors at the master's degree level.

Graduate program directors are:

Gloria D. Tribble, *Chairman*
of the Department of Elementary Education

Master Teacher — Elementary

Edgar M. Cobett, *Chairman of*
the Department of Administration
and Secondary Education

Master Teacher — Secondary;
Educational Administration
and Supervision — Secondary
Counseling

David W. Cliness, *Chairman of*
the Department of Counseling

Jack D. Dunsing,
Chairman of the
Department of Special Education

Special Education

Admission Requirements

To be admitted to the Master of Science in Education degree program, the applicant must have earned a bachelor's degree from an accredited college or university. In general, the applicant must also have:

- 1) qualified for a teaching certificate (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, validation, or endorsement. A program faculty may admit students on an individual basis to graduate programs not leading to certification;

2) an unrecalculated undergraduate cumulative grade-point average of at least 2.5 (on a 4.0 scale);

3) adequate preparation for the graduate program in which the student wishes to enroll, as specified by the department of the major; and

4) a satisfactory score on the Aptitude Test of the Graduate Record Examination or on the Miller Analogies Test.

Degree Requirements

In general, the programs provide for 1) a core of foundation courses, 2) required courses in the major discipline, 3) elective courses in the program being undertaken, and 4) additional work outside the School of Education. A minimum of 48 quarter hours is required for the degree in each program.

A comprehensive examination at the close of the Foundations portion of the work will be required as a basis for becoming a degree candidate in special education and secondary education, with the exception of master teacher secondary — reading. Majors in guidance and counseling, elementary education and master teacher secondary — Reading, must pass a comprehensive examination in their major area of study.

Foundations of Education

Students in all programs are required to take courses in foundations of education as indicated in the various degree program descriptions. However, students in the guidance and counseling program who are not seeking state certification in school guidance have no course requirements in foundations of education; they may take courses in foundations according to their individual needs. The offerings and descriptions of the various courses of the Foundations of Education Department are provided in the *Courses* section of this bulletin.

The Master Teacher Program — Elementary

Option A: Curriculum

- 1) Required courses for specialization (21-28 quarter hours)

Ed. 909	Supervision of Student Teachers — Elementary	3 q.h.
Ed. 916	The Elementary School Curriculum	3 q.h.
Will serve as prerequisites to the following sequence of courses:		
Ed. 917	Elementary School Reading Programs	3 q.h.
Ed. 918	Elementary School Mathematics Programs	3 q.h.
Ed. 919	Social Studies Programs in Elementary School	3 q.h.
Ed. 920	Elementary School Science Programs	3 q.h.
Ed. 921	Issues, Problems and Development in Elementary School Programs	3 q.h.
- 2) Foundations of Education (12 quarter hours). (Take at any point in the program.)

Ed. 872	Statistical Methods in Education	3 q.h.
Ed. 900	Education in Western Culture or	
Ed. 905	History of American Education	3 q.h.
Ed. 901	Philosophical Foundations of Education	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
Ed. 904	Education Research (Prereq.: Ed. 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 Psychology 903.
- 5) All master teacher curriculum students will be required to take a comprehensive examination in their major area of study.

Option B: Reading Specialist

- 1) Required courses for specialization (31-32 quarter hours) The following courses should be taken in sequence:

Ed. 882	Developmental and Content Area Reading	3 q.h.
Ed. 917	Elementary School Reading Programs (3) or	
Ed. 883	Secondary School Reading (4)	3 or 4 q.h.

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Ed. 924	Diagnosis and Treatment of Reading Disability I	4 q.h.	1)
Ed. 925	Diagnosis and Treatment of Reading Disability II	4 q.h.	
Ed. 927	Practicum: Reading	4 q.h.	
Ed. 930	Supervision of Reading	4 q.h.	
The following courses may be taken at any point in the program:			
Psych. 903	Psychology of Learning	3 q.h.	
Psych. 907	Psychology of Adjustment	3 q.h.	
Engl. 908	Literature of Children and Adolescents	3 q.h.	
2)	Foundations of Education (12 quarter hours). See description of requirement under Option A.		
3)	Electives: 4-5 quarter hours, to make a total of at least the 48 quarter hours required for the degree.		2)
All master teacher-reading students will be required to take a comprehensive examination in reading after the completion of Ed. 930.			
Option C: Early Childhood Specialist			
1)	Required courses for specialization (23 quarter hours)		
Ed. 916	Elementary School Curriculum	3 q.h.	
Ed. 911	Early Childhood Programs	3 q.h.	
Ed. 912	Curriculum and Methods in Early Childhood Education	4 q.h.	
Ed. 913	Pre-School Education	3 q.h.	
Ed. 914	Practicum in Early Childhood Education	4 q.h.	
Ed. 929	Language Arts in Primary Grades	3 q.h.	
Ed. 946	Supervision of Instruction	3 q.h.	1)
2)	Cognate area (6 quarter hours)		
Psych. 903	Psychology of Learning	3 q.h.	
Guid. 825	Group Processes	3 q.h.	
3)	Foundations of Education (12 quarter hours). See description of requirement under Option A.		
4)	Suggested electives (Select 7 quarter hours)		2)
Psych. 906	Child Growth and Development	3 q.h.	
Soc. 902	The Child and Society	3 q.h.	3)
Guid. 1030	Human Relations Training for School Personnel	3 q.h.	
5)	Early childhood specialist students will be required to take a comprehensive examination over required courses for specialization.		4)
Option D: Gifted and Talented Education Specialist			
1)	Required courses for specialization (24 quarter hours)		5)
Ed. 874	Gifted and Talented Programs	4 q.h.	Op
Ed. 878	Teaching Gifted and Talented Students	4 q.h.	
Guid. 879	Counseling with Gifted/Talented Students and Their Families	3 q.h.	
Ed. 946	Supervision of Instruction	3 q.h.	1)
Ed. 1040	Field Experience in Gifted/Talented Education	4 q.h.	
Psych. 903	Psychology of Learning, or		2)
Psych. 838	Psychology of the Exceptional Child: (Gifted)	3 q.h.	
Eng. 908	Literature of Children & Adolescents (3) or		
Eng. 919	Adolescent Literature (4)	3 or 4 q.h.	
2)	Cognate Area (8 quarter hours)		3)
Spec. Ed. 802	The Exceptional Child	4 q.h.	4)
Spec. Ed. 989	Identification and Education of Gifted/Talented Children	4 q.h.	
3)	Foundations of Education (12 quarter hours)		5)
Ed. 901	Philosophical Foundations of Education	3 q.h.	
Ed. 905	History of American Education	3 q.h.	
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.	
Ed. 872	Statistical Methods in Education	3 q.h.	6)
Ed. 904	Education Research	3 q.h.	7)
4)	Electives, selected with approval by advisor. (4 quarter hours)		

Educational Administration And Supervision — Elementary

Areas of specialization that lead to state certification are: elementary principalship, supervision, local superintendent, and superintendent.

Option A: The Principalship Program — Master's Degree

- 1) Educational administration (24 quarter hours in school administration courses)

Ed. 916	The Elementary School Curriculum	3 q.h.
Ed. 921	Issues, Problems and Development in Elementary School Programs	3 q.h.
Ed. 946	The Supervision of Instruction	3 q.h.
Ed. 947	Basic Principles of Elementary School Administration	3 q.h.
Ed. 949	School Law	3 q.h.
Ed. 951	The School Principal's Communication Relationships	3 q.h.
Ed. 961	Introduction to Pupil Personnel	3 q.h.
Ed. 1021	Field Experience for the Elementary Principal	3 q.h.
- 2) Foundations of Education (12 quarter hours). See description of requirement under Option A: Master Teacher — Elementary.
- 3) Elective in special education (3 quarter hours).
- 4) Interdisciplinary electives (6 quarter hours).
- 5) Other electives (3 quarter hours).

Option B: The Supervisory Program — Master's Degree

Graduates of the supervisory program are eligible for a provisional supervisory certificate from the State of Ohio when they have completed 27 months of successful classroom teaching under a standard certificate in the field for which the supervisor's certificate is sought. An examination covering the education courses for specialization will be required as a basis for becoming a degree candidate.

- 1) Education courses required for specialization (12 quarter hours).

Ed. 946	The Supervision of Instruction	3 q.h.
Ed. 909	The Supervision of Student Teachers — Elementary	3 q.h.
Ed. 916	The Elementary School Curriculum	3 q.h.
Ed. 931	The Secondary School Curriculum	3 q.h.
Ed. 1022	Field Experience for Supervisory Candidates	3 q.h.
- 2) Foundations of Education (12 quarter hours). See description of requirement under Option A: Master Teacher — Elementary.
- 3) Required psychology courses (6 quarter hours).

Psych. 903	The Psychology of Learning	3 q.h.
Psych. 907	Psychology of Adjustment	3 q.h.
- 4) Courses related to the supervisory field (12 quarter hours).
- 5) Electives (6 quarter hours).

Option C: Local Superintendent's Certification Program

By action of the Ohio State Board of Education, eligibility for a Local Superintendent's Provisional Certificate will be established upon the applicant's completion of a master's degree with graduate work well distributed over the following areas:

- 1) Ed. 947 Basic Principles of Elementary School Administration 3 q.h.
Ed. 948 Basic Principles of Secondary School Administration 3 q.h.
 - 2) Two of the three:

Ed. 949	School Law	3 q.h.
Ed. 952	School Finance	3 q.h.
Ed. 956	Educational Facilities	3 q.h.
 - 3) Ed. 946 The Supervision of Instruction 3 q.h.
 - 4) Ed. 916 The Elementary School Curriculum 3 q.h.
Ed. 931 The Secondary School Curriculum 3 q.h.
 - 5) Foundations of Education (9 quarter hours)

Ed. 901	Philosophical Foundations of Education	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
Ed. 904	Educational Research	3 q.h.
 - 6) Psych. 903 Psychology of Learning 3 q.h.
 - 7) Ed. 1023 Field Experiences — Supervisor's 1-3 q.h.
- Evidence of 27 months of successful classroom teaching experience and nine months of satisfactory experience in an administrative or supervisory position under an appropriate certificate are also required.

Option D: Superintendent's Certification Program

By action of the Ohio State Board of Education, eligibility for a Superintendent's Provisional Certificate will be established upon the applicant's completion of a

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master's degree with 90 quarter hours of graduate work well distributed over the following areas:

1)	Ed. 947	Basic Principles of Elementary School Administration	3 q.h.
	Ed. 948	Basic Principles of Secondary School Administration	3 q.h.
2)	Ed. 949	School Law	3 q.h.
	Ed. 952	School Finance	3 q.h.
	Ed. 954	School Community Relations	3 q.h.
	Ed. 955	Staff Personnel Administration	3 q.h.
	Ed. 956	Educational Facilities	3 q.h.
3)	Ed. 916	The Elementary School Curriculum	3 q.h.
	Ed. 931	The Secondary School Curriculum	3 q.h.
4)	Ed. 946	The Supervision of Instruction	3 q.h.
5)	Foundations of Education (9 quarter hours). See description of requirement under Option C: Local Superintendent's Certification.		
6)	Psych. 903	Psychology of Learning	3 q.h.
7)	Ed. 1023	Field Experiences — Superintendent's	1-3 q.h.
	Evidence of 27 months of satisfactory experience in an administrative or supervisory position under the appropriate certificate is also required.		

Educational Administration and Supervision — Secondary

Areas of specialization that lead to state certification are: secondary principalship, supervision, local superintendent, and superintendent.

Option A: The Principalship Program — Master's Degree

1)	Foundations of Education		
	Ed. 900	Education in Western Culture <i>or</i>	
	Ed. 905	History of American Education	3 q.h.
	Ed. 901	Philosophical Foundations of Educational Theory and Practice	3 q.h.
	Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
	*Ed. 904	Educational Research	3 q.h.
2)	Educational administration (24 quarter hours in school administration courses)		
	Ed. 931	The Secondary School Curriculum	3 q.h.
	Ed. 946	The Supervision of Instruction	3 q.h.
	Ed. 948	Basic Principles of Secondary School Administration	3 q.h.
	Ed. 949	School Law	3 q.h.
	Ed. 950	School Business Management	3 q.h.
	Ed. 951	Communications and the School Principal	3 q.h.
	Ed. 961	Introduction to Pupil Personnel Services	3 q.h.
	Ed. 1020	Field Experiences — Secondary Principal	1-3 q.h.
3)	Electives (12 quarter hours)		
	a)	Elective in Special Education	3 q.h.
	b)	Interdisciplinary electives	6 q.h.
	c)	Educational administration elective from the following courses	
	Ed. 952	School Finance	3 q.h.
	Ed. 954	School Community Relations	3 q.h.
	Ed. 955	Staff Personnel Administration	3 q.h.
	Ed. 956	Educational Facilities	3 q.h.
	Ed. 959	Law for the Classroom Teacher	3 q.h.
	Ed. 987	Organization and Administration of Extracurricular Programs	3 q.h.
	Ed. 988	Evaluation of Educational Institutions	3 q.h.
	Ed. 1031	Theories of Educational Administration	3 q.h.
	Ed. 1032	Theories of Supervision	3 q.h.
	Ed. 1033	Theories of Change in Education	3 q.h.
	Ed. 1034	Implementing Change in Education	3 q.h.
	Ed. 1035	The Superintendency	3 q.h.
	Ed. 1036	Fundamentals of Curriculum Development	3 q.h.
4)	Comprehensive examination over Foundations of Education		

Option B: The Supervisory Program — Master's Degree

- | | | | |
|----|---------------------------------------------------------|--------------------------------------------------------------|---------|
| 1) | Foundations of Education | | |
| | Ed. 901 | Philosophical Foundations of Educational Theory and Practice | 3 q.h. |
| | Ed. 902 | Sociological Aspects of Contemporary Education | 3 q.h. |
| | Ed. 872 | Statistical Methods in Education | 3 q.h. |
| | Ed. 904 | Educational Research | 3 q.h. |
| 2) | Curriculum, supervision of instruction | | |
| | Ed. 946 | The Supervision of Instruction | 3 q.h. |
| | Ed. 910 | Supervision in Secondary Schools | 3 q.h. |
| | Ed. 916 | The Elementary School Curriculum | 3 q.h. |
| | Ed. 931 | The Secondary School Curriculum | 3 q.h. |
| | Ed. 1022 | Field Experience for Supervisory Candidates | 3 q.h. |
| 3) | Psychology courses | | |
| | Psych. 903 | Psychology of Learning | 3 q.h. |
| | Psych. 907 | Psychology of Adjustment | 3 q.h. |
| 4) | Courses related to the supervisory field | | 12 q.h. |
| 5) | Electives | | 3 q.h. |
| 6) | Comprehensive examination over Foundations of Education | | |

Option C: Local Superintendent's Certification Program

By action of the Ohio State Board of Education, eligibility for a local superintendent's provisional certificate will be established upon the applicant's completion of a master's degree with graduate work well distributed over the following areas:

- | | | | |
|----|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1) | Ed. 947 | Basic Principles of Elementary School Administration | 3 q.h. |
| | Ed. 948 | Basic Principles of Secondary School Administration | 3 q.h. |
| 2) | Two of the three: | | |
| | Ed. 949 | School Law | 3 q.h. |
| | Ed. 952 | School Finance | 3 q.h. |
| | Ed. 956 | Educational Facilities | 3 q.h. |
| 3) | Ed. 916 | The Elementary School Curriculum | 3 q.h. |
| | Ed. 931 | The Secondary School Curriculum | 3 q.h. |
| 4) | Ed. 946 | The Supervision of Instruction | 3 q.h. |
| 5) | Foundations of Education (9 quarter hours) | | |
| | Ed. 901 | Philosophical Foundations of Educational Theory and Practice | 3 q.h. |
| | Ed. 902 | Sociological Aspects of Contemporary Education | 3 q.h. |
| | *Ed. 904 | Educational Research | 3 q.h. |
| 6) | Psych. 903 | Psychology of Learning | 3 q.h. |
| 7) | Ed. 1023 | Field Experiences — Superintendent's Evidence of 27 months of satisfactory experience in an administrative or supervisory position under the appropriate certificate is also required. | 1-3 q.h. |

*Students having an inadequate background in measurements or statistics may be required to take Ed. 872 as a prerequisite to Ed. 904.

Option D: Superintendent's Certification Program

By action of the Ohio State Board of Education, eligibility for a superintendent's provisional certificate will be established upon the applicant's completion of a master's degree with 90 quarter hours of graduate work well distributed over the following areas:

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|----|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------|
| 1) | Ed. 947 | Basic Principles of Elementary School Administration | 3 q.h. |
| | Ed. 948 | Basic Principles of Secondary School Administration | 3 q.h. |
| 2) | Ed. 949 | School Law | 3 q.h. |
| | Ed. 952 | School Finance | 3 q.h. |
| | Ed. 954 | School Community Relations | 3 q.h. |
| | Ed. 955 | Staff Personnel Administration | 3 q.h. |
| | Ed. 956 | Educational Facilities | 3 q.h. |
| 3) | Ed. 916 | The Elementary School Curriculum | 3 q.h. |
| | Ed. 931 | The Secondary School Curriculum | 3 q.h. |
| 4) | Ed. 946 | The Supervision of Instruction | 3 q.h. |
| 5) | Foundations of Education (9 quarter hours). See description of requirement under Option C: Local Superintendent's Certification. | | |
| 6) | Psych 903 | Psychology of Learning | 3 q.h. |
| 7) | Ed. 1023 | Field Experiences — Superintendent's | 1-3 q.h. |

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Evidence of 27 months of satisfactory experience in an administrative or supervisory position under the appropriate certificate is also required.

The Master Teacher Program — Secondary

Option A: Subject Area Concentration

1) Foundations of Education

Ed. 900	Education in Western Culture or	
Ed. 905	History of American Education	3 q.h.
Ed. 901	Philosophical Foundations of Education Theory and Practice	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
*Ed. 904	Educational Research	3 q.h.
Psych. 903	Psychology of Learning	3 q.h.
Ed. 910	Supervision in Secondary Schools	3 q.h.

3) 24 quarter hours in appropriate teaching areas (art, biology, business education, chemistry, economics, English, French, geography, German, health and physical education, history, home economics, Italian, mathematics, music, physics, political science, Spanish, speech and dramatics, social studies, and sociology). 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 teaching areas or professional education courses (6 q.h.)

Ed. 931	The Secondary School Curriculum	3 q.h.
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5) Comprehensive examination over Foundations of Education

Option B: Reading Specialist

1) Foundations of Education (12 q.h.)

Ed. 900	Education in Western Culture or	
Ed. 905	History of American Education	3 q.h.
Ed. 901	Philosophical Foundations of Educational Theory and Practice	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
*Ed. 904	Educational Research	3 q.h.
Ed. 924	Diagnosis of Reading Disability I	4 q.h.
Ed. 925	Diagnosis of Reading Disability II	4 q.h.
Ed. 882	Development and Content Area Reading	3 q.h.
Ed. 883	Secondary School Reading	4 q.h.
Ed. 927	Practicum: Reading	1-6 q.h.
Ed. 930	Supervision of Reading	3 q.h.
Engl. 908	Literature of Children and/or Adolescents	3 q.h.
Psych. 907	Psychology of Adjustment	3 q.h.
Psych. 903	Psychology of Learning	3 q.h.

3) Electives (3-8 quarter hours) Recommended courses:

Ed. 850	Reading Problems in the Secondary Schools	3 q.h.
Ed. 923	Review of Reading Research	4 q.h.

4) Comprehensive examination over reading courses at the completion of Ed. 930

*Students having an inadequate background in measurements or statistics may be required to take Ed. 872 as a prerequisite to Ed. 904.

Option C: Curriculum and Improvement of Instruction

1) Foundations of Education (6 q.h.)

Ed. 900	Education in Western Culture	3 q.h.
Ed. 901	Philosophical Foundations	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
*Ed. 904	Educational Research	3 q.h.
Ed. 905	History of American Education	3 q.h.
Ed. 1000, 1002, 1003, 1004	Seminar in Foundations of Education	3 q.h.

2) Psychological Foundations (3 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.

3) Curriculum (6 q.h.)

*Ed. 931	Secondary Curriculum	3 q.h.
Ed. 1036	Fundamentals of Curriculum Development	3 q.h.

4)	Supervision (6 q.h.)		
	*Ed. 910	Supervision of Secondary Schools	3 q.h.
	Ed. 946	Supervision of Instruction	3 q.h.
	Ed. 1032	Theories of Supervision	3 q.h.
5)	Related Areas (17 q.h.)		
	*Ed. 883	Secondary School Reading	4 q.h.
	*Ed. 894	Audio-Visual Media or	
	Ed. 898	Preparation of Audio-Visual Materials	4 q.h.
	*Ed. 959	Law for Classroom Teachers	3 q.h.
	*Ed. 971	Human Relations for the Classroom Teacher	3 q.h.
	*Ed. 980	Clinical Use of Measurement Data	3 q.h.
6)	Special Education (3 q.h.)		
	Ed. 802	Education of Exceptional Children	4 q.h.
	Ed. 861	Introduction to Learning Disabilities and Behavior Disorders	3 q.h.
	Ed. 983	Major Concepts in Special Education	3 q.h.
7)	Guidance and Counseling (3 q.h.)		
	Ed. 825	Group Processes in the School	3 q.h.
	Ed. 961	Introduction to Pupil Personnel Services	3 q.h.
	Ed. 1006	Guidance in the Classroom	3 q.h.
	Ed. 1017	Group Procedures in Counseling	3 q.h.
8)	Electives (8 q.h.)		
9)	Thesis (6-8 q.h. optional, may be applied toward electives)		
	Ed. 999	Thesis	3-8 q.h.
		Total	52 q.h.

*required course

- 10) Comprehensive examination covering:
- | | |
|------------|----------------------------------|
| Ed. 931 | Secondary School Curriculum |
| Ed. 904 | Educational Research |
| Ed. 910 | Supervision of Secondary Schools |
| Psych. 903 | Psychology of Learning |

Students are encouraged to take the comprehensive exam early in the program. The exam will be administered by the Department of Secondary Education.

All seminars must be approved in advance by the advisor.

Counseling Program

The Department of Counseling has as its objective the preparation of professional counselors for schools, colleges, and community mental health agencies. Skills that a counselor must possess to provide effective professional counseling services are skills which are indigenous to the three settings. Therefore, a common core of courses is offered, which includes: professional orientation, counseling theory, counseling skills, career counseling, group counseling, and measurement and research. In addition, students are required to take coursework in behavioral foundations, field studies, given speciality courses and in an internship of their particular area of concentration. This program follows guidelines established by the American Association for Counseling and Development for certification in school, community, and higher education student services counseling.

School Counseling: Option A

Areas of specialization within school counseling that lead to state certification are: secondary counseling, elementary counseling, and visiting teacher services.

Students seeking the school counselor certification in Ohio must have a valid teaching certificate. Some states, including Pennsylvania, do not require teaching experience or a teaching certificate to qualify for the school counselor certificate. Certification as a school counselor also requires completion of a full quarter internship. (See syllabus for Counseling Internship 1009.)

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Community Counseling: Option B

Counselors are being employed in a variety of community settings, including mental health facilities, community centers, crisis intervention agencies, courts, alcohol and drug treatment programs, hospitals, etc. A six-month internship is required to complete the program. (See syllabus for Counseling Internship 1010.) This program option follows guidelines established by the National Academy of Certified Mental Health Counselors and may be used as partial fulfillment of the requirements for certification by NACMHC.

Higher Education Student Services: Option C

Many colleges and universities employ professional counselors for student personnel programs. This field of employment is quite diverse and requires a wide range of professional counseling skills. In addition to core requirements, specialty coursework in higher education student programs, issues, and problems along with a full quarter of internship is basic to this program option. (See syllabus for Counseling Internship 1005.)

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 by the department in the document "Department of Counseling Admission Policies (Revised January, 1981)." The counseling admissions standards exceed the minimum standards set by the Graduate School and the School of Education. Hence, 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 a full quarter internship in each program option is required. Consequently, students who are employed full time in schools, colleges, universities, or agencies, etc., will need to arrange for sabbatical leaves or leaves of absence with their employers to fulfill the requirements of the internship.

Program Option A: School Counseling

I. Foundations — 9-15 quarter hours required

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

Sociological, Historical and Philosophical Foundations

Ed. 901	Philosophical Foundation	3 q.h.
Phil. 815	Existentialism and Phenomenology	3 q.h.
Ed. 900	Seminar in the History of Education of Children and Youth	3 q.h.
Ed. 905	History of American Education	3 q.h.
Ed. 902	Sociological Aspects of Contemp. Educ.	3 q.h.
Soc. 902	Child and Society	3 q.h.

Research Foundations

Ed. 904	Educational Research	3 q.h.
Coun. 968	Research in Counseling	3 q.h.

Behavioral Foundations		
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.
II. Core Counseling Courses — 18 quarter hours required		
Coun. 960	Counseling Orientation	1 q.h.
Coun. 962	Counseling Theory	3 q.h.
Coun. 1011	Counseling Lab I	2 q.h.
Coun. 1012	Counseling Lab II	2 q.h.
Coun. 972	Career Counseling	3 q.h.
Coun. 964	Measurement and Assessment Techniques	3 q.h.
Coun. 973	Group Counseling Procedures	2 q.h.
Coun. 973A	Group Counseling Procedures	2 q.h.
III. Cognate Area — 6-12 quarter hours required		
Coun. 961	Introduction to Pupil Personnel Services	3 q.h.
Coun. 963	Occupational and Educational Information in Guidance	3 q.h.
Coun. 974	Field Studies in School Guidance	3-6 q.h.
Coun. 1030	Human Relations Training for School Pers.	3 q.h.
Additional or substitute cognate course work will be developed by the student and his/her advisor with the approval of the department chairman. The cognate area should be developed in accordance with certification requirements, the student's interests and needs, and the availability of relevant coursework.		
IV. Internship — 12 quarter hours required		
Coun. 1009	School Counseling Internship	6-12 q.h.
V. Electives — 3-9 quarter hours. To be approved by the student's advisor.		
Required coursework for the M.S. in Education degree with a major in school counseling is a minimum of 54 q.h.		

Program Option B: Community Counseling

I. Foundations — 9-15 quarter hours required		
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 evenly distributed from among the courses listed below. However, students who have not completed relevant undergraduate coursework in the behavioral sciences will be required to complete more than 12 hours of graduate credit in foundations areas. Specific coursework for each student should be developed in cooperation with his/her advisor.		
Coun. 822E	Survey of Mental Disorders	3 q.h.
Coun. 968	Applied Research and Development in Couns.	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	Personality, Theory, Assessment & Research	3 q.h.
Soc. 902	Child and Society	3 q.h.
II. Core: Counseling Theory and Practice — 18 quarter hours required		
Coun. 960	Guidance and Counseling Orientation	1 q.h.
Coun. 962	Counseling Theory	3 q.h.
Coun. 964	Measurement and Assessment in Counseling	3 q.h.
Coun. 972	Career Counseling	3 q.h.
Coun. 973	Group Counseling Procedures	2 q.h. Guid.
973A	Group Counseling Procedures	
Coun. 1011	Counseling Lab I	2 q.h.
Coun. 1012	Counseling Lab II	2 q.h.
III. Cognate Areas — 6-12 quarter hours required		
Each student must complete two cognate areas. Completion of a cognate area requires a minimum of six credit hours of study. Cognate areas will be		

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developed by each student with his/her advisor in accordance with student need, interest and the availability of relevant coursework. It should be noted that the YSU Graduate School provides for the possible transfer of up to twelve quarter hours of graduate credit from other accredited institutions. Therefore, not all cognate coursework needs to be limited to YSU. Examples of cognate areas are given below:

A. Measurement in Counseling		
Psych. 920	Individual Intelligence Testing I	3 q.h.
Psych. 921	Individual Intelligence Testing II	3 q.h.
Psych. 923	Individual Intelligence Testing Practicum	3 q.h.
Coun. 965	Applied Testing in Counseling	3 q.h.
B. Career Counseling		
Psych. 806	Vocational Guidance	
Coun. 822F	Seminar in Career Counseling	3 q.h.
Coun. 963	Occupational and Educational Information in Guidance	3 q.h.
Coun. 965	Applied Testing in Counseling	3 q.h.
C. Exceptional Children		
Sp. Ed. 863	The Child with Learning Disabilities	3 q.h.
Sp. Ed. 976	Academic Assessment and Remediation	3 q.h.
Coun. 879	Counseling with Gifted/Talented Students and Their Families	4 q.h.
Psych. 981	or	
Sp. Ed. 981	Advanced Seminar in Special Education	3 q.h.
D. Counseling Specialty Areas*		
Coun. 822C	Community Counseling	1-4 q.h.
Coun. 822D	Substance Abuse	1-4 q.h.
Coun. 1013	Topical Seminar in Counseling	1-4 q.h.
Coun. 1014	Topical Seminar in Counseling	1-4 q.h.
Coun. 1015	Topical Seminar in Counseling	1-4 q.h.
Coun. 1017	Group Procedures in Counseling	3 q.h.
Coun. 1028	Advanced Counseling Seminar	3 q.h.

*A cognate area may be developed in cooperation with the student's advisor from a variety of counseling seminars. This has been made possible by the department's policy to recruit instructors for given seminars who are practicing counselors, psychologists, social workers, etc., in the community mental health setting. Such instructors bring to the instructional program a variety of counseling techniques and knowledge being used locally in community counseling.

IV. Internship — 12 quarter hours required

Coun. 1010	or	
Psych. 1010	Community Counseling Internship	6-12 q.h.

Admittance to the field studies component as listed below is dependent upon (1) 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 (2) successful completion of a comprehensive examination which covers basic counseling theory and practice.

V. Electives — 3-9 quarter hours. To be approved by the student's advisor.

Required coursework for the M.S. in Education degree with a major in community counseling is minimum of 54 q.h.

Program Option C: Higher Education Student Services

I. Foundations — 9-15 quarter hours required

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 chairman.

Ed. 901	Philosophical Foundation	3 q.h.
Phil. 815	Existentialism and Phenomenology	3 q.h.
Ed. 900	Education in Western Culture	3 q.h.
Ed. 905	History of American Education	3 q.h.
Ed. 902	Sociological Aspects of Contemporary Education	3 q.h.
Ed. 904	Educational Research	3 q.h.
Coun. 968	Research 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	3 q.h.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------|
| II. Core Counseling Courses — 18 quarter hours required | | |
| Coun. 960 | Guidance and Counseling Orientation | 1 q.h. |
| Coun. 962 | Counseling Theory | 3 q.h. |
| Coun. 972 | Career Counseling | 3 q.h. |
| Coun. 964 | Measurement and Assessment Techniques | 3 q.h. |
| Coun. 973 | Group Counseling Procedures | 2 q.h. |
| Coun. 973A | Group Counseling Procedures | 2 q.h. |
| Coun. 1011 | Counseling Lab I | 2 q.h. |
| Coun. 1012 | Counseling Lab II | 2 q.h. |
| III. Cognate Area — 6-12 quarter hours | | |
| Coun. 963 | Occupational and Educational Information in Guidance | 3 q.h. |
| Coun. 974C | Field Studies in Higher Education Student Services | 3-6 q.h. |
| Coun. 1017 | Group Procedures in Counseling | 3 q.h. |
| Coun. 1026 | Student Personnel Programs in Higher Education | 4 q.h. |
| Coun. 1027 | Issues in College Student Personnel Work | 4 q.h. |
| Additional or substitute cognate coursework may be developed by the student and his/her advisor with the approval of the department chairman. The cognate area should be developed in accordance with student interest, needs, and the availability of relevant coursework. | | |
| IV. Internship — 12 quarter hours required | | |
| Coun. 1005 | Internship in Higher Education Student Services | 6-12 q.h. |
| V. Electives — 3-9 quarter hours. | | |
| Required coursework for the M.S. in Education degree with a major in higher education student services is a minimum of 54 q.h. | | |

Program in Special Education

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 handicapped individuals, or as supervisors of special education.

A total of 48 q.h. of coursework, 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 in the area of Special Education. The department chairman should be consulted for details.

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------|
| I. Foundations of Education: A minimum of 6 q.h., including: | | |
| 1. | Ed. 904 Educational Research | 3 q.h. |
| 2. | One additional graduate course in foundations of education, as approved by student's advisor. | 3 q.h. |
| II. Core Core courses in special education: 24 q.h. required. Designed to provide students with advanced diagnostic/prescriptive skills applicable to a wide range of children's learning problems. | | |
| Ed. 976 | Academic Assessment and Remediation | 3 q.h. |
| Ed. 978 | Supervision of Special Education | 3 q.h. |
| Ed. 979 | Assess./Remed./ Lang./Cogn. Process Dysf. | 3 q.h. |
| Ed. 981 | Seminar in Special Education | 3 q.h. |
| Ed. 983 | Major Concepts in Special Education | 3 q.h. |
| Ed. 984 | Educ. Programs for Handicapped Children | 3 q.h. |
| Ed. 985 | Practicum in Program Planning and Remediation in Special Education | 3 q.h. |
| Ed. 986 | Advanced Clinical Practicum | 3 q.h. |
| III. Cognate Areas: A minimum of 6 q.h. 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 | Exceptional Children | |
| Remedial Reading | Physical Education | |
| Early Childhood Education | Supervision and Administration | |
| Vocation Guidance | Assessment/Prescriptive Skills | |
| Gifted Education | | |

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- IV. Electives: A maximum of 12 q.h. approved by the student's advisor; may constitute an extension of the first, or the selection of a second, cognate area.

MASTER OF SCIENCE IN ENGINEERING

Programs in civil, electrical, mechanical, and metallurgical engineering lead to the degree Master of Science in Engineering.

Admission Requirements

In addition to the requirements for admission to the Graduate School, 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 Mathematics 910, 911; Advanced Engineering Mathematics I and II (4, 4 q.h.)
- 2) Interdepartmental Courses: 12 quarter hours from:

C.E. 941	Structural Mechanics (4 q.h.)
C.E. 947	Finite Element Analysis (4 q.h.)
C.E. 966	Air Pollution Control (4 q.h.)
E.E. 901	Control Systems I (4 q.h.)
E.E. 931	Digital Systems Engineering (4 q.h.)
E.E. 951	Network Analysis (4 q.h.)
I.E. 825	Advanced Engineering Economy (4 q.h.)
I.E. 901	Optimization Techniques (4 q.h.)
I.E. 902	Digital Simulation (4 q.h.)
Mat. Sci. 920	Advanced Physical Metallurgy I (4 q.h.)
Mat. Sci. 922	Advanced Mechanical Properties of Materials I (4 q.h.)
Mat. Sci. 931	Engineering Alloys (4 q.h.)
M.E. 963	Experimental Stress Analysis (4 q.h.)
M.E. 982	Advanced Engineering Analysis (4 q.h.)
M.E. 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 q.h.

Administrative Option

At least 48 quarter hours are required, divided into the following manner:

- 1) Out-of-Department Courses: at least 20 q.h. from:

Acct. 900	Financial Accounting for Management (5 q.h.)
*Acct. 902	Management Accounting Systems (3 q.h.)
Econ. 901	Basic Economic Analysis (5 q.h.)
Econ. 926	Aggregative Economics for Business Decision Making (4 q.h.)
I.E. 825	Advanced Engineering Economy (4 q.h.)
I.E. 850	Introduction to Operations Research (4 q.h.)

I.E. 851	Linear Programming (4 q.h.)
I.E. 901	Optimization Techniques (4 q.h.)
I.E. 902	Digital Simulation (4 q.h.)
I.E. 903	Analysis of Stochastic Systems (4 q.h.)
Finance 900	Foundations of Finance (3 q.h.)
Finance 921	Financial Management (4 q.h.)
Mgt.900	9The 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.)
*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 (4 q.h.)
Mktg. 900	Foundations of Marketing (3 q.h.)
*Mktg. 942	Marketing Administration (4 q.h.)
**Math. 841	Mathematical Statistics II (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, or Marketing or an equivalent course, is prerequisite.

**Math. 743 is prerequisite.

2) Departmental Courses: at least 28 q.h. (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.

CIVIL ENGINEERING

Jack D. Bakos, Jr.

Chairman of the Department

267 Engineering Science Building

This program, which includes the traditional and administrative options, offers opportunities for advanced studies in two general areas: structural mechanics and environmental/water resources engineering.

A minimum of 16 quarter hours of departmental courses plus a thesis (9 q.h.) is required of all students participating in the traditional option. Upon completing the thesis, the student must orally present and successfully defend the thesis. The thesis requirements may be waived by the department chairman upon the recommendation of the department's graduate faculty, in which event the student will be required to take a total of 51 quarter hours of course work with a minimum of 28 quarter hours of civil engineering courses. When 40 quarter hours of course work have been completed, the non-thesis student must pass an oral examination related to the course work. A student in the administrative option must pass an oral and/or written exam upon completion of the 28 quarter hour departmental requirement.

At the time of initial enrollment, the student will be required to select his/her option (traditional or administrative) and specialization (structural, environmental, or water resources), and in cooperation with an assigned department faculty member, will establish a course work plan, including alternate course selections.

For purposes of fulfilling the 12 quarter hour interdepartment course requirement in the Traditional option, the environmental/water resources emphasis may include CE 978 — Water Resources Planning.

ELECTRICAL ENGINEERING

Robert H. Foulkes, Jr.

Chairman of the Department

289 Engineering Science Building

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The Department of Electrical Engineering provides the opportunity for specialized study in control systems, electronics, electro-magnetic fields, and digital system and computer engineering.

After the completion of 12 credit hours, the student is assigned a program committee which will jointly develop the remaining program of study.

Ordinarily, the student's program of study will include a nine credit hour thesis requirement. Upon completing the thesis, the student must orally present and successfully defend the thesis findings. The thesis requirement may be waived by the department head, upon the recommendation of the student's program committee, and replaced with nine credit hours of course work selected by the committee. The non-thesis student must also successfully pass a comprehensive exam covering all electrical engineering courses that were taken for graduate credit.

MATERIALS SCIENCE

Leslie V. Szirmay

Chairman of the Department of Chemical and Metallurgical Engineering

231 Engineering Science Building

For admission to the program in materials science, the candidate must have a bachelor's degree in engineering or in the natural sciences (physics, chemistry, or mathematics). Any candidate holding an undergraduate degree only in natural sciences will be required to take certain courses, to be determined by the advisor, to make up deficiencies. The student will not be given credit for such courses toward the graduate degree except with the permission of the departmental advisory committee.

The department offers traditional options in metallurgical engineering and in materials science, and an administrative option. The requirements for the administrative option are described elsewhere in this catalog.

Under the traditional options the student must complete a minimum of 46 quarter hours, 21 quarter hours of which must be in mathematics and other engineering disciplines. The remaining quarter hours are devoted to the specialized courses in metallurgical engineering and materials science. All students are required to take the following courses:

Mat Sci 920 Advanced Physical Metallurgy I

Mat Sci 922 Advanced Mechanical Metallurgy I

Mat Sci 960 Research Seminar

Having elected the option, the student selects courses from the list in the chosen option.

OPTION A: Metallurgical Engineering

The following courses are applicable to this option: 910, 921, 923, 931, 932, 933, 934, 951, 952, and 953.

OPTION B: Materials Science

The following courses are applicable to this option: 921, 923, 951, 952, 953, 954, 955, and 956.

To meet the student's special needs, the student may substitute, with the consent of the advisor, other departmental courses approved for graduate studies. In both traditional options, the student undertakes a program of independent research. This program is jointly arranged by the candidate for the degree, the professor-in-charge and the departmental advisory committee. The thesis requirement may be waived by the department head. In the non-thesis program, the student must take six additional hours of course work beyond the 46 quarter hours required for the program.

MECHANICAL ENGINEERING

Frank J. Tarantine

In Charge of Graduate Studies in Mechanical Engineering

207 Engineering Science Building

Two general areas of specialization in course work 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 credit hours, including Mathematics 910 and Mechanical Engineering 982. The committee, in consultation with the student, will plan the remaining course work and determine if the program is to include a thesis. A maximum of nine 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 credit hours of course work 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 credit hours of 900-level mechanical engineering courses (excluding *Thesis* and *Graduate Projects*).

The requirements of the administrative option are outlined on page 54.

Courses

ACCOUNTING AND FINANCE

Kenneth P. Hankins, *Chairman of the Department*
620 Williamson Hall

Accounting

900. *Financial Accounting for Management.* A survey of the fundamental concepts of financial accounting with special emphasis upon the interpretation and use of financial accounting data for administrative purposes. (Not applicable toward the MBA) 5 q.h.

902. *Management Accounting Systems.* A study of the managerial aspects of accounting and their relationship to financial accounting principles. The process of classifying and analyzing raw data for validity and relevance and communicating this information in a format that can be interpreted by management with whom the responsibility of decision-making lies is discussed in detail. The various elements of cost planning and control including the measurement of the efficient use of materials, labor, and overhead through the development of standards for both fixed and variable costs and the comparison against actual costs in each category. The determination of variances and the establishment of flexible budgets by cost centers are reviewed. Distribution costs will be discussed. Not available for credit to MBA students in the accounting concentration. Prereq.: Acct. 900. 3 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 MBA 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 Acct. 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 Accounting 707 or Acct. 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. 610. 3 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.: Acctg. 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.: Acctg. 930, or Acctg. 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 consent 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. 30 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 Accounting 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 MBA) Prereq.: Accounting 900, Economics 624 and 901. 3 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.: Finance 921, Management 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.: Finance 921. 4 q.h.

924. *Securities Analysis*. The major emphasis will be an in-depth financial study of several firms within an industry. This study will be accomplished by applying the appropriate analytical principles and techniques to the firms' financial statements. A research paper will be required. Prereq.: Finance 921. 3 q.h.

940. *Corporate Financial Strategy*. A descriptive analysis of the following areas of finance: Capital Market theory and Intermediary Institutions, including primarily the investment funds source media, securities markets, large business finance needs, and various market sources of funds. Investigates corporate strategies in the acquisition of funds from institutional sources, types of investment instruments used, the institutional limitations imposed on businessmen raising funds, and institutional changes necessary to ensure adequate availability of external capital. Journal articles dealing with credit rating agency effectiveness, venture capital sources, and the capital underwriting institutions are discussed. Prereq.: Finance 921, Economics 901 or equivalent. 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 consent of instructor. 3 q.h.

996. *Research Problems*. Research under the supervision of a graduate faculty member with the approval of the department chairman. 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.

ADMINISTRATION AND SECONDARY EDUCATION

James E. Douglass, *Chairman of the Department*

110 School of Education Building

883. Secondary School Reading. (4 q.h.)

885. Teaching Strategies I. (El. Ed. 885) (3 q.h.)

886. Teaching Strategies II. (El. Ed. 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.)

895. Cataloguing and Classification. (4 q.h.)

896. Reference-School Library. (4 q.h.)

897. Media Center Administration. (4 q.h.)

898. Preparation of Audio-Visual Materials. (4 q.h.)

906. *Teaching of Literature*. See English 906. 4 q.h.

907. *Teaching of Writing*. See English 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.

923. *Review of Reading Research*. See El. Ed. 923. 4 q.h.

924. *Diagnosis and Treatment of Reading Disability: Part I*. (El. Ed. 924) Selection, administration, and scoring of various individual tests; techniques for evaluating the child with a reading disability. Prereq.: Consent of instructor and Ed. 882 and 883. 4 q.h.

925. *Diagnosis and Treatment of Reading Disabilities: Part II*. (El. Ed. 925) 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.: Ed. 856 or consent of the instructor. 4 q.h.

927. *Practicum: Reading*. See El. Ed. 927. 4 q.h.

930. *Supervision of Reading*. See El. Ed. 930. 4 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.
946. *The Supervision of Instruction*. (El. Ed. 946) 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.
948. *Basic Principles of Secondary School Administration*. The role of the secondary school principal in general administrative techniques. 3 q.h.
949. *School Law*. See El. Ed. 949. 3 q.h.
950. *School Business Management*. (El. Ed. 950) The principal's responsibility for school management problems including activity fund accounting, purchasing, budgeting, building maintenance, pupil insurance and related areas. 3 q.h.
951. *Interpersonal Communications for Administrators*. (El. Ed. 951) 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.
952. *School Finance*. (El. Ed. 952) 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*. See El. Ed. 954. 3 q.h.
955. *Staff Personnel Administration*. (El. Ed. 955) 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*. (El. Ed. 956) 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. 3 q.h.
957. *Practicum in Language Arts*. (English 957) 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.: Consent 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. Permission of the instructor. 4 q.h.
959. *Law for the Classroom Teacher*. (El. Ed. 959) 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*. (G&C 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.

987. *Organization and Administration of Extracurricular Programs.* (El. Ed. 987) Principles, issues and practices involved in developing, administering, and evaluating co-curricular programs in elementary and secondary schools. For teachers and administrators.

30 q.h.

988. *Evaluation of Educational Institutions.* (El. Ed. 988) Evaluation of educational institutions using current techniques and criteria; to include field applications. For teachers and administrators.

3 q.h.

990. *Independent Study.* See El. Ed. 990.

1-4 q.h.

999. *Thesis.* Prereq.: Approval of department graduate faculty and chairperson.

3-8 q.h.

1020. *Field Experience for the Secondary Principalship.* An administrative field experience required for a secondary principal's certificate. Open to advanced graduate students seeking a secondary principal's certificate. Prereq.: Educ. 931, 946, 948, 949, 951 and permission of advisor and instructor.

1-3 q.h.

1021. *Field Experience for the Elementary Principalship.* See El. Ed. 1021.

1-3 q.h.

1022. *Field Experience for Supervisory Candidates.* See El. Ed. 1022.

1-3 q.h.

1023. *Field Experience for the Superintendency.* (El. Ed. 1023) An administrative field experience, required for the superintendent's certificate. Open to advanced graduate students seeking a superintendent's certificate. Prereq.: Eligible for a principal's or supervisory certificate, Educ. 949, 952, 956, permission of advisor and instructor.

1-3 q.h.

1024. *Seminar in Secondary Education.* Study of selected topics chosen by the secondary staff. May be repeated by non-degree students. Prereq.: Approval of instructor.

1-6 q.h.

1025. *Seminar in Secondary Education.* Study of selected topics chosen by the secondary staff. May be repeated by non-degree students. Prereq.: Approval of instructor.

1-6 q.h.

1028. *Advanced Counseling Theory Seminar.* Research and discussion on selected counseling theories chosen by staff: e.g., Adler, Rogers, Ellis, Carkhuff, Berne, etc. May be repeated once. Prereq.: Guid. 962.

3 q.h.

1030. *Human Relations Training for School Personnel.* See Guid.-Couns. 1030.

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.

1032. *Theories of Supervision.* (El. Ed. 1032) Theories germane to supervision in education on research and theory from education, business, and the applied behavioral sciences.

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 practices in simulated and field situations. Prereq.: Education 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.: Eligibility for certification as a principal or supervisor. 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.
1037. *Planned Field Experience in Instructional Service*. (El. Ed. 1037) An administrative practicum open to advanced graduate students seeking specialist certification in instructional service. Prereq.: Education 894, Education 1036 or Education 916 and Education 931, Education 946, and permission of advisor. 3-6 q.h.
1038. *Planned Field Experience for Staff Personnel Administration*. (El. Ed. 1038) An administrative practicum open to advanced graduate students seeking specialist certification in staff personnel administration. Prereq.: Education 946, Education 955, Education 959, Education 1030, and permission of advisor. 3-6 q.h.
1039. *Planned Field Experience — School and Community Relations*. (El. Ed. 1039) An administrative practicum open to advanced graduate students seeking specialist certification in school and community relations. Prereq.: Education 894, Education 904, and Education 954 and permission of advisor. 3-6 q.h.
1040. *Field Experience in Gifted and Talented Education*. (See Elem. Ed. 1040). 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. 3 q.h.
1050. *Workshop in English Education*. (See English 1050) 4 q.h.
1051. *English Education*. (See English 1051) 4 q.h.

ART

Richard C. Mitchell, *Chairman of the Department*
4001 Bliss Hall

The student planning to major in art is required to submit a portfolio of work to the graduate committee of the Art Department when applying for admission to the Graduate School.

806. Indian Art. (3 q.h.)
807. Chinese/Japanese Art. (3 q.h.)
810. Ceramics III. (3 q.h.)
811. Ceramics IV. (3 q.h.)
814. 20th-Century Art to 1925. (3 q.h.)
815. 20th-Century Art from 1925. (3 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. 92 may be repeated for a maximum credit of 10 hours. Prereq.: Graduate standing and permission of faculty. 2-5 q.h.
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. 925 may be repeated for a maximum credit of 10 hours. Prereq.: 920 and permission of instructor. 5 q.h.

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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 credit of 10 hours. Prereq.: Graduate standing. 5 q.h.

951. *Studio Problems in Painting*. Continuation of 950. May be repeated for a maximum credit of 10 hours. Prereq.: 950. 5 q.h.

952. *Studio Problems in Painting*. Continuation of 951. May be repeated for a maximum credit of 10 hours. Prereq.: 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 credit of 10 hours. Prereq.: Graduate standing. 5 q.h.

961. *Studio Problems in Sculpture*. Continuation of 960. May be repeated for a maximum credit of 10 hours. Prereq.: 960. 5 q.h.

962. *Studio Problems in Sculpture*. Continuation of 961. May be repeated for a maximum credit of 10 hours. Prereq.: 961. 2-5 q.h.

BIOLOGICAL SCIENCES

Paul D. Van Zandt, *Chairman of the Department*

409 Ward Beecher Science Hall

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. Advanced Genetics. (4 q.h.)

824. Bacterial and Viral Physiology. (4 q.h.)

825. Radioisotopes in Biology. (4 q.h.)

834, 835. Vertebrate Physiology I and II. (4+4 q.h.)

836. Molecular-Cellular II. (4 q.h.)

837. Cytology and Techniques. (4 q.h.)

838. Biology of Enzymes. (4 q.h.)

841. Animal Parasitology. (4 q.h.)

842. Advanced Parasitology. (4 q.h.)

853. Biometry. (4 q.h.)

860. Evolution. (4 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.: Biology 835. 5 q.h.

952. *Experimental Design*. Controlling variables, experimental design, and treatment of data from biological experiments. Prereq.: 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.: Biology 803 or 952 and 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.: Biology 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.: Biology 834 and 803. 4 q.h.
959. *Analytical Histochemistry*. An analysis of cell and tissue structure by histochemical and microspectrophotometric techniques. Two hours lecture and four hours laboratory per week. Prereq.: Consent of instructor. 4 q.h.
960. *Plant Growth and Development*. Motivating forces of plant development. Prereq.: Biology 790. 4 q.h.
961. *Pathogenic Bacteria*. Biology, epidemiology, and pathology medically important bacteria. Two hours lecture and four hours laboratory per week. Prereq.: Biology 702. 4 q.h.
962. *Medical Mycology*. Morphology, physiology, and epidemiology of medically important fungi. Two hours lecture and four hours laboratory per week. Prereq.: Biology 702. 4 q.h.
963. *Virology*. Study of plant and animal viruses. Two hours lecture and four hours laboratory per week. Prereq.: Biology 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 consent 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.
972. *Systematic Zoology*. Principles, significance, and procedure of zoological taxonomy. Prereq.: Biology 701. 3 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 6 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. 1-10 q.h.
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.

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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.

BUSINESS EDUCATION AND TECHNOLOGY

Violet F. Boggess, *Chairman of the Department*

3077 Cushwa Hall

820. Techniques of Office Simulation Procedures. (4 q.h.)

831. Alternate Shorthand Systems. (3 q.h.)

850. Intensive Office Education. (3 q.h.)

851. Cooperative Office Education. (3 q.h.)

860. Principles and Problems of Business Education. (3 q.h.)

904. *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.: BET 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.: BET 620 and BET 631 or equivalent. 3 q.h.

920. *The Improvement of Teaching Typewriting*. Techniques and materials for the teacher of typewriting. Research is emphasized. Prereq.: BET 620 or equivalent. 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.: BET 706, Econ. 621, and Management 511 or equivalent. 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.: Acct. 606 or equivalent. 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.: BET 615, and BET 805 or equivalent. 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.: Approval of instructor. 1-4 q.h.

CHEMISTRY

Thomas N. Dobbstein, *Chairman of the Department*

324 Ward Beecher Science Hall

801. Elements of Physical Chemistry. (4 q.h.)

Note: The above course may not be counted towards 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.)

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.: Chemistry 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.: Chemistry 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.: Chemistry 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.: Chemistry 721 or 793; prereq. or concurrent, Chemistry 739 or 801 for 922; 740 or 801 for 923. 3+3+3 q.h.
- 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: Chemistry 923. 2+2 q.h.
- 931, 932. *Advanced Inorganic Chemistry I, II*. I) Current theories and types of bonding. Modern interpretations of the descriptive chemistry of the more representative elements and their compounds. II) Modern interpretations of the descriptive chemistry of transition and innertransition elements and their compounds. Introduction to coordination chemistry. Prereq.: Chemistry 829 or 830. 931 prereq. to 932. 3+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.: Chemistry 835 or 741, 935 prereq. to 936. 3+2 q.h.
- 941, 942. *Advanced Organic Chemistry I, II*. Reaction mechanisms and physical organic chemistry. Prereq.: Chemistry 721 and either 741 or 801. 941 prereq. to 942. 3+3 q.h.
943. *Medicinal Organic Compounds*. An introduction to the chemistry and biological activity of organic medicinal compounds. Prereq.: Chemistry 721. 3 q.h.
945. *Advanced Polymer Chemistry*. A study of the polymerization process and the relationship between structure and polymer properties. Prereq.: Chemistry 824. 3 q.h.
946. *Biomedical Polymers*. A survey of biomedical polymers, biopolymers, pseudo-enzymes, and other related topics. Prereq.: Chemistry 824 or 922. 3 q.h.
951. *Advanced Physical Chemistry I*. Application of quantum chemistry to spectroscopy, kinetics and thermodynamics. Prereq.: Chemistry 741. 3 q.h.

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952. *Advanced Physical Chemistry II.* Further development of quantum theory is applied to chemical systems. Prereq.: Chemistry 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.: Chemistry 951 or consent 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.: Chemistry 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.: Chemistry 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.: Chemistry 913 and 961 and consent of Chairman of the Chemistry Department. Applications for this course must be received by the Chairman 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.

990. *Thesis.* Hours arranged. 1-9 q.h.

991, 992, 993, 994, 995, 996. *Special Topics.* Topics selected by the staff from fields of current research interest or fields of special emphasis. 991 Analytical; 992 Biochemistry; 993 Inorganic; 994 Organic; 995 Physical; 996 Clinical. Each may be repeated for credit. 2 or 3 q.h. as scheduled.

998. *Seminar.* May be repeated up to 2 q.h. 1 q.h.

CIVIL ENGINEERING

Jack D. Bakos, Jr., *Chairman of the Department*
267 Engineering Science Building

829. *Civil Engineering Materials, Concrete.* (4 q.h.)

859. *Reinforced Masonry Design.* (4 q.h.)

877. *Systems Engineering.* (4 q.h.)

879. *Civil Engineering Analysis.* (4 q.h.)

880. *Advanced Structural Analysis.* (4 q.h.)

910. *Advanced Strength of Materials.* The basic methods of structural mechanics, such as conditions of equilibrium and compatibility, stress-strain relations. General treatment of energy principles including virtual work, minimum potential energy; applications to statically determinate and indeterminate systems such as rings, curved beams, plates, and other elastic systems. 4 q.h.

917. *Open Channel Hydraulics.* Analysis and design of open channels for uniform and nonuniform flow; hydraulic jump analysis; boundary layer and roughness effects; flow over spillways; flow in channels of nonlinear alignment and nonprismatic section. 4 q.h.

941. *Structural Mechanics.* Study of beams under lateral load; beams with combined lateral load and thrust; buckling beams on elastic foundations; applications of Fourier series and virtual

work principles to beam-type structures; stress and strain in three dimensions; applications to flexure of beams and plates and to constrained torsion; elements of engineering theory of plates. 4 q.h.

945. *Civil Engineering Analysis*. Applications of mathematical and numerical methods to the systematic analysis and development of problems in the field of civil engineering. 4 q.h.

946. *Matrix Analysis of Structures*. Introduction to matrix algebra; use of matrix methods in the analysis of statically and kinematically indeterminate structures; flexibility and stiffness methods. 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.

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.: Civil Engr. 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.: Civil Engr. 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.: CE 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.: Civil Engr. 958. 4 q.h.

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.

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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.: Civil Engr. 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.: Civil Engr. 836 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.: Civil Engr. 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.: Civil Engr. 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.: Civil Engr. 837 or equivalent and knowledge of Fortran programming. 4 q.h.

975. *Theory and Design of Water Distribution and Water Treatment Plants*. 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.: Civil Engr. 717, Civil Engr. 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.: Civil Engr. 775, Ind. Engr. 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.: Ind. Engr. 724 or equivalent. 4 q.h.

990, 991, 992. *Thesis*. 3+3+3 q.h.

COUNSELING

David W. Cliness, *Chairman of the Department*

218 School of Education Building

- 821, 822. *Seminar in Guidance and Counseling*. (1-4 q.h., 1-4 q.h.)
825. *Group Processes in the School*. (Psych. 825) (3 q.h.)
879. *Counseling with Gifted/Talented Students and Their Families*. (3 q.h.)
960. *Guidance and Counseling Professional Orientation*. Introduction to counseling and guidance as a professional career area. Consideration of student's awareness of own interest, value and aptitude profiles as well as employment outlook, legal issues, ethical standards and professional organizations for counselors. Includes a review of the student's proposed academic program in relation to career goals. 1 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 related to guidance and counseling in the school setting. 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.
966. *Career Guidance Workshop*. Selected topics of interest in the areas of career education and career guidance. May be repeated for different topics. 1-5 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. *Applied Research and Development in Counseling*. The study and application of research and development techniques in counseling. Each student will be required to conduct a research and/or development project of his/her choice. 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. *Guidance Services in Elementary, Junior High, and Middle Schools*. The study of guidance services provided in elementary, junior high, and middle schools. This includes individual and group testing methods, vocational guidance, counseling, counselor-parent relationships, referral procedures, guidance of the disadvantaged and exceptional child, and the development of elementary, junior high, and middle school guidance programs. 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, and decision-making. Career counseling as related to the economic and social context. 3 q.h.
973. *Group Guidance and Group Counseling*. A study of group dynamics and the interpersonal process through which persons within the normal range of adjustment work within a peer group under the direction of a professional counselor. Prereq.: Couns. 961, 962, and 1011. 2 q.h.
- 973A. *Group Guidance and Group Counseling*. Students will participate in a group experience involving the total class or sub-divisions of the class, and each member will gain experience facilitating groups. Prereq.: Couns. 973. 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.
990. *Independent Study*. See El. Ed. 990. 1-4 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.: Consent 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.
1007. *Practicum for Visiting Teachers*. Visiting teacher practice under supervision; the final required course in the preparation of the visiting teacher, open to advanced students who are completing their work for the visiting teacher certificate. Internship experiences in neighboring elementary and secondary schools. A review of community organizations; field experiences in social agencies; seminar work in case studies. Prereq.: Consent of instructor. 6-9 q.h.
1009. *School Counseling Internship*. Counseling practice under supervision; the final required course in the preparation of the school counselor. Open to advanced students who are completing their work for the school counselor certificate. Supervised counseling internship for one quarter in a school guidance program. Prereq.: Consent of instructor. 6-12 q.h.
1010. *Counseling Internship*. Supervised experience in selected community agencies offering counseling and other guidance services. Prereq.: Consent of instructor. 6-12 q.h.
1011. *Counseling Laboratory I*. Study and application of counseling techniques in a laboratory setting with special emphasis upon counselor self awareness. Initial consideration of variables affecting communications, relationships, and structuring of beginning counseling sessions. Prereq.: Couns. 962 and consent of instructor. 2 q.h.
1012. *Counseling Laboratory II*. A continuation of Counseling 1011 with expanded focus upon counseling as an ongoing process in which goals are clarified and procedures are employed to facilitate the counselee in accomplishing goals. Prereq.: Couns. 1011 and 962, and consent of instructor. 2 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.: Consent 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.: Consent 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. 3 q.h.

1030. *Human Relations Training for School Personnel*. (El. Ed. 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.

CRIMINAL JUSTICE

Lawrence E. Cummings, *Chairman of the Department*
2087 Cushwa Hall

820. Prevention and Control of Deviant Behavior. (4 q.h.)

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.)

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 sources 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.

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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.: 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 degree. 6 q.h.

999. *Research and Thesis*. 1-9 q.h.

ECONOMICS

Anthony H. Stocks, *Chairman of the Department*
320 College of Arts and Sciences Building

801. Economics of Industrial Organization. (4 q.h.)

802. Comparative Economic Systems. (4 q.h.)

803R. Business and Government (4 q.h.)

804. The Economics of Central Planning. (4 q.h.)

805. Business Cycles and Economic Growth. (4 q.h.)
 806, 807, 808. History of Economic Thought I, II, III. (3+3+3 q.h.)
 809. Current Problems in Money, Banking and Financial Markets. (4 q.h.)
 810. Managerial Economics. (4 q.h.)
 811, 812, 813. Theory of International Trade and Development I, II, III. (3+3+3 q.h.)
 817. Economics of Transportation. (4 q.h.)
 820. Regional Economic Analysis. (4 q.h.)
 821. Location Theory. (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.)
 833. Collective Bargaining and Arbitration. (4 q.h.)
 835. Labor Legislation. (4 q.h.)
 841. State and Federal Health and Safety Legislation. (4 q.h.)
 843. Fair Employment Opportunity and Income Security. (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 MBA or MA 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 MBA or MA in Economics.) 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 a M.A. in economics degree.) Prereq.: Graduate standing.
 4 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.
 4+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.
 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

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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 a M.A. in economics degree.) Prereq.: Economics 901 or equivalent. 4 q.h.

940. *Monetary Theory I.* Survey of modern monetary theory using the most current readings. 3 q.h.

941. *Monetary Theory II.* Analysis of the dynamics and impact of monetary policy with special references to current issues and problems in monetary theory and monetary research. Prereq.: Econ. 940. 3 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.* 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. Prereq.: Econ. 900 or equivalent. (Formerly 906) 3 q.h.

981. *International Capital Flow.* Advanced study and analysis of long-term and short-term capital accounts in the balance of payments and their domestic and international implications, history and development of private and public international capital markets; the role of foreign aid as a substitute for the diminishing private capital markets; analysis of sources, causes and effects of capital flows both in matured economies and in developing economies. Prereq.: Econ. 920. 3 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 organizing several international economic organizations. Prereq.: Econ. 901 or equivalent. 4 q.h.

985. *International Trade.* Analytical and empirical investigation of the Balance of Trade accounts of a nation. Included is an investigation of the theories of Ricardo, Meade, Heckscher, Ohlin, Samuelson, Vernon, Vanik, and Linder on the determinants of the commodity

composition of trade. The effects of trade on community welfare. An examination of economic growth, neutral and biased technological change and their effects upon the terms of trade and the gains from trade. The theory of tariffs, explicit and implicit tariff structures, the welfare optimizing or revenue maximizing tariff; tariff wars and tariff cycles. The theory of customs unions as related to the Balance of Trade Accounts and to balance of payments. Prereq.: Econ. 910, 920. 3 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 up to a maximum of 9 hours toward a graduate degree. 1-5 q.h.

999. *Master's Thesis*. May be repeated twice. 3 q.h.

ELECTRICAL ENGINEERING

Robert H. Foulkes, Jr., *Chairman of the Department*

289 Engineering Science Building

805R. Quantum Electronics. (4 q.h.)

807R. Pulse, Digital, and Switching Circuits. (4 q.h.)

808R. Electronic Circuits, Signals, and Systems. (4 q.h.)

812R. Molecular Engineering. (4 q.h.)

815R. Energy, Radiation, and Propagation. (4 q.h.)

816. Theory and Fabrication of Solid-State Devices. (4 q.h.)

819R. Plasma Dynamics. (4 q.h.)

823. Microprocessor Design and Applications. (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.)

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 I*. 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.
932. *Digital Systems Engineering II*. Continuation of E.E. 931 with emphasis on sequential synthesis. Prereq.: E.E. 931 or permission of chairman. 4 q.h.
941. *Linear Electronic Circuits I*. 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. *Modern Approach to Power Systems*. Modern approach to the study of energy transmission, protection, and control. Fault studies, control of generation, load flow studies employing the computer, and protection of system components employing modern type devices are investigated. 4 q.h.
990. *Thesis*. 1-9 q.h.

ELEMENTARY EDUCATION

Gloria D. Tribble, *Chairman of the Department*

132 School of Education Building

814. Language Arts III. (3 q.h.)
816. Diagnosis and Remediation of Elementary School Mathematics. (3 q.h.)
874. Gifted and Talented Programs. (4 q.h.)
878. Teaching Gifted and Talented Students. (4 q.h.)
881. Corrective Techniques in Reading. (4 q.h.)
882. Developmental and Content Area Reading. (3 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.)
894. Audio-Visual Media. (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.: Educ. 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.: Educ. 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*. (Sec. Ed. 923) 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.: Ed. 904 and Ed. 710. 4 q.h.
924. *Diagnosis and Treatment of Reading Disability: Part 1*. See Sec. Ed. 924. 4 q.h.
925. *Diagnosis and Treatment of Reading Disability: Part II*. See Sec. Ed. 925. 4 q.h.
927. *Practicum: Reading*. (Sec. Ed. 927) Supervised experience in reading correction in area schools, clinics, or agencies. Prereq.: Ed. 925 or consent 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. Prereq.: Consent of instructor. 3 q.h.
930. *Supervision of Reading*. (Sec. Ed. 930) This course deals with the role of the supervisor of reading programs including the initiation and supervision of a reading program or programs

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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.: Consent of instructor. 4 q.h.

946. *The Supervision of Instruction*. See Sec. Ed. 946. 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.
949. *School Law*. (Sec. Ed. 949) 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*. See Sec. Ed. 950. 3 q.h.
951. *Interpersonal Communications for Administrators*. See Sec. Ed. 951. 3 q.h.
952. *School Finance*. See Sec. Ed. 952. 3 q.h.
954. *School Community Relations*. (Sec. Ed. 954) A course designed to develop competency in the techniques of planning, administering and evaluating effective programs of school-community relations. 3 q.h.
955. *Staff Personnel Administration*. See Sec. Ed. 955. 3 q.h.
956. *Educational Facilities*. See Sec. Ed. 956. 3 q.h.
959. *Law for the Classroom Teacher*. See Sec. Ed. 959. 3 q.h.
987. *Organization and Administration of Extracurricular Programs*. See Sec. Ed. 987. 3 q.h.
988. *Evaluation of Educational Institutions*. See Sec. Ed. 988. 3 q.h.
990. *Independent Study*. (Guid. Couns. 990, Sec. Ed. 990) Individual investigation of advanced topics under guidance of selected staff. Prereq.: Ed. 904. 1-4 q.h.
1021. *Field Experience for the Elementary Principalship*. (Sec. Ed. 1021) An administrative field experience required for an elementary principal's certificate. Open to advanced graduate students seeking an elementary principal's certificate. Prereq.: Educ. 916, 946, 947, 949, 951 and permission of advisor and instructor. 1-3 q.h.
1022. *Field Experience for Supervisory Candidates*. (Sec. Ed. 1022, Spec. Ed. 1022) A supervisory field experience required for the supervisory certificate. Open to advanced graduate students seeking supervisor's certificate. Prereq.: Ed. 916, 931, 946, 949, 951 and permission of advisor and instructor. 1-3 q.h.
1023. *Field Experience for the Superintendency*. See Sec. Ed. 1023. 1-3 q.h.
1030. *Human Relations Training for School Personnel*. See Guid. Couns. 1030. 3 q.h.
1031. *Theories of Educational Administration*. See Sec. Ed. 1031. 3 q.h.
1032. *Theories of Supervision*. See Sec. Ed. 1032. 3 q.h.
1033. *Theories of Change in Education*. See Sec. Ed. 1033. 3 q.h.
1034. *Implementing Change in Education*. See Sec. Ed. 1034. 3 q.h.
1035. *The Superintendency*. See Sec. Ed. 1035. 3 q.h.
1036. *Fundamentals of Curriculum Development*. See Sec. Ed. 1036. 3 q.h.
1037. *Planned Field Experience in Instructional Service*. See Sec. Ed. 1037. 3-6 q.h.

1038. *Planned Field Experience for Staff Personnel Administration*. See Sec. Ed. 1038. 3-6 q.h.
1039. *Planned Field Experience — School and Community Relations*. See Sec. Ed. 1039. 3-6 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; weekly held campus seminar, Prereq.: Educ. 874, 878. 3 q.h.
1041. *Field Experiences in School Plant Planning*. (See Sec. Ed. 1041) 3 q.h.

ENGLISH

Barbara H. Brothers, *Chairman of the Department*
202 College of Arts and Sciences Building

Introductory Studies

900. *Methods of Research*. Basic concepts and methods of literary research and analysis. 4 q.h.
902. *Introduction to Literary Criticism and Literary Forms*. Critical theories and applications. 4 q.h.
903. *Advanced Writing*. Principles and techniques. Emphasis on stylistically effective communication; includes conventions of documentation. 4 q.h.

Area I British Medieval Literature Studies:

911. *Medieval Literature*. Emphasis on literature, exclusive of Chaucer, in Middle English dialects, including *Sir Gawain and the Green Knight*, *The Pearl*, *Piers Plowman*, The Towneley Plays, and secular lyrics. 4 q.h.

Seminars:

1010. *Chaucer*. Language and literary works. Emphasis on *The Canterbury Tales* and *Troilus*. 4 q.h.
1011. *The Arthurian Cycle*. Evolution of romance materials concerning the Court at Camelot. Development from historical backgrounds to adaptations in medieval literature. 4 q.h.

Area II British Renaissance Literature Studies:

921. *Sixteenth Century Non-Dramatic Literature*. Emphasis on Sidney, Spenser, More, Shakespeare, Marlowe, Wyatt. 4 q.h.
923. *Elizabethan and Jacobean Drama*. Plays of Shakespeare's contemporaries such as Marlowe, Jonson, Chapman, Webster. 4 q.h.

Seminars:

1020. *Shakespeare I*. First half of the Shakespeare canon, such as the early comedies, the history plays and the two early tragedies. 4 q.h.
1021. *Shakespeare II*. Second half of the Shakespeare canon, such as the problem plays, the mature tragedies and the late romances. 4 q.h.

82 COURSES

Area III British Seventeenth Century Literature Studies:

925. *Seventeenth Century British Literature*. Emphasis on Donne, Jonson, Herrick, Crashaw, Browne, Dryden. 4 q.h.

Seminars:

1025. *Milton*. Emphasis on *Paradise Lost*. 4 q.h.

1026. *Donne and Dryden*. Intensive study of these two major writers of the seventeenth century. 4 q.h.

Area IV British Eighteenth Century Literature Studies:

930. *Eighteenth Century British Literature*. Important poetry and prose of the period — Swift, Pope, Johnson, Sheridan, Cowper, Burns, Blake. 4 q.h.

Seminars:

1030. *Eighteenth Century British Novel*. Emphasis on Defoe, Richardson, Fielding and Austen. 4 q.h.

1031. *Swift, Pope and Johnson*. Selected works. 4 q.h.

Area V British Nineteenth Century Literature Studies:

935. *British Romantic Movement*. Major prose and poetry of Wordsworth, Coleridge, Byron, Shelley and Keats; short selections from Lamb, Hazlitt and DeQuincey. 4 q.h.

936. *Victorian Prose and Poetry*. Arnold, Tennyson, Browning, Carlyle, Ruskin, Morris and others, as they illumine and typify the age. 4 q.h.

937. *Nineteenth Century British Novel*. Development and trends from Scott to Hardy. Includes Dickens, Thackeray, Eliot. 4 q.h.

Seminars:

1035. *Wordsworth and Keats*. Detailed examination of major and selected minor writings. 4 q.h.

1036. *Tennyson and Browning*. Emphasis on major works. 4 q.h.

1037. *The Dickens and Thackeray Circle*. Emphasis on major works. 4 q.h.

Area VI British Twentieth Century Literature Studies:

940. *British Fiction 1890-1940*. Relation to social, cultural, political and artistic developments of the period. 4 q.h.

946. *Modern British and American Poetry*. Development and trends. Emphasis on such major figures as Frost, Robinson, Stevens, Williams, Auden; excludes Yeats and Eliot. 4 q.h.

947. *Modern British and American Drama*. Development and trends. Emphasis on such major figures as Shaw, O'Neill, Beckett, Miller, Williams, Albee, Pinter. 4 q.h.

948. *Contemporary Fiction: British, American and Continental*. Representative selections from the Post-World War II era; emphasis on developments and trends. 4 q.h.

Seminars:

1040. *Eliot and Yeats*. Development and influence. Major works in depth. Emphasis on poetry. 4 q.h.

1041. *Joyce and the Irish Renaissance*. Development of Joyce, Synge and O'Casey through their major works. Selections from Yeats, O'Flaherty, Behan, et al. which reflect and illumine the period from 1880-1920. 4 q.h.

1042. *Conrad, Lawrence, Woolf*. Development, influence and contributions to psychological novels and/or criticism. Emphasis on major works. 4 q.h.

Area VII American Literature Studies:

943. *American Poetry and Prose to 1900*. Focuses on Benjamin Franklin, Washington Irving, E.A. Poe, the Transcendentalists and the "Brahmins." 4 q.h.

944. *American Fiction to 1900*. Focuses on Poe, Hawthorne, Melville, Twain, Howells and James. 4 q.h.

945. *Modern American Fiction*. Focuses on Crane, Dreiser, Hemingway, Fitzgerald, Faulkner, Dos Passos and Steinbeck. 4 q.h.

946. See Area VI

947. See Area VI

948. See Area VI

975. *Special Topics in English Education*. Practical approaches to teaching English and the language arts. May be repeated to a total of 4 q.h. 1-4 q.h.

Seminars:

1044. *Transcendentalism*. Emphasis on Emerson and Thoreau. 4 q.h.

1045. *Whitman and Dickinson*. An in-depth study of Whitman's major essays and poems. Broad selection of Dickinson's poems. 4 q.h.

1046. *Hawthorne and Melville*. Emphasis on major fiction. 4 q.h.

1047. *Twain and James*. Selected works. 4 q.h.

1048. *Faulkner and the Southern Renaissance*. Selected major works of Faulkner and a sampling of other important Southern writers. 4 q.h.

Area VIII English Education Studies:

906. *Teaching of Literature*. (Sec. Ed. 906) Approaches to literature, including student responses, useful to the classroom teacher. Goals and strategies for teaching, and analyses of sample practices. 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 beginning college courses. 4 q.h.

908. *Survey of Literature for Children and Adolescents*. Designed for candidates in Master Teacher, Option B: Reading Specialist Programs. 3 q.h.

918. *Children's Literature*. Classic and contemporary literature enjoyed by children. Development and trends; emphasis on critical standards and use of books in the classroom. 4 q.h.

919. *Adolescent Literature*. Classic and contemporary literature of interest to the adolescent. Development and trends; emphasis on critical standards and use of books in the classroom. 4 q.h.

957. *Practicum in Language Arts*. See Sec. Ed. 957. 3 q.h.

84 COURSES

975. *Special Topics in English Education*. Practical approaches to teaching English and the Language Arts. May be repeated to a total of 4 q.h. 1-4 q.h.

Seminars:

1050. *Workshop in English Education*. (Sec. Ed. 1050) Examination of particular problems and issues in teaching of writing. May be repeated once. 4 q.h.

1051. *English Education*. (Sec. Ed. 1051) Theories of language study or literature study applied in the context of teaching English. May be repeated once. 4 q.h.

Area IX Linguistics Studies:

911. See Area I

955. *The Bases of English Linguistics*. A thorough examination of the principles, concepts, terminology, and research methods necessary for study in specific areas of English linguistics — for those with no linguistics background. 4 q.h.

983. *English in Historical Perspective*. A comparison of current English pronunciation, vocabulary, meanings, spelling, and sentence forms with those in earlier periods of the language. Prereq.: English 755 or 955 or equivalent. 4 q.h.

984. *Grammars of Modern English*. A comparative study of attempts to analyze English sentence structure. Prereq.: English 755 or 955 or equivalent. 4 q.h.

Seminars:

1010. See Area I

1088. *Dimensions in English Linguistics*. After a survey of the various aspects of English linguistics, students will pursue research projects leading to class reports and seminar papers in one of the areas surveyed — such as English dialects, psycholinguistics, sociolinguistics, grammatical analysis, historical problems. Prereq.: Engl. 755 or 955 or equivalent, or consent of instructor. 4 q.h.

Variable-Area Course Studies:

(Will be considered to belong to the area appropriate to the content of the course when it is offered.)

990. *Special Topics*. May be repeated once. 4 q.h.

FOREIGN LANGUAGES

L. Allen Viehmeyer, *Chairman of the Department*
501 College of Arts and Sciences Building

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

- 805. Topics in Spanish Literature of the Golden Age. (4 q.h.)
- 816. Topics in 19th Century Spanish Literature. (4 q.h.)
- 825. Topics in 20th Century Spanish Literature. (4 q.h.)
- 830. Selected Topics in Hispanic Literature in the United States. (4 q.h.)
- 838. Topics in Modern Spanish-American Literature. (4 q.h.)
- 850. Problems in Spanish Syntax and Usage. (4 q.h.)
- 885. Special Topics. (2-4 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., *Chairman of the Department*

- 151 School of Education Building
- 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.: Education 872, an equivalent course, or consent 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.

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.

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.: Education 872 and Education 904 or equivalents. 4 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.

980. *Advanced Statistical Methods in Education*. An extension of parametric and non-parametric statistical techniques covered in Education 872 with emphasis on interpretation of educational data sets from SPSS computer printouts. Prereq.: Education 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.: Education 872, Education 904, or Education 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.

GEOLOGY

Charles R. Singler, *Chairman of the Department*

290 Engineering Science Building

802. Stratigraphy and Sedimentation. (4 q.h.)

803. Optical Mineralogy. (6 q.h.)

805. Special Problems in Geology. (1-5 q.h.)

806. Introduction to X-Ray Diffraction. (3 q.h.)

811. Environmental Geology. (4 q.h.)

812. Sedimentology. (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.: Geology 802 or equivalent. 4 q.h.

HEALTH AND PHYSICAL EDUCATION

Barbara L. Wright, *Chairman of the Department*

307 Beeghly Physical Education Center

894. Workshop in Physical Education/Athletics. (1-4 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.: HPE 850 or HPE 855. 4 q.h.

902. *Curriculum in Elementary School Physical Education*. Study of "movement" education as an approach to elementary school physical education. Emphasis on curriculum design to meet the needs of children. Prereq.: HPE 722 or equivalent. 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.: HPE 766, 767, and 768 or equivalent. 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.: Ed. 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.: HPE 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.: HPE 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.: HPE 896 or equivalent. 30 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.: HPE 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.: HPE 896 or equivalent. 2 q.h.

990. *Independent Study*. Students with special interests conduct individual study projects under faculty supervision involving library work, research, tutorial work, and independent reading and writing. The course permits the student personally to design and seek out answers to problem areas in physical education. May be repeated to a maximum of 4 q.h. Prereq.: consent of instructor and department chairman. 1-4 q.h.

HISTORY

George D. Beelen, *Chairman of the Department*
520 College of Arts and Sciences Building

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 consent of instructor.) 4 q.h.

902. *Seminar in American Colonial History*. Selected problems of early American History. (May be repeated with consent of instructor.) 4 q.h.

903. *Seminar in 19th Century America*. Selected problems of American history, 1800-1865. (May be repeated with consent of instructor.) 4 q.h.

904. *Seminar in 19th Century America*. Selected problems of American history, 1865-1900. (May be repeated with consent of instructor.) 4 q.h.

905. *Seminar in 20th Century America*. Selected problems of American history in the 20th Century. (May be repeated with consent 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 consent 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 consent 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 consent of instructor.) 4 q.h.

914. *Seminar in Renaissance and Reformation*. Trends and aspects of the Renaissance and Reformation. (May be repeated with consent 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 consent 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 consent 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 consent of instructor.) 4 q.h.

919. *Seminar in Russian History*. Selected problems of Russian history. (May be repeated with consent 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 consent 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 consent 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 consent of instructor.) 4 q.h.
923. *Seminar in Middle Eastern History*. This course will deal at various times with topics drawn from the Ancient Near East down to the contemporary clash of nationalisms in the Middle East. (May be repeated with consent 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 consent 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. Required of all graduate assistants in history. 4 q.h.
935. *Special Topics in History*. Studies in selected topics in history. May be repeated. Degree students may receive credit for this course only once. 3 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 consent 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 consent 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.
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 consent 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 consent 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.

90 COURSES

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.: Consent of the instructor and the Graduate Director. 1-4 q.h.

HOME ECONOMICS

Mary J. Beaubien, *Chairman of the Department*
3044 Cushwa Hall

- 825. Current Nutrition Concepts. (4 q.h.)
- 830. Homemaker Rehabilitation. (4 q.h.)
- 862. Cultural and Nutritional Aspects of Food. (4 q.h.)
- 864. History of Home Furnishings. (3 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.)
- 880. Historic Costume. (4 q.h.)
- 890. Job Training Methods. (4 q.h.)
- 892. Community Programming in Home Economics. (4 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.: 4 q.h. in teaching methods or equivalent. 3 q.h.

904. *Family Life Education*. Focus on current issues and challenges impacting on families; investigation and literature and application of theory; development of techniques and materials for teaching family relationships and child development at various grade levels. Prereq.: Eight hours of child and/or family studies. 4 q.h.

908. *Problem 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.

950. *Readings in Home Economics*. Individual investigation of a special topic; annotated bibliography required. Prereq.: Departmental approval q.h., may be repeated for up to 4 q.h.

INDUSTRIAL ENGINEERING

Wade C. Driscoll, *Chairman of the Department*
238 Engineering Science Building

- 825. Advanced Engineering Economy. (4 q.h.)
- 850. Introduction to Operations Research. (4 q.h.)
- 851. Linear Programming. (4 q.h.)

901. *Optimization Techniques*. A study of the analytical techniques used in operations research and industrial engineering with special emphasis on their application to problems in all engineering disciplines. Background in areas such as probability and statistical techniques, least square methods, correlation and regression analysis, interpolation, and iterative methods will be presented. Algorithms for linear programming, integer programming, parametric programming, and dynamic programming models will be developed. 4 q.h.

902. *Digital Simulation*. An introduction to methods of simulation using the digital computer. The generation of random numbers. Monte Carlo techniques, queueing models, and error analysis will be presented. The student will be provided the opportunity to simulate moderately complex physical systems on the digital computer. Primary emphasis will be on models of industrial operations. Prereq.: I.E. 901 and digital programming experience. 4 q.h.

903. *Analysis of Stochastic Systems*. 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 to engineering problems. 4 q.h.

MANAGEMENT

Donald E. Hovey, *Chairman of the Department*
646 Williamson Hall

851. *Problems in Industrial Management*. (3 q.h.)

860. *Comparative Management*. (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.) 4 q.h.

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 or equivalent, Acct. 610 or equivalent, and Mgmt. 900 or equivalent. 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, Mgmt. 900, or consent 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.: Accounting 610 and Management 900 or equivalent. 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.: Acctg. 610 or equivalent, Mgmt. 900 or equivalent. 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.: Mgmt. 900 or equivalent. 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.: Management 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.: Management 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.: MBA core. 4 q.h.

92 COURSES

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 Mgmt. 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.: Management 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.: Mgmt. 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. Prereq.: Management 951. 4 q.h.

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.: Mgmt. 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. Course may be repeated. 1-3 q.h.

969. *Seminar in Management*. Analysis of long range planning, organization development, systems management, executive decision-making, organizational behavior, control systems, and others. Prereq.: Management 951 and 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.: Mgmt. 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

Donald H. Mathews, *Chairman of the Department*
615 Williamson Hall

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.

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.: Marketing 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.: Marketing 900 or equivalent. 4 q.h.

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.: Marketing 900 or equivalent. 3 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.: Marketing 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.: Marketing 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.: Marketing 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.: Management 915, Marketing 900 or equivalent, or consent of instructor. 3 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.: Marketing 942 or equivalent. 4 q.h.

950. *Marketing Research and Analysis*. The use of focus groups, store and diary panels, listenership, 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.: Management 915, Marketing 942. 4 q.h.

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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.

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.: Marketing 941 or 942 (or by consent of instructor). 3 q.h.

MATERIALS SCIENCE

Leslie V. Szirmay, *Chairman of the Department of Chemical and Metallurgical Engineering*
231 Engineering Science Building

815, 816. Particle Interaction I, II. (3+3 q.h.)

817. Management of Nuclear By-Products. (1 q.h.)

820, 821. Principles of Extractive Metallurgy I, II. (4+4 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.)

851. Introduction to Polymer Science. (3 q.h.)

852, 853, 854. Advanced Engineering Materials (Non-metallic) I, II, III. (3+3+3 q.h.)

860. Mechanical Behavior of Materials. (3 q.h.)

861, 862. Applied X-Rays I, II. (3+3 q.h.)

863, 864. Thermodynamics of Materials I, II. (3+3 q.h.)

865. Advanced Science of Materials. (3 q.h.)

866. Special Topics. (3 q.h.)

871. Physical Metallurgy IV. (3 q.h.)

872. Refractory Metals and Alloys. (3 q.h.)

890. Metallurgy and Materials Colloquium. (1 q.h.)

901, 902. *Fundamentals of Materials Science I, II.* (Designed for students who are entering the Graduate School without a degree in metallurgical engineering.) Discussion of physics of solids, mechanical properties, phase diagrams, phase transformations, and alloys. (Generally, in addition to the general requirements of the program.) Prereq.: Consent of advisor. 4+4 q.h.

910. *Extractive and Process Metallurgy.* An advanced treatment of the physicochemical principles of extractive and process metallurgy. Prereq.: Mat. Sci. 793 and 863 or consent of advisor. 40 q.h.

920, 921. *Advanced Physical Metallurgy I and II.* Theoretical treatment of various aspects of physical metallurgy. Prereq.: Mat. Sci. 793 and Mat. Sci. 863 or consent of advisor. 4+4 q.h.

MATHEMATICAL AND COMPUTER SCIENCES 95

922, 923. *Advanced Mechanical Properties of Materials I and II.* Discussion of the mechanical properties from theoretical viewpoints; theory of elasticity, theory of plasticity, and other theories. Applications of theories to practical problems. Prereq.: Mat. Sci. 860 or consent of advisor. 4+4 q.h.

931. *Engineering Alloys.* Alloy steels, refractory alloys, special non-ferrous alloys; their properties, heat treatment, and behavior under special conditions. Prereq.: Mat. Sci. 732 and 793 or consent of advisor. 4 q.h.

932. *Industrial Metallurgy.* The application of physical metallurgy principles to the solution of problems concerning the causes of failure. Prereq.: Mat. Sci. 793 or consent of advisor. 2 q.h.

933. *Chemical Metallurgy.* An advanced course on the application of electrochemical principles to metallurgical problems. Prereq.: Mat. Sci. 793 and 863 or consent of advisor. 2 q.h.

934. *Advanced Solidification Processing.* Advanced analytical concepts of solidification of metals and alloys are discussed. Principles of heat flow, mass transport, solid-liquid interface kinetics and mechanics of solidification are stressed. It is intended to relate these fundamentals of solidification to actual practice. Prereq.: Mat. Sci. 780, 793 or consent of advisor. 3 q.h.

951. *Introduction to Electron Microscopy and Field Ion Microscopy.* This course is designed to teach students how to use the microscopes, to prepare specimens, to take photographs, and to analyze data. Laboratory work of six hours a week. Prereq.: Mat. Sci. 861. 2 q.h.

952. *Dislocations and Plastic Flow.* Properties of dislocations and their role in plastic flow of metals and alloys. Prereq.: Mat. Sci. 860 or consent of advisor. 4 q.h.

953. *Thermodynamics of Solids.* Solutions and applications of statistical thermodynamics to the study of alloys. Prereq.: Mat. Sci. 863 and 865 or consent of advisor. 4 q.h.

954. *Advanced Polymer Science.* Advanced discussion of the Polymer Science with particular emphasis on the engineering and fundamental aspects. Prereq.: Mat. Sci. 851 or consent of advisor. 4 q.h.

955. *Advanced Refractory Materials.* Discussion of refractory materials. Prereq.: Mat. Sci. 852 or consent of advisor. 4 q.h.

956. *Advanced Nuclear Materials.* Advanced discussion of the nuclear materials with particular emphasis on reaction kinetics and reaction technology. Prereq.: Mat. Sci. 830 or consent of advisor. 4 q.h.

960. *Research Seminar.* Prereq.: Consent of advisor. 1 q.h.

990, 991. *Thesis I and II.* 3+3 q.h.

993, 994. *Solid State Structure and Reactions I, II.* Discussion of structures and properties of materials, electronic properties, mechanical properties, kinetics of phase changes, diffusion controlled and diffusionless transformation in materials. Limited to those having certification in secondary science teaching acceptable in the State of Ohio. Prereq.: Consent of advisor. 3+3 q.h.

MATHEMATICAL AND COMPUTER SCIENCES

Richard L. Burden, *Chairman of the Department*
1055 Cushwa Hall

Mathematics

827. Abstract Algebra III. (4 q.h.)
841. Mathematical Statistics II. (4 q.h.)
842. Statistical Decision Theory. (4 q.h.)
- 843, 844. Theory of Probability I, II. (4+4 q.h.)
845. Operations Research. (4 q.h.)
860. Mathematical Logic. (4 q.h.)
861. Advanced Numerical Analysis. (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 providing secondary school teachers with a broad understanding of the subject. Prereq.: Departmental permission. 5 q.h.
902. *Topics in Modern Algebra*. A course in modern algebra aimed at providing secondary school teachers with a broad understanding of the subject. Prereq.: Departmental permission. 5 q.h.
903. *Topics in Geometry*. A course in Euclidean and projective geometry designed to provide secondary teachers with an understanding of projective spaces in dimensions one and two. 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 consent 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. *Matrix Iterative Analysis I, II*. Symmetric matrices, eigenvalue, power series of matrices, norms and convergence, Perron-Frobenius theory for non-negative matrices, relaxation methods, applications to numerical analysis and related topics. Prereq.: Math 725, 760 and 752; or consent of instructor. A knowledge of Fortran programming is required. 4+4 q.h.
928. *Number Theory*. A study of the theory of congruences, quadratic reciprocity, functions of number theory, Diophantine equations, Farey fractions, continued fractions and other topics. Prereq.: Math. 722 or 902. 4 q.h.
930. *Differential Geometry*. The classical differential geometry of curves and surfaces, with tensors. Prereq.: Math. 705, 872. 4 q.h.
- 933, 934, 935. *Geometry I, II, III*. Euclidean and non-Euclidean geometries. The course includes hyperbolic geometry, geometric transformations and axiomatizations. Prereq.: Math. 725, 730 and 732 or 903. 4+4+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 814 or 843, or consent 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 consent of the 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 consent of instructor. 4 q.h.
960. *Mathematical Logic II*. A study of the elements of recursive function theory and topics such as Godel's incompleteness theorem and decision problems for theories. Prereq.: Math. 860 or consent 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. 3+3 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, 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. May be repeated. Prereq.: Permission of the department chairman. 1-50 q.h.
995. *Special Topics*. Special interest topics selected by the staff. May be repeated to a maximum of 12 q.h. Prereq.: Consent of instructor and department chairman. 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 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.

Computer Science

800. File and Communication Systems. (4 q.h.)
806. Systems Programming II. (5 q.h.)
810. Computer Graphics and Terminals. (4 q.h.)
816. Computer Logic and Organization II. (4 q.h.)
820. Simulation. (4 q.h.)
840. Theory of Finite Automata. (4 q.h.)
845. Information Storage and Retrieval. (4 q.h.)
860. Programming Language Structures. (4 q.h.)
880. Introduction to Minicomputers. (4 q.h.)
895. Special Topics. (2-5 q.h.)
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.: Computer Science 620 and 710 or consent of instructor. 4 q.h.

910. *Computer Software Systems*. Classes of software systems, system structures, systems operations. Resource management routines. Software design. Prereq.: Computer Science 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.: Computer Science 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.: Computer Science 905 or Computer Science 700 and Computer Science 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.: Computer Science 910 or Computer Science 800 and Computer Science 805. 4 q.h.

990. *Computer Science Project*. Report and discussion of individual topics or research projects in computer science. May be repeated once in a different area of computer science. Prereq.: 12 q.h. of computer science courses numbered above 800. 2-4 q.h.

995. *Special Topics in Computer Science*. Special topics in computer science selected by the staff, may be repeated in a different topic up to 12 q.h. Prereq.: Consent of the instructor. 1-5 q.h.

MECHANICAL ENGINEERING

Frank A. D'Isa, *Chairman of the Department*

201 Engineering Science Building

825. Heat Transfer II. (4 q.h.)

830. Fluid Mechanics. (4 q.h.)

842. Dynamics 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.)

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. May be taken three times. Prereq.: As announced, or consent of instructor. 2-5 q.h.

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*. Selected topics in steady-state and transient conduction heat transfer emphasizing techniques used in the solution of practical engineering problems. The solutions of Bessel and Legendre equations. Prereq.: M.E. 725 or equivalent course. 4 q.h.

923. *Advanced Convective Heat Transfer*. Heat transfer with fluids flowing in ducts, including entrance length effects: laminar and turbulent thermal boundary layers; natural convection; Reynold's analogy; special topics in heat transfer drawn from areas of boiling, condensation, or compressible flows. Prereq.: M.E. 725 or equivalent course. 4 q.h.

935. *Lubrication*. Lubrication theory and bearing design. Dry friction, boundary and thin film lubrication. Theory and application of hydrodynamic and hydrostatic lubrication to journal and thrust bearings. Bearing metals and lubrication systems. Prereq.: M.E. 830 or equivalent course. 4 q.h.

936. *Advanced Fluid Mechanics*. The principles and applications of several areas of fluid mechanics including basic governing equations, ideal fluid flow, conformal transformations, viscous flow, boundary layers, high speed flow, shocks, and wave motions. Prereq.: M.E. 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.: M.E. 852 or equivalent course. 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.: M.E. 952 Applied Elasticity. 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.: M.E. 751 or equivalent course. 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.: M.E. 781 or equivalent course. 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.

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

Donald W. Byo, *Director of the School*
3000 Bliss Hall

100 COURSES

- 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. May be repeated 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 and Service Playing. (3 q.h.)
- 871. Baroque Music. (3 q.h.)
- 872. 18th Century and Viennese Classical School. (3 q.h.)
- 873. Opera History. (3 q.h.)
- 874. 19th Century Romantic Period. (3 q.h.)
- 878. Selected Topics in Music History. (3 q.h.)
- 879. Vocal Literature. (3 q.h.)
- 880, 881. Vocal Pedagogy. (2+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

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 6 q.h. courses receive 75 minutes of individual instruction weekly and practice three hours daily. Students registered for 4 q.h. courses receive 50 minutes of individual instruction weekly and practice two hours daily. Students registered for 2 q.h. courses receive 25 minutes of individual instruction weekly and practice one hour daily. Students registered for 6 q.h. and 4 q.h. courses are required to attend the weekly seminars held by their individual instructors.

3) Students in the performance major course (907-908-909) must present a one-hour public recital. The entire recital program must be performed for approval by the appropriate performance faculty between 15 and 30 days prior to the date of the recital. Recitals are not required in courses numbered 901 through 906.

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.

5) Students may transfer from major to concentration or minor courses according to the Performance Course Equivalency Table shown below, subject to approval by the appropriate performance faculty.

6) Examination and performance requirements are the responsibility of the appropriate performance faculty.

KEYBOARD INSTRUMENTS

Piano

907-908-909. Advanced technical studies and etudes. Repertoire to include representative selections from the larger works of major eighteenth-, nineteenth-, or twentieth-century composers. One-hour recital. Prereq.: Piano 809 or equivalent. 6+6+6 q.h.

Harpsichord

907-908-909. Repertoire selected from larger works of all style periods with special emphasis on early and contemporary works. Continued study of style and freedom in continuo playing. One-hour recital. Prereq.: Harpsichord 809 or equivalent. 6+6+6 q.h.

Organ

907-908-909. Technical studies as required by instructor. Repertoire to include larger works by major composer from several style periods. One-hour recital. Prereq.: Organ 809 or equivalent. 6+6+6 q.h.

PERFORMANCE COURSE EQUIVALENCY TABLE

Q.H.	Course Number		
0		500	
2	501	504	
4	502		
6	503	505	
8	601		
10	602	506	
12	603		
14	701	604	607
16	702		
18	703	605	
20	801		608
22	802	606	
24	803		
26	901	704	609
28	902		
30	903	705	
32			707
34		706	
36			
38		804	708
40			
42		(805)	

Q.H.	Course Number		
42		805	(708)
44		709	
46		806	
48			
50		904	807
52			
54		905	
56			808
58		906	
60			
62			809
64			
66			
68			907
70			
72			
74			908
76			
78			
80			909
82			
84			

102 COURSES

VOICE

907-908-909. Advanced vocal technique and literature; development of interpretation and characterization. Repertoire to include songs in Italian, French, German, and English; oratorio and opera arias; solo cantatas; and twentieth-century art songs, which must include works by American and English composers. One-hour recital. Prereq.: Voice 809 or equivalent.

6+6+6 q.h.

STRING INSTRUMENTS

Violin

907-908-909. Advanced etudes, such as those by Paganini, Bach, *Partitas and Sonatas*. Modern repertoire, such as Bartok, Hindemith, and Prokofiev. Concertos such as those by Brahms and Tchaikovsky. One-hour recital. Prereq.: Violin 809 or equivalent.

6+6+6 q.h.

Viola

907-908-909. Scales, arpeggios, and double-stops for the complete range of the instrument based on Flesch and Sevcik. Studies such as those by Garnies and Dolesje; sonatas such as those by Hindemith, Bach, and Beethoven; solos such as Block, *Rhapsodie*; concertos such as that by Haydn. One-hour recital. Prereq.: Viola 809 or equivalent.

6+6+6 q.h.

Violoncello

907-908-909. Scales and arpeggios in four octaves with varied bowings, and in thirds and sixths; etudes such as those by Popper and Duport; sonatas such as those by Schubert (*Arpeggione*), Debussy, and Prokofiev; concertos such as those by Schumann or Shostakovich. One-hour recital. Prereq.: Violoncello 809 or equivalent.

6+6+6 q.h.

String Bass

907-908-909. Studies such as those by Simandl, Hrabe, and Zimmerman; sonatas such as those by Marcello, Eccles, or Vivaldi; concertos such as those by Dittersdorf or Bottesini. One-hour recital. Prereq.: String Bass 809 or equivalent.

6+6+6 q.h.

WOODWIND INSTRUMENTS

Flute

907-908-909. Advanced technical studies and etudes. Repertoire to include representative solo and chamber works by composers from all periods with additional emphasis on orchestral style. One-hour recital. Prereq.: Flute 809 or equivalent.

6+6+6 q.h.

Oboe

907-908-909. Advanced technical studies and etudes. Repertoire to include representative solo and chamber works by composers from all periods with additional emphasis on orchestral style. One-hour recital. Prereq.: Oboe 809 or equivalent.

6+6+6 q.h.

Clarinet

907-908-909. Advanced technical studies and etudes. Repertoire to include representative solo and chamber works by composers from all periods with additional emphasis on orchestral style. One-hour recital. Prereq.: Clarinet 809 or equivalent.

6+6+6 q.h.

Saxophone

907-908-909. Advanced technical studies and etudes. Repertoire to include representative solo and chamber works by composers from all periods with additional emphasis on orchestral style. One-hour recital. Prereq.: Saxophone 908 or equivalent. 6+6+6 q.h.

Bassoon

907-908-909. Advanced technical studies and etudes. Repertoire to include representative solo and chamber works by composers from all periods with additional emphasis on orchestral style. One-hour recital. Prereq.: Bassoon 809 or equivalent. 6+6+6 q.h.

BRASS INSTRUMENTS

Trumpet

907-908-909. Extensive development in the study of transposition and orchestral excerpts. Advanced studies such as those by Charlier, Bozza, Brandt, Broiles, Tomasi, Pietzsch, and Bodet. Solo literature by Bozza, Purcell, Bach, Hummel, Giannini, Tomasi, and Jolivet. One-hour recital. Prereq.: Trumpet 809 or equivalent. 6+6+6 q.h.

French Horn

907-908-909. Advanced studies by Bitsch, Chaynes, Ceccarossi, Reynolds, Alphonse, and Schuller; demanding orchestral and ensemble passages; classical, romantic, and contemporary sonatas and concertos. One-hour recital. Prereq.: French Horn 809 or equivalent. 6+6+6 q.h.

Trombone

907-908-909. Studies by Lafosse, Kahila, Pederson, and Maxted; solos by Creston, Bloch, Stevens, Druckman, Albrechtsberger, and Bach (violoncello suites); Orchestral excerpts. One-hour recital. Prereq.: Trombone 809 or equivalent. 6+6+6 q.h.

Baritone Horn

907-908-909. Studies by Bozza, Maxted, and Rochut; solos by Stevens, Jacob, Beasley, Boda and Bach (violoncello suites); orchestral and band excerpts. One-hour recital. Prereq.: Baritone Horn 809 or equivalent. 6+6+6 q.h.

Tuba

907-908-909. Emphasis on solo and chamber performance. Solos by Kraft, Smith, Reck, Wuorinen, Woolfe, Reynolds; Transcription of Bach (violoncello suites). Chamber music by Schuller, Feldman, Smith, Zonn, Etlar, Macero, One-hour recital. Prereq.: Tuba 809 or equivalent. 6+6+6 q.h.

PERCUSSION INSTRUMENTS

907-908-909. Advanced technical studies on snare drum, timpani, and mallet instruments. Repertoire to include demanding passages from symphonic and ensemble literature, contemporary works for percussion. One-hour recital. Prereq.: Percussion 809 or equivalent. 6+6+6 q.h.

CONCENTRATION COURSES

904-905-906. Equivalent to courses 807 and 808 in the applicable instrument or voice. No recital requirement. Prereq.: Applicable course 709 or equivalent. 4+4+4 q.h.

MINOR COURSES

901-902-903. Equivalent to course 609 in the applicable instrument or voice. No recital requirement. Prereq.: Applicable course 608 or equivalent. 2+2+2 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 18th, 19th, and 20th 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 17th century trio sonatas, and in both volumes of *The Well-Tempered Clavier* by J.S. Bach. Writing 3-4 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.

Music History and Literature

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 consent 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 consent 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.

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. course work and approval of thesis proposal by the Dana Graduate Committee. 3+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. 1 q.h.

- 002 Concert Choir
- 003 Madrigal
- 004 University Chorus
- 005 Concert Band
- 006 Marching Band
- 007 Symphonic Wind Ensemble
- 008 Orchestra
- 009 Percussion Ensemble
- 010 String Ensemble
- 011 Men's Chorus
- 012 Opera Workshop
- 013 Contemporary Music Ensemble
- 014 Women's Chorus
- 015 Collegium Musicum
- 016 Woodwind Ensemble
- 017 Brass Ensemble
- 018 Horn Ensemble
- 019 Trombone Ensemble
- 020 Tuba Ensemble
- 021 Brass Chamber Ensemble

106 COURSES

- 022 Trumpet Ensemble
- 023 Jazz Ensemble
- 026 Dana Chamber Orchestra
- 028 Chamber Winds

PHILOSOPHY AND RELIGIOUS STUDIES

Martin A. Greenman, *Chairman of the Department*
401 College of Arts and Sciences Building

Philosophy

- 800. Theories of Knowledge. (4 q.h.)
- 810. Philosophical Classics. (4 q.h.)
- 811. Philosophy in America. (4 q.h.)
- 812. Contemporary Philosophy. (4 q.h.)
- 814. Analytic Philosophy. (4 q.h.)
- 815. Existentialism. (4 q.h.)
- 816. The Makers of Modern Religious Thought. (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

- 830. Religion in America. (4 q.h.)
- 850. Seminar in Religious Studies. (1-4 q.h.)

PHYSICS AND ASTRONOMY

Warren Young, *Chairman of the Department*
101B Ward Beecher Science Hall

- 810. Introduction to Quantum Mechanics. (4 q.h.)
- 815. Kinetic Theory and Statistical Mechanics. (4 q.h.)
- 820. Advanced Quantum and Quantum Statistical Mechanics. (4 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.)

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.: Physics 702 and Mathematics 705. 3+3 q.h.

910, 911. *Quantum Mechanics I, II.* Quantum phenomena in relation to classical physics. Schrodinger and Heisenberg picture; angular momentum and scattering theory. Hamiltonian theory of a particle in an electromagnetic field. Pauli principle; identical particles. Prereq.: Physics 702, 822, 705 and Mathematics 706. 3+3 q.h.

915, 916. *Space Science.* 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.: Physics 510, 610, and Mathematics 705, 706.

3+3 q.h.

920, 921. *Electromagnetic Theory*. 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.: Physics 822 and Mathematics 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.: Physics 810 or equivalent background. Physics 930 is prereq. to 931. 3+3 q.h.

POLITICAL SCIENCE AND SOCIAL SCIENCE

William C. Binning, *Chairman of the Department*

302 College of Arts and Sciences Building

- 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, *Chairman of the Department*

34 College of Arts and Sciences Building

- 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.)
- 825. Group Processes in the School. (Couns. 825) (3 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.

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 consent 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.

108 COURSES

950. *Personality: Theory, Assessment and Research*. A consideration of current personality theory and of the methodological and theoretical problems and issues in personality research and assessment. Prereq.: 20 q.h. of psychology including Psych. 802 or equivalent, or consent of instructor. 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. *Advanced Seminar in Special Education*. (Sp. Ed. 981) Exploration of general research and other theoretical studies concerning individuals in Special Education programs, with particular emphasis on psychological variables in learning. May be repeated for 1 q.h. credit up to 3 q.h. 1-3 q.h.

990. *Seminar in Psychology*. Study of topics in psychology. Prereq.: Permission of instructor. To be announced by topic. Repeatable to 9 q.h. with change in topic. 1-3 q.h.

1010. *Counseling Internship*. (Guid-Couns. 1010) Supervised experience in selected community agencies offering counseling and other guidance services. Prereq.: Consent of instructor. 6-12 q.h.

SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

James W. Kiriazis, *Chairman of the Department*
419 College of Arts and Sciences Building

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.

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.

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.

SPECIAL EDUCATION

Jack D. Dunsing, *Chairman of the Department*
244 School of Education Building

802. Education of Exceptional Children. (4 q.h.)

833. Education of Mentally Retarded. (4 q.h.)

834. Education and Training of Moderately, Severely, and Profoundly Retarded. (4 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. Occupational Orientation and Job Training for Slow Learners. (3 q.h.)
863. Learning Disabilities and Behavior Disorders. (4 q.h.)
864. Teacher-Parent Consultation. (3 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 Learning Disabilities and Behavior Disorders. (4 q.h.)
867. Practicum in Learning Disabilities/Behavior Disorders. (4-6 q.h.)
868. Independent Study in Special Education. (1-6 q.h., may be repeated up to 12 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.: Special Educ. 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.: Special Educ. 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.* 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.: 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.
989. *Educational Assessment of Gifted and Talented.* Screening and educational assessment procedures; placement in appropriate learning environments; monitoring systems for individual progress. Prereq.: Ed. 874, 878. 40 q.h.
1022. *Field Experiences for Supervisory Candidates.* See El. Ed. 1022. 1-3 q.h.

SPEECH COMMUNICATION AND THEATRE

Alfred W. Owens II, *Chairman of the Department*
2000 Bliss Hall

110 COURSES

851. Contemporary American Public Address. (4 q.h.)

852. Group Communication. (4 q.h.)

858. Practicum in Communication Research. (1-3 q.h.)

864. Advanced Directing. (4 q.h.)

898. Seminar in Speech Communication. (3-4 q.h.)

900. *Speech Communication in the College Classroom*. Focusing on developing presentational and discussion skills as a way to enhance the communication climate, this course is designed for anyone presently teaching or planning a teaching career at the college level. Prereq.: Graduate standing or teaching experience on the college level. 3 q.h.

Graduate Faculty

ADMINISTRATIVE MEMBERS

Neil D. Humphrey, Ed.D.,	President
Bernard T. Gillis, Ph.D.	Provost
George E. Sutton, Ph.D., P.E.	Dean of the William Rayen School of Engineering
Bernard J. Yozwiak, Ph.D.	Dean of the College of Arts and Sciences
Sally M. Hotchkiss, Ph.D.	Associate Provost and Dean of Graduate Studies
H. Robert Dodge, Ph.D.	Dean of the Warren P. Williamson, Jr. School of Business Administration
Victor A. Richley, Ph.D., P.E.	Dean of the College of Applied Science and Technology
David P. Ruggles, Ph.D.	Dean of the School of Education
William R. McGraw, Ph.D.	Dean of the College of Fine and Performing Arts

SENIOR MEMBERS

Shaffiq Ahmed, P.E., Professor of Chemical and Metallurgical Engineering: I. Sc., University of Calcutta, 1950; B.E. Met. Engr., University of Calcutta, 1954; M.S. Met. Engr., University of Illinois, 1958; Ph.D., Case Institute of Technology, 1965.

Robert A. Ameduri, Professor of Elementary Education: B.S., Youngstown State University, 1943; M.S., Westminster College, 1962; M.S., Case Western Reserve University, 1963; Ph.D., Kent State University, 1971.

Lorraine Y. Baird, Professor of English: A.B., Catawba College, 1951; M.A., Appalachian State College, 1959; Ph.D., University of Kentucky, 1969.

Jack D. Bakos, Jr., P.E., Professor of Civil Engineering: B.S.C.E., University of Akron, 1963; M.S.C.E., West Virginia University, 1965; Ph.D., West Virginia University, 1967.

Peter A. Baldino, Jr., Associate Professor of Foundations of Education: B.S., University of Bridgeport, 1955; M.S., University of Bridgeport, 1956; Ph.D., University of Illinois, 1968.

Samuel Floyd Barger, Professor of Mathematical and Computer Sciences: B.S., Clarion State College, 1958; M.S., Ph.D., University of Minnesota, 1961, 1970.

Richard H. Bee, Associate Professor of Economics: B.S.B.A., M.A., Pennsylvania State University, 1964, 1967; D.B.A., Kent State University, 1976.

Martin E. Berger, Associate Professor of History: B.A., Columbia University, 1964; M.A., University of Pittsburgh 1965; Ph.D., University of Pittsburgh, 1969.

Frederick J. Blue, Professor of History: B.A., Yale University, 1958; M.S., University of Wisconsin, 1962; Ph.D., University of Wisconsin, 1966.

Violet F. Boggess, Professor of Business Education and Technology: B.S. in Ed., Kent State University, 1957; M.A., Ohio State University, 1961; Ph.D., Ohio State University, 1970.

Barbara H. Brothers, Associate Professor of English: B.A., Youngstown State University, 1958; M.A., Case Western Reserve University, 1962; Ph.D., Kent State University, 1973.

Mary Alice Budge, Professor of English: B.A., Drew University, 1962; Ph.D., State University of New York at Buffalo, 1970.

John J. Buoni, Professor of Mathematical and Computer Sciences: B.S., St. Joseph's College, 1965; M.S., University of Pittsburgh, 1968; Ph.D., University of Pittsburgh, 1970.

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Richard Lee Burden, Associate Professor of Mathematical and Computer Sciences: B.A., Albion College, 1966; M.S., Case Western Reserve University, 1968; Ph.D., Case Western Reserve University, 1971.

David W. Cliness, Associate Professor of Counseling: A.B., University of Kentucky, 1961; M.A., University of Kentucky, 1965; Ph.D., Ohio State University, 1973.

Edgar M. Cobett, Professor of Administration and Secondary Education: B.S., St. Joseph's College, 1952; M.S., Indiana University, 1957; Ed.D., Case Western Reserve University, 1969.

James A. Conser, Assistant Professor of Criminal Justice: A.B., Youngstown State University, 1971; M.S., Michigan State University, 1974; Ph.D., Kent State University, 1980.

Lawrence E. Cummings, Associate Professor of Criminal Justice: B.A., University of Texas — El Paso, 1959; M.A., University of Texas — El Paso, 1966; Ph.D., University of Georgia, 1974.

Paul E. Dalbec, Professor of Physics and Astronomy: B.S., Boston College, 1957; M.S., University of Notre Dame, 1959; Ph.D., Georgetown University, 1966.

Ramaswami Dandapani, Associate Professor of Mathematical and Computer Sciences: B.Sc., Nagpur University, 1964; B.E., Indian Institute of Science, 1967; M.S., University of Iowa, 1969; Ph.D., University of Iowa, 1974.

James V. DeFranza, Instructor in Mathematical and Computer Sciences: B.S., M.S., Ph.D., Kent State University, 1972, 1976, 1979.

Janet E. Del Bene, Professor of Chemistry: B.S., Youngstown University, 1963; A.B., Youngstown University, 1965; Ph.D., University of Cincinnati, 1968.

Thaddeus M. Dillon, Professor of Mathematical and Computer Sciences: B.S., M.S., John Carroll University, 1950, 1952; Ph.D., University of Pittsburgh, 1963.

Leslie S. Domonkos, Professor of History: A.B., Youngstown State University, 1959; M.A., University of Notre Dame, 1960; M.M.S., University of Notre Dame, 1963; D.S.M., University of Notre Dame, 1966.

James E. Douglass, Professor of Administration and Secondary Education: B.E., Youngstown State University, 1960; M.S., Westminster College, 1965; Ed.D., University of Akron, 1970.

Wade C. Driscoll, P.E., Professor of Industrial Engineering: B.S., Pennsylvania State University, 1963; M.S., New York University, 1965; Ph.D., Case Western Reserve University, 1975.

Jack D. Dunsing, Associate Professor of Special Education: B.S., University of Pittsburgh, 1954; M.S., University of Pittsburgh, 1957; Ph.D., University of Pittsburgh, 1959.

Thomas I. Elias, Assistant Professor of Mechanical Engineering: B.S., M.S., University of Kerola, 1970, 1972; M.S., University of Cincinnati, 1977; Ph.D., University of Minnesota, 1981.

John Douglas Faires, Professor of Mathematical and Computer Sciences: B.S., Youngstown State University, 1963; M.S., University of South Carolina, 1965; Ph.D., University of South Carolina, 1970.

Fred C. Feitler, Associate Professor of Administration and Secondary Education: B.A., Earlham College, 1962; M.Ed., University of Pittsburgh, 1964; M.S., Syracuse University, 1967; Ph.D., Syracuse University, 1970.

Michael Finney, Assistant Professor of English: B.A., Stanford University, 1962; M.A., Ph.D., University of Iowa, 1967, 1975.

Robert Hull Foulkes, Jr., Professor of Electrical Engineering: B.S.E.E., Case Institute of Technology, 1966; M.S.E.E., University of Southern California, 1968; Ph.D., Case Western Reserve University, 1970.

Saul S. Friedman, Professor of History: B.A., Kent State University, 1959; M.A., Ohio State University, 1962; Ph.D., Ohio State University, 1969.

Carol Gay, Associate Professor of English: B.A., Youngstown University, 1954; M.A., Ohio State University, 1957; Ph.D., Kent State University, 1972.

Charles G. Gebelein, Professor of Chemistry: B.A., Temple University, 1955; M.A., Temple University, 1959; Ph.D., Temple University, 1967.

Ronald L. Gould, Professor of Music: B.M., North Central College, 1954; S.M.M., Union Theological Seminary, 1956; S.M.D., Union Theological Seminary, 1970.

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Y-S-U Campus Map

Youngstown State University



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| 01 — Beechey Center | 11 — Dana Recital Hall | 24 — Cushman Hall | BS — Bookstore |
| 03 — Clingan-Waddell Hall | 13 — School of Education (See 34) | 25 — Bliss Hall | P — Planetarium |
| 04 — Stambaugh Stadium | 14 — Ward Beecher Science Hall | 26 — Mass Library | F — Faculty Parking |
| 05 — Tod Administration Offices | 15 — Kilcawley Residence Hall | 27 — Central Utility Plant | H — Handicap Parking |
| 06 — Jones Hall | 16 — Kilcawley Center | 28 — Dana Annex | M — Mixed Parking |
| 07 — Pollock House | 17 — Central Services Building | 29 — Williamson Hall | S — Student Parking |
| 08 — College of Arts & Sciences | 18 — Central Receiving/Warehouse | 30 — Motel* | V — Visitors Parking |
| 10 — North Annex | 22 — Engineering Science Building | 34 — Alumni House | MC — Motorcycle Parking |

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