



The University of Akron

2004 – 2005
Graduate Bulletin

www.uakron.edu/gradsch

master

Calendar 2004-2005

Fall Semester 2004

Day and evening classes begin	Mon., Aug. 30
*Labor Day (day and evening)	Mon., Sept. 6
Spring 2005 graduation applications due	Wed., Sept. 15
Veterans Day (classes held; staff holiday)	Thurs., Nov. 11
**Thanksgiving Break	Thu.-Sun., Nov. 25-28
Classes resume	Mon., Nov. 29
Final instructional day	Sun., Dec. 12
Final examination period	Mon.-Sun., Dec. 13-19
Commencement	Sat., Dec. 18
Winter Intersession	Mon.-Sat., Dec. 20-Jan. 15

Spring Semester 2005

Day and evening classes begin	Tue., Jan. 18
*Martin Luther King Day	Mon., Jan. 17
Summer 2005 graduation applications due	Tues., Feb. 15
*Presidents' Day	Tue., Feb. 22
Spring Break	Mon.-Sun., Mar. 28-Apr. 3
Classes resume	Mon., Apr. 4
Final instructional day	Sun., May 8
Final examination period	Mon.-Sun., May 9-15
Commencements	Sat.-Sun., May 14-15

Summer Sessions I, II and III 2005

First 5- and 10-week Sessions begin	Mon., May 16
Fall 2005 graduation applications due	Mon., May 16
Commencement for School of Law	Sun., May 22
*Memorial Day	Mon., May 30
First 5-week Session ends	Sat., Jun. 18
Second 5- & 10-week Sessions begin	Mon., Jun. 20
*Independence Day	Mon., Jul. 4
First 10- and second 5-week Sessions end	Sat., Jul. 23
Third 5-week Session begins	Mon., Jul. 25
Second 10- and third 5-week Sessions end	Sat., Aug. 27
Summer Commencement	Sat., Aug. 27

*Classes cancelled (day and evening)

**Classes cancelled from Wednesday at 5 p.m. through Monday at 6:45 a.m.

The *Graduate Bulletin* is a supplement to The University of Akron *Undergraduate Bulletin*. The *Undergraduate Bulletin* contains information on undergraduate degree programs, non-degree continuing education programs, and additional information on the policies of The University of Akron.

For a copy of the *Undergraduate Bulletin* contact the Office of Admissions, The University of Akron, Akron, OH 44325-2001. 330-972-7100, or toll-free, 1-800-655-4884.

Inquiries

Address inquiries concerning:

Graduate study to the Graduate School, The University of Akron, Akron, OH 44325-2101. 330-972-7663.

Financial aid, scholarships, loans, and student employment to the Office of Student Financial Aid, The University of Akron, Akron, OH 44325-6211. 330-972-7032. Toll free 1-800-621-3847. Fax 330-972-7139.

Athletics to the Athletic Director, The University of Akron, Akron, OH 44325-5201. 330-972-7080.

Registration, scheduling, residency requirements, and veteran's affairs to the Office of the Registrar, The University of Akron, Akron, OH 44325-6208. 330-972-8300.

Undergraduate admissions information, campus tours, housing, and transfer of credits to the Office of Admissions, The University of Akron, Akron, OH 44325-2001. 330-972-7077 or toll-free inside Ohio, 1-800-655-4884.

The University switchboard number is 330-972-7111.

University Closing Policy

The president, or designee, upon the recommendation of the Director Environmental Health and Occupational Safety, will determine when conditions—such as severe weather or a state of emergency—necessitate closing the entire University or cancelling classes at the main campus and/or Wayne College in Orrville.

The Chief of Police will promptly notify other designated University officials and members of the Department of Institutional Marketing, 330-972-7820, who will contact area media. University colleges/departments/schools are encouraged to establish a method for communicating the closing decision to departmental personnel. Closing information will be announced as early and as simply as possible to avoid confusion.

Cancellation of classes and closure announcements will be made as early as possible in the day and will clearly state the affected campus(es). Call 330-972-SNOW or 330-972-6238 (TDD/Voice) for updated information.

Disclaimer

While every effort is made to provide accurate and up-to-date information, the University reserves the right to change, without notice, statements in the *Bulletin* series which include, but are not limited to rules, policies, procedures, fees, curricula, courses, programs, activities, services, schedules, course availability, or other matters. For example, programs may be modified due to limited resources or facilities, unavailability of faculty, insufficient enrollment, or such other reasons as the University deems necessary.

The University of Akron Graduate Bulletin
(USPS 620-400)

Vol. XXXXIII

August 2004

POSTMASTER

Send address changes to The University of Akron *Graduate Bulletin*, Graduate School, The University of Akron, Akron, OH 44325-2101

The *Graduate Bulletin* is published once each year by The University of Akron Graduate School
The Polsky Building, 467-469, Akron, Ohio 44325-2101

Important Phone Numbers

University Area Code (330)

All phone numbers are subject to change without notice.
 For numbers not listed, call the University Switchboard 330-972-7111.
 General Campus Information Center 330-972-INFO (4636)

Graduate School

Vice President for Research, & Dean, Graduate School	
Dr. George R. Newkome	972-6458
Associate Dean, Graduate School	
Dr. Mark B. Tausig	972-7664
Assistant to the Vice President for Research & Dean, Graduate School	
Mrs. Dolli Quattrocchi Gold	972-6737
Senior Executive Administrative Assistant	
Mrs. Cynthia S. Angerstien	972-6458
Administrative Assistant Senior	
Ms. Heather A. Blake	972-7664
Examiner Associate	
Ms. Nancy J. Blewitt	972-7663
Coordinator, Graduate Student Financial Aid	
Mrs. Karen L. Caldwell	972-6310
Assistant Director, McNair Scholars Program	
Billi F. Copeland	972-2135
Student Services Counselor	
Ms. Jessica N. Fritz	972-5169
Student Services Counselor	
Miss Brenda J. Henry	972-7665
Coordinator, Graduate Admissions	
Ms. Theresa M. McCune	972-6405

Graduate School

World Wide Web Location

Graduate School Homepage <http://www.uakron.edu/gradsch/>
 Graduate School E-mail gradschool@uakron.edu

Colleges

Buchtel College of Arts and Sciences	972-7880
Community and Technical College	972-7220
College of Business Administration	972-7040
College of Education	972-6970
College of Engineering	972-7816
College of Fine and Applied Arts	972-7564
College of Nursing	972-7551
College of Polymer Science and Polymer Engineering	972-7500
The University of Akron-Wayne College	1-800-221-8308
NEOUCOM (Northeast Ohio Univ. College of Medicine)	325-2511
University College	972-7066

Other Offices

Accessibility, Office of	972-7928
TTY/TDD	972-5764
<i>Buchtelite</i> , <i>The</i> (student newspaper)	972-7919
Careers Program, Arts and Sciences	972-5714
Center for Child Development	972-8210

Cooperative Education Programs	972-7747
Counseling, Testing, and Career Center	
Counseling	972-7082
Testing	972-7084
English Language Institute	972-7544
Financial Aid, Office of Student	972-7032
Scholarships (non-University)	972-6368
Scholarships (University)	972-6343
Student Employment	972-7405
Student Volunteer Program	972-6841
Work Study	972-8074
Health Services, Student	972-7808
Information Centers	
Student Union	972-INFO (4636)
Polsky's High Street Info Center	972-3531
Polsky's Main Street Info Center	972-3532
International Programs	972-6349
Academic Advising	972-6194
Immigration	972-6740
International Admissions	972-6934
Libraries, University	
Bierce Library	972-7236 or 972-7497
Law Library	972-7330
Photocopying, Bierce Library	972-6278
Science and Technology Library	972-7195
University Archives	972-7670
Multicultural Development, Office of	972-7658
Academic Support Services/Access and Retention	972-6769
Pan-African Culture and Research Center	972-7030
Parking Services	972-7213
Peer Counseling Program	972-8288
Photocopying	
Bierce Library	972-6278
DocuZip (Student Union)	972-7870
Polsky's Center	972-2043
Registrar, Office of the University	972-8300
Graduation Office	972-8300
Records and Transcripts	972-8300
Residence Life and Housing	972-7800
Student Affairs, Vice President for	972-7907
Special Services for Students	972-6048
Student Conduct	972-7021
Student Union	
Director's Office	972-7866
Information Center	972-INFO (4636)
Study Abroad	972-7460
Ticketmaster	972-6684
Tours (of the University)	972-7077
University Program Board	972-7014
Veterans Affairs Coordinator and Counselor	972-7838
WZIP-FM Radio Station	972-7105

Emergency Phone Numbers

Police/Fire/EMS	911
Police (non-emergency)	972-7123
Campus Patrol	972-7263
University Switchboard	972-7111
Closing Information	972-SNOW (7669)

SECTION 1. Background

HISTORY

The connection between The University of Akron and its surrounding community has been a recurring theme in its history. The institution was founded as a small denominational college in 1870 and has grown to its current standing as a major metropolitan, state-assisted university. It is significant that the efforts, energy, and financial support of an Akron manufacturer of farm equipment, John R. Buchtel, were instrumental in persuading the Ohio Universalist Convention to build its college on a hill overlooking the town that stretched along the Ohio Canal. The grateful trustees responded by naming the school Buchtel College. It is also significant that during its first four decades, the struggling institution was repeatedly aided in its efforts to survive by various local entrepreneurs who pioneered and prospered in such industries as cereals, clay products, matches, and rubber. Buchtel College's emphasis on local rather than denominational interests became increasingly clear, and by 1913 those strong ties and the school's financial situation causes its trustees to transfer the institution and its assets to the city. For the next 50 years, The Municipal University of Akron received its principal support from city tax funds and swelled from an enrollment of 198 to nearly 10,000.

The growth of the college paralleled the remarkable expansion of the community itself. From 1910 to 1920 Akron was the fastest-growing city in the country, evolving from a thriving canal town of 70,000 to a major manufacturing center of 208,000, thanks in large part to a boom in local factories that bore names such as Goodyear, Firestone, Goodrich, and others. The age of the automobile—and the demand for inflatable rubber tires—changed the complexion of Akron forever.

Changes within the Municipal University's curriculum reflected the strong inter-relationship of town and gown. In 1914, a College of Engineering began instruction, and other professional schools followed: Education (1921), Business Administration (1953), Law (1959), the Community and Technical College (1964), Fine and Applied Arts (1967), and Nursing (1967).

Considering the institution's location in the heart of a burgeoning rubber industry, it seemed only appropriate that the world's first courses in rubber chemistry would be offered at Buchtel College in 1909. From those first classes in Professor Charles W. Knight's laboratory would evolve the world's first College of Polymer Science and Polymer Engineering (1988). During World War II, University of Akron researchers helped fill a critical need in the U.S. war effort by contributing to the development of synthetic rubber. The University's polymer programs have produced some of the world's most able scientists and engineers, and today attract millions of dollars annually in research support, as well as top graduate students from around the world.

Research, innovation, and creativity actively take many forms at the University—in the sciences and in the arts and humanities. Today, University faculty study ways of matching workers with jobs to maximize performance; develop new ways to synthesize fuel; write and produce plays, pen poetry, choreograph dance works; explore improved methods of tumor detection; evaluate water quality in northeast Ohio; provide speech and hearing therapy to hundreds of clients; aid the free enterprise system by sharing the latest in business practices with new and established companies alike; provide health care in community clinics; and study political campaign financing and reform. Faculty are awarded patents each year for their work on new technologies and products. The University of Akron's continuing and central commitment to the liberal arts is signified by the perpetuation of the institution's original name in the Buchtel College of Arts and Sciences.

The University has a long tradition of serving the needs of part-time and full-time students through day and evening classes, and it attracts traditional-age students and adult students of all economic, social, and ethnic backgrounds. Committed to a diverse campus population, the University is at the forefront of all Ohio universities in recruiting and retaining minority students.

The University's first doctoral degree was, appropriately enough, awarded in polymer chemistry in 1959, but master's degrees were granted as early as 1882. The University of Akron now offers 18 doctoral degree programs and four law degree programs as well as more than 100 master's degree programs and options.

In 1963, the receipt of state tax monies made the University a state-assisted municipal university, and on July 1, 1967, The University of Akron officially became a state university. Today, more than 24,000 students from 40 states and 83 foreign countries are enrolled in its 10 degree-granting units. The University of Akron is only Ohio institution, public or private, with a science and engineering program ranked in the top five nationally. Its College of Polymer Science and Polymer Engineering also is the nation's largest academic polymer program. The University excels in many other areas, including global business, biomedical engineering, organizational psychology, educational technology, marketing, dance, intellectual property law, and nursing. Alumni of the University number more than 130,000 and include scientists, engineers, artists, lawyers, educators, nurses, writers, business people, and other professionals at work in every state and 84 foreign countries.

The 180-acre Akron campus, with 81 buildings, is within walking distance of downtown Akron and is located in a metropolitan area of 2.8 million people. The University's presence in northeast Ohio provides numerous opportunities in recreation, major collegiate, amateur, and professional sports, concerts, cultural events, and commerce, all within easy driving distance and many accessible via public transportation. Arts venues on the campus include Daum and Sandefur theatres, Guzzetta Recital Hall, the Emily Davis Gallery, and E.J. Thomas Performing Arts Hall, the flagship performance venue for the region. The critically acclaimed Akron Symphony, Tuesday Musical, UA Steel Drum Band and Ohio Ballet—the latter two in-residence on campus—perform at E.J. Thomas Hall. The University joined the Mid-American Conference in 1991 and participates on the NCAA Division I level in 18 sports.

The University of Akron campus, already one of the most modern in Ohio, has embarked on an ambitious venture to create "a new landscape for learning." With a \$300 million investment, nine new buildings and major expansions or renovations of 14 other structures will be completed in Fall 2004. Among the new buildings will be a Student Recreation and Wellness Center and a Student Union. The project will add 30 additional acres of green space as well.

For more than 130 years, The University of Akron has been an active participant in Akron's renaissance of commercial and artistic endeavor, a leader in the metropolitan area's intellectual and professional advancement, a center for internationally lauded research efforts, a source of enrichment, education, and vitality for northeast Ohio. Our history is a long and proud one—yet at The University of Akron our eyes are on the future, for our students, our faculty and staff, our community, and our world.

MISSION STATEMENT

The University of Akron, a publicly assisted metropolitan institution, strives to develop enlightened members of society. It offers comprehensive programs of instruction from associate through doctoral levels; pursues a vigorous agenda of research in the arts, sciences and professions; and provides service to the community. The University pursues excellence in undergraduate and graduate education, and distinction in selected areas of graduate instruction, inquiry, and creative activity.

CHARTING THE COURSE

Today, the University stands on the threshold of a fundamental shift in thinking and a sweeping recommitment of institutional talents, energies and resources toward attaining even greater excellence. The blueprint for change is "Charting the Course," an ongoing and dynamic process of strategic thinking that begins with the University's fundamental strategies and builds to where the institution envisions itself in the future.

Objective and documented excellence tells us that The University of Akron is already the leading public university in northern Ohio and signals a clear promise and destiny. We have framed our vision as a Statement of Strategic Intent:

The University of Akron intends to be recognized as the public research university for Northern Ohio.

That recognition will be gained by building upon the documented excellence that has enabled the University to achieve its current high level of achievement, and by strategic investments, partnerships and initiatives.

The University will continue to build a leadership position in information technology—to better prepare our students for today's technologically advanced knowledge economy, to make learning more accessible and dynamic, and to increase the effectiveness of the University's planning and operations.

We will attain technological and programmatic excellence throughout the University by taking full advantage of our metropolitan setting and long-standing relationships with area business and industry. We will act decisively to form and optimize strategic partnerships that will benefit our students and our community.

Enabling student success will continue to be the hallmark of The University of Akron. We recognize, importantly, that students are the responsibility of all of us at the University. We will work to strategically shape and determine the quality, diversity and size of our student body. And, we will strive to offer students the chance to apply what they are learning in the classroom through hands-on research, service, internships, cooperative education or similar opportunities.

Student success **is** our number one priority.

A CIVIL CLIMATE FOR LEARNING: Statement of Expectations

The University of Akron is an educational community of diverse peoples, processes, and programs. While all of us have our individual backgrounds, outlooks, values, and styles, we all share certain principles of personal responsibility, mutual respect, and common decency. Our campus culture requires that we maintain and extend those principles, for without them we cannot thrive as a humane and worthwhile university. To keep ourselves aware of these shared principles, this statement articulates some of the expectations and responsibilities of a civil climate for learning on our campus.

Principles of Our Campus Culture

Our campus culture acknowledges the importance of all in our community for their participation in our common enterprise as a university. We value the contributions and we respect the needs of students, faculty, contract professionals, staff, administrators, maintenance and service personnel, and everyone else whose work and dedication enables us to pursue our individual and collective academic goals.

Together we maintain an **intellectual culture** that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a **culture of diversity**, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical or mental potential. We take responsibility for sustaining a **caring culture**, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a **culture of civility**, united in our rejection of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration. Ours is a **responsible culture**. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

Expectations and Responsibilities

To preserve and propagate the Culture of The University of Akron, everyone must engage in certain specific behaviors. Anyone new to this campus must be aware of the expectations we have of each other and be committed to fulfilling his/her responsibility in maintaining our culture.

Inside the Classroom

Inside the classroom, **faculty** are expected to respect the sanctity of the teaching/learning process by honoring their commitment to students in terms of time, fairness, and enthusiasm. It is the responsibility of faculty to set and enforce the classroom rules of conduct. Faculty members are expected to treat men and women, persons of all colors and ethnicities, and persons with varying abilities, spiritual preference, or sexual orientation with equitable respect and consideration. Faculty should value and pursue excellence in teaching as well as research. Faculty shall not engage in sexual or other forms of harassment or engage in inappropriate dual relationships with students. Faculty must not tolerate academic dishonesty nor discrimination or harassment from students to other students.

Students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Academic dishonesty will not be tolerated. Students are expected to take responsibility for their own learning and, in return, can expect responsible teaching from the faculty member. Students should report unprofessional behavior on the part of faculty members. Students have a right to expect that they will not be sexually otherwise harassed, intimidated, or threatened.

On the Campus

On the campus, everyone is expected to respect and protect the dignity and freedom of each other. There must be the opportunity for expression of all points of view, free from name-calling or ridicule. All members of the University family are expected to be civil and tolerant of others. It is the responsibility of each member of the University community to express dissatisfaction with anyone who fails to meet the responsibility of civility and to request that they do so. In the event that cooperation can not be attained, proper authorities must be involved to insist upon these minimum expectations. Only by campus-wide compliance to these expectations can we achieve a clear sense of our campus culture and, accordingly, a sense of mutual pride.

Students can expect that all representatives of all departmental and administrative offices will treat them with respect, a sense of cooperation and with concern for their welfare. Students can also expect appropriate coordination of services among departments.

Everyone is expected to respect the campus environment by behaving in ways that protect the safety, order, and appearance of all campus facilities. Each person must take steps to preserve the ecological and aesthetic aspects of the campus.

Additional Behavioral Expectations

All members of the University community are required to abide by all laws and regulations of The University of Akron, the City of Akron, the State of Ohio, and the Federal Government. Students are expected to abide by the Student Code of Conduct and the University Disciplinary Procedures. Faculty, contract professionals, administrators, and staff are expected to abide by all University regulations and procedures.

ACCREDITATION

Accreditation assures that degrees are recognized and approved by select regional and national education associations, societies and councils. Accreditation serves two fundamental purposes: quality assurance and institutional and program improvement.

There are two types of accreditation of educational institutions: institutional accreditation and specialized accreditation. Institutional accreditation evaluates the entire institution and accredits it as a whole. The University of Akron has been approved by The Higher Learning Commission of The North Central Association of Colleges and Schools (30 North La Salle Street, Suite 2400 Chicago, IL 60602 1-800-621-7440) since 1914 and has been reaccredited at the highest level as a comprehensive doctoral degree-granting institution.

Institutional accreditation is separate from the accreditation given by professional associations or organizations. Specialized accreditation evaluates particular units, schools or programs within an institution and is often associated with national professional associations or with specific disciplines.

Accreditation provides the security of knowing that the University will honor most credits earned at a similarly accredited college or university. Degrees earned at the University are respected and sought after by prospective employers.

Institutional Accreditation:

The Higher Learning Commission of The North Central Association of Colleges and Schools

Specialized Accreditations:

*AAACSB-The Association to Advance Collegiate Schools of Business
Accreditation Board for Engineering and Technology
America Association for Family and Consumer Science
American Association of Marriage and Family Therapy (provisional)
American Association of Nurse Anesthesia-Council on Accreditation
American Dietetic Association
American Psychological Association
American Speech-Language-Hearing Association
Association of Collegiate Business Schools and Programs
Commission on Collegiate Nursing Education
Committee on Allied Health Education and Accreditation of American Medical Association
Council for the Accreditation of Counseling and Related Educational Programs (provisional)
Council on Social Work Education
Foundation for Interior Design Education Research
International Fire Service Accreditation Congress
National Academy of Early Childhood Programs
National Association of Education for Young Children
National Association of Schools of Art and Design
National Association of Schools of Dance
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration (NASPA)
National Athletic Training Association
National Certification Board of Pediatric Nurse Practitioners and Nurses
National Council for Accreditation of Teacher Education
National League of Nursing Accrediting Commission
North Central Association for Teacher Education
Ohio Department of Education
Professional Society for Sales & Marketing Training (SMT)*

The School of Law is accredited by or holds membership in the following:

*America Bar Association
Association of American Law Schools
League of Ohio Law Schools
Council of the North Carolina State Bar
State of New York Court of Appeals*

The University also holds membership in the following educational organizations:

*American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Community Colleges
American Association of State Colleges and Universities
American Council on Education
American Society for Engineering Education
American Society for Training and Development
Council of Graduate Schools
Department of Baccalaureate and Higher Degree Programs (National League for Nursing)
International Council on Education for Teaching (associate)
Midwestern Association of Graduate Schools
National Association of Graduate Admission Professionals
National Association of State Universities and Land-Grant Universities
North American Association of Summer Sessions
Ohio College Association
Ohio Continuing Higher Education Association
United States Association of Evening Students
University Council on Education for Public Responsibility
University Continuing Education Association
University Sales Center Alliance (USCA)*

The *American Association of University Women* grants membership to women graduates with approved baccalaureate degrees from The University of Akron.

The Campus

Currently, the Akron campus covers 218 acres and encompasses 81 buildings. Recent and continued growth with new academic, administrative, and recreational spaces, in addition to major renovations to existing buildings, are attributable to the current Master Plan, "A New Landscape for Learning."

LOCATION

The University is situated in a large metropolitan area. The campus, although centrally located within the City of Akron, features park-like pedestrian areas. Students have easy access to retail outlets, transportation, and churches. The University of Akron is located between East Market Street and East Exchange Street on the eastside of the downtown area. Akron is easily reached by automobile from major national east-west routes (Interstates 80, 90, 76, and the Ohio Turnpike) and north-south routes (Interstates 71 and 77), all of which link Akron to the surrounding states and regions. For airline passengers, limousine service is available from the Cleveland Hopkins International Airport located to the north and Akron-Canton Regional Airport, located to the south.

BUILDINGS

Many of the buildings on campus bear the names of prominent persons who are recognized for their contributions in administration, education, business, science, or University service. Major buildings include:

Akron Polymer Training Center. The Akron Polymer Training Center at 225 East Mill Street is an instructional classroom and laboratory facility for Polymer Engineering and Engineering and Science Technology Polymer Science classes.

Arts & Sciences Building. Located at 290 E. Buchtel, the College of Arts & Sciences Building is occupied by the Dean of the Buchtel College of Arts & Sciences, Computer Science, Economics, Geography and Planning, History, Mathematics, Statistics, Psychology, and 16 classrooms.

Auburn Science and Engineering Center. Named for Dr. Norman P. Auburn, 10th president of the University, this complex is one of the largest academic buildings in the state and has just opened a new \$3.6 million, 26,500 square foot addition to the existing Science Technology Library. The center also houses the College of Engineering Dean's office, the Engineering Co-op Office; Mechanical, Electrical, Chemical, and Civil Engineering; as well as the Department of Biology and Biology Research Facility.

Ayer Hall. Named for the first dean of the College of Engineering, Frederic E. Ayer, Ayer Hall provides classrooms and offices for the department of Physics and interim meeting space for the Student Union.

Ballet Center. This center, located at 354 East Market Street, houses dance studios, a choreography laboratory, faculty offices, and offices for the School of Dance, the Ohio Ballet, and the Dance Institute.

Bierce Library. Named for General Lucius V. Bierce, an Akron mayor, lawyer, historian, state senator, philosopher, philanthropist, and soldier, the building opened in the spring of 1973. In addition to the book and periodicals collections, the facility houses audio-visual materials, maps, and microforms. University Libraries, including science and technology materials located in the Auburn Science and Engineering Center, have holdings of more than 2.8 million items.

Buchtel Hall. Originally built in 1870, this structure was destroyed by fire in 1899 and rebuilt in 1901 (Buchtel Hall II). The administrative center of campus, Buchtel Hall was completely restored in 1973 following a devastating fire in 1971. It is the University's link with its predecessor, Buchtel College. It provides office space for numerous administrative officials of the University.

Buckingham Center. Located at 220 Wolf Ledges Parkway in the renovated Union Depot Building. This building houses the offices of the Associate Provost, Multicultural Development, Office of Multicultural Development, Black Cultural Center, Academic Achievement Programs, classrooms and a repository of African-American history.

Business Administration Building. This \$9.1 million facility, located at 259 South Broadway, was completed in 1991. The structure consolidates office, classroom, and laboratory facilities for the dean of the College of Business Administration, the George W. Daverio School of Accountancy, and the departments of Finance, Marketing, and Management.

Carroll Hall. Adjacent to the new Student Union, Carroll Hall houses offices of The Faculty Senate, New Student Orientation, Adult Focus, and interim space for the Student Union; in addition to classrooms, laboratories, and offices for department of Counseling and Developmental Programs.

Center for Child Development. The former Girl Scout regional headquarters building at 108 Fir Hill has been renovated to accommodate the University's Center for Child Development.

Computer Center. This building at 185 Carroll Street houses the University's Information Services offices, main computers, and workrooms.

Crouse Hall. Crouse Hall houses the Department of Geology, the Center for Environmental Studies, classrooms, and some of the College of Education offices.

E.J. Thomas Performing Arts Hall. Named for Edwin J. Thomas, prominent industrialist and dedicated member of the University Board of Trustees from 1952

to 1975, this cultural center, which cost more than \$13.9 million, was formally opened in 1973. Designed to accommodate concerts, opera, ballet, and theater productions, the hall is a masterpiece in architecture, acoustics, and creative mechanisms. It stands at the corner of University Avenue and Hill Street.

Firestone Conservatory. On the first floor of Guzzetta Hall, this facility provides classrooms, practice rooms, and offices for music.

Folk Hall. This building, at 150 East Exchange Street, provides modern, well-equipped facilities for the Mary Schiller Myers School of Art. Studios are available for graphic arts, photography, drawing, painting, metalsmithing, ceramics, and computer design. The Emily Davis Art Gallery is also located in the facility.

Mary E. Gladwin Hall. Housing the College of Nursing and biology laboratories, this building was named in honor of distinguished alumna Mary E. Gladwin (1887), who rendered unparalleled service to the nation during World War I. The \$10 million complex opened in 1979 and includes the administrative offices of the College of Nursing, faculty offices, the Center for Nursing, a Learning Resources Center that includes patient care simulation areas, an audio-visual center, and a state-of-the-art computer learning center.

Goodyear Polymer Center. Construction of the \$17 million Polymer Science Building was completed in 1991. This two-tower structure of steel, concrete, and glass, located at 170 University Avenue, houses offices for the Vice President for Research and Dean of the Graduate School and the dean of the College of Polymer Science and Polymer Engineering. The facility features a 200-seat lecture hall, offices, classrooms, and research laboratories for the Institute and Department of Polymer Science.

Guzzetta Hall. 157 University Avenue, Guzzetta Hall is occupied by the Dean of the College of Fine and Applied Arts and the Department for the School of Dance, Theatre, and Arts Administration, Firestone Conservatory, and the School of Music in addition to student practice rooms, an experimental theatre, and 300-seat recital hall.

James A. Rhodes Health and Physical Education Building (JAR). This structure on Buchtel Common is connected to Memorial Hall by a pedestrian bridge over South Union Street and contains an intercollegiate basketball facility seating 7,000, an indoor jogging track, physical education laboratories, classrooms, the athletic director's office, the sports information office, athletic offices, and a ticket office.

Hower House. Located on Fir Hill, this 19th-century mansion has been designated a Historic Place by the National Park Service.

Knight Chemical Laboratory. This \$10 million complex is named in honor of Dr. Charles M. Knight, who taught the first courses in rubber chemistry at Buchtel College as early as 1909. Opened in 1979, the building houses the Department of Chemistry and features many innovative laboratories with the most sophisticated safety equipment, as well as classrooms and faculty and administrative offices.

Kolbe Hall. Named for the first president of the Municipal University of Akron, this building was remodeled for the School of Communication at a cost of \$7.3 million. Additions to and remodeled space within the building have provided space for faculty and staff offices, TV studio areas, WZIP-FM radio station, computer labs and classrooms. The building also houses the Paul A. Daum Theatre.

Leigh Hall. Located at 308 Buchtel Common, Leigh Hall is named in honor of Warren W. Leigh, first dean of the College of Business Administration. This newly renovated building is occupied by the Distance Education Center, Institute for Teaching and Learning, Center for Collaboration and Inquiry in addition to The John S. Knight Auditorium.

Paul E. Martin University Center. Located at 105 Fir Hill, the Paul E. Martin University Center has changed from a private club serving dues-paying members to a University-operated restaurant and banquet center. The table service restaurant is open for lunch between 11:30 a.m. and 2 p.m. Business and departmental functions, banquets, receptions, and parties can be scheduled during the hours of 7:30 a.m. to noon. The office of the Department of Development is located on the upper floors of the building.

McDowell Law Center. Named for C. Blake McDowell, prominent local attorney, alumnus, and benefactor of the University, the center houses the School of Law. Opened in 1973 at a cost of \$2.5 million, it provides space for the law library, classrooms, moot courtroom, appellate-review office, seminar rooms, and faculty offices. A \$2.8 million addition provides library and support space, and a \$1.5 million second expansion has linked McDowell Law Center to West Hall, providing additional administration office space. The law complex stands at the corner of University Avenue and Wolf Ledges Parkway.

Memorial Hall. Dedicated to the memory of Summit County men and women who died in World War II, this is the companion building to the JAR. It contains offices of the Department of Sport Science and Wellness Education, a main gymnasium, a gymnastics area, a combatives area, a motor learning lab, a human performance lab, an athletic training lab for sports medicine, a weight training and fitness center, an athletics batting cage, the intramurals sports office, and classrooms.

Ocasek Natatorium. The \$6 million natatorium, completed in 1988, is a 70,000-square-foot structure that houses an Olympic-size swimming pool with adjacent spectator seating area, and locker rooms and showers. The center also houses eight racquetball courts as well as weight room facilities. The natatorium is named for former Ohio State Senator Oliver Ocasek.

Olin Hall. Named in honor of Professor Oscar E. Olin and Mr. Charles Olin, this facility houses the following departments and institutes: Arts & Sciences Careers Program, Ray C. Bliss Institute of Applied Politics, Philosophy, English Language Institute, Sociology, Political Science, English, Modern Languages, Classical Studies, Anthropology, and Archaeology.

Olson Research Center. This facility, adjacent to the new Polymer Engineering Academic Center on Forge Street, houses space for the Department and Institute of Bio-medical Engineering and the Department and Institute of Polymer Engineering.

Physical Facilities Operations Center. This building, located at 146 Hill Street, houses physical facilities offices, craft shops, the central heating and cooling distribution center, and the Campus Police/Security Department.

The Polsky Building. The largest academic building in Ohio, this renovated downtown department store is home to the Graduate School. Also located here are the University Archives, the Archives of the History of American Psychology, the School of Speech-Language Pathology and Audiology and its Audiology and Speech Center, the Department of Public Administration and Urban Studies, the School of Social Work, the Continuing Education Office, the Office of International Programs, the Associate Vice President for Research and Technology Transfer, including the Office of Research Services and Sponsored Programs, the Institute for Policy Studies offices, and the Center for Health and Social Policy. A University food service facility and a campus bookstore are in operation on the High Street level (third floor).

Polymer Engineering Academic Center. The newly constructed 31,900 sq. ft. addition to the Olson Research Center houses departmental, faculty, and graduate student offices, the Rubber Division offices of the American Chemical Society, classroom space and a 134-seat lecture hall.

Robertson Dining Hall. This building at 248 East Buchtel Avenue has a cafeteria and dining room for students, as well as the campus infirmary, which provides health services for the University.

Rubber Bowl. This off-campus stadium at 800 George Washington Boulevard, four miles from campus, features an artificial turf playing field, seating for 35,000, locker rooms, concessions, and a press box.

Schrank Hall. Named for Harry P. Schrank, longtime member and chairman of UA's Board of Trustees, this complex, which adjoins Auburn Science and Engineering Center, is composed of two academic structures and a parking deck. Schrank Hall North contains space for the Counseling, Testing, and Career Center (including placement services), some Civil and Mechanical Engineering faculty offices and research space, a College of Engineering minority students study area, the Biology lab and Learning Resource Center, and general purpose classroom space. Schrank Hall South provides facilities for the School of Family and Consumer Sciences.

Simmons Hall. This newly constructed building, located at 277 East Buchtel Avenue is occupied by departments of Student Affairs, University College, and Business and Finance. Major services provided in this building are Undergraduate Admissions, Center for Career Management, Student Financial Aid, Office of the Registrar, University College, New Student Orientation, and Business and Finance (Student Financials).

Stitzlein Alumni Association Center. Named for Harry P. and Rainey G. Stitzlein, this recently remodeled building, north of East Buchtel Avenue at Fir Hill, houses the Office of The Alumni Association.

Student Administrative Services Building. This building located at 185 E. Mill Street houses the Registrar's Office, Cashier, Parking, Loans and Receivables, Student Financial Aid, Academic Advising, Controllor, Auditor, University College, and the Office of Accessibility - all of which will be located in Simmons Hall in Fall 2004. The departments remaining will be the Controllor and Auditor's offices.

Student Union. The Student Union, located in the center of campus, serves the students, faculty, and staff, and is one of the University's major assets in meeting the University-wide goal of public service. This facility houses various food service facilities, meeting rooms, a movie theater, Computer Solutions—The University of Akron's computer technology store, the DocuZip copy center, a bank, Ticketmaster/Film/Fax Center, the Information Center and a bookstore. Phase I of the \$41 million Student Union was completed in Fall 2002 and Phase II is under construction. Visit our website at <http://www.uakron.edu/studentunion>.

Student Recreation Center and Field House. This newly constructed facility, located at 382 Carroll Street, houses facilities and services for student recreation and wellness in addition to varsity sports training. Major activities available are a climbing wall, cardio fitness and aerobic center, five multipurpose courts, lazy river, water spa, weight training, and a six-lane running track.

Whitby Hall. Located at 200 Buchtel Common, Whitby Hall is named in honor of G. Stafford Whitby, a pioneer in the development of polymer science. This newly renovated building will be occupied by the Department of Chemical Engineering during Fall 2003.

Zook Hall. Named to honor George F. Zook, president of the University from 1925 to 1933, this Buchtel Common facility houses the College of Education offices of the Dean, Associate Dean for Academic Affairs, Assistant Dean for Student Affairs, and admission advisement offices. Other facilities include a lecture room that seats 245, general classrooms, a science and mathematics classroom/laboratory, a distance learning classroom, a Center for Literacy, two technology-enhanced demonstration classrooms, two computer-training classrooms, and a multi-media laboratory.

FACILITIES AND EQUIPMENT

The University's addition of modern teaching aids demonstrates its recognition of the need, in this technological age, for up-to-date facilities and equipment. Many of these facilities are described below.

Buchtel College of Arts and Sciences

The **Department of Biology** houses greenhouses, controlled-environment chambers, a new animal research facility, a molecular biology research center, modern laboratories, and equipment that includes advanced light microscopes (differential interference contrast, fluorescence), electron microscopes (scanning and transmission), scintillation counters, ultracentrifuges, DNA sequencing apparatus, and physiographs; vehicles and boats and a 400-acre nature preserve are available for fieldwork. Many biology courses use the department's student computer lab for review of multimedia presentations, data analysis, simulations, Internet and Web assignments, teleconferencing, scanning, word-processing, and printing.

The **Department of Chemistry** is located in Knight Chemical Laboratories. The department is home to state-of-the-art facilities for the spectroscopic identification and characterization compounds. These include the centers for Laser spectroscopy, Mass spectrometry, Nuclear Magnetic Resonance spectroscopy, and X-ray crystallography. Students have access to the department's computer lab for internet and Web assignments, data analysis, computations, word-processing, and printing. The Chemical Stores facility maintain an inventory of more than 1,100 items, including chemicals, glassware, and apparatus. Additional information about the Department of Chemistry can be found on the department website located at www.chemistry.uakron.edu.

The **Department of Classical Studies, Anthropology and Archaeology** has a Macintosh-based computer lab which gives easy student access to a collection of several thousand original digital images of ancient Mediterranean buildings, artifacts and art works, to the Perseus program, a digital multimedia database on the Greek world (20,000 images and most of Greek literature both in Greek and in translation), and to the Internet and the Web. The lab includes an extensive suite of graphics software, three dual-monitor authoring workstations as well as desktop machines, flatbed and film scanners, and an accelerated 100 base-T local network connected to the University backbone. Digital investigation and creation are a regular part of most classes. The Interdisciplinary Anthropology Program laboratories contain hominid fossil casts, archeological collections, and a variety of equipment used in field research projects as well as computers for use with faculty and student research projects using ArchView and qualitative software packages. The Anthropology Program is affiliated with the Institute for Health and Social Policy. The Anthropology website is www.uakron.edu/anthro. It contains current course listings, the "Notes from the Field" Newsletter and information on research.

The **Department of Computer Science** is located on the second floor of the new College of Arts and Sciences Building. Students in Computer Science have access to a wide variety of computing facilities, operating environments, languages and software in laboratories maintained in and by the department. In addition to a PC lab, a UNIX lab and a Graduate Research lab, the department has a 24-node cluster computer available for research and instruction. Our facilities are state-of-the-art and provide a broad range of experience that is attractive to potential employers. Department computers provide access to the Internet, the World Wide Web, and the computational resources of the Ohio Supercomputing Center in Columbus. In addition, there are connections to the VBNS Internet II network. Many department computers are accessible via the University dial-up lines or the Internet. The proximity of the faculty offices to the computer laboratories encourages regular interaction between students and faculty. Staff members are always available to help students. A friendly, informal, helpful atmosphere makes the department an enjoyable place to learn and gain practical experience.

The **Department of Economics** is housed on the fourth floor of the College of Arts and Sciences Building in a modern office complex with space for faculty and graduate students. Economics as a discipline has become increasingly analytic. In keeping with this trend, the department recently opened a new computer laboratory for faculty and students. The lab is equipped with the latest equipment, running in a Windows environment. In addition, the department has a variety of software, including economic tutorials, word processing programs, SAS/MVS, SAS/VM, and SAS/PC. The lab is also equipped with laser printers. Network access allows students to search for books, journal articles, the latest economic data, etc., remotely from either OhioLink or the World Wide Web. The lab is located in close proximity to the faculty offices which facilitates interaction between faculty and students, and enhances the students' educational experiences.

The **Department of English** has a state-of-the-art Computer Classroom. The department faculty includes editors of the journals *Composition Forum*, *Seventeenth Century News*, and *The Social History of Alcohol Review*. Additional information about the department, the faculty, and the programs is available on the department website at www.uakron.edu/english.

The **Department of Geography and Planning** has an instructional computer lab and specialized labs for research and production work in cartography, geographic information systems (GIS), remote sensing, and soils analysis. These labs have a variety of cartographic, GIS, remote sensing, database, spreadsheet and statistical analysis software as well as digitizers, scanners, printers and plotters. The department also houses a diverse collection of maps, aerial photographs and satellite images.

The **Department of Geology** has modern instrumentation for field and laboratory studies which includes an automated electron microprobe, automated X-ray diffraction system, ion-coupled plasma spectrometer, atomic absorption spectrometer, ion chromatograph, coal and sulfur analyzers, oxygen bomb calorimeter, gravimeter, resistivity gear, refraction seismography, magnetometers, image analyzer, cathodoluminescope, microcomputer laboratory with printers, map and video

digitizers, wide carriage network plotter, flat bed and slide scanner, core laboratory, research microscopes, a well-equipped darkroom, rock saws, automated thin-section equipment, portable rock corer, Giddings soil probe, a four-wheel-drive vehicle, and two 15-passenger vans.

The **Department of History** occupies one wing on the second floor of the new College of Arts and Sciences Building. This new office complex includes a multimedia room for web-based computer work in close proximity to faculty offices, enhancing students-faculty interaction. The endowed interdisciplinary Sally A. Miller Humanities Center is housed within the department and offers fellowships, sponsors speakers, and runs pedagogical workshops. The online *Journal of Northeast Ohio History*, which offers both editorial experience and opportunities of scholarly publication, has its office in the department. The History suite contains three separate seminar rooms, where graduate students work closely with faculty. More information about the department can be found on its website: www3.uakron.edu/history.

The **Department of Modern Languages** has a Language Resource Center in Olin Hall. The Language Resource Center contains facilities for students to listen to audiotapes and view videotapes as a class or individually. Fourteen networked multimedia computers have software for additional language practice and foreign language word processing. Access to the World Wide Web provides students with the opportunity to both read and listen to up-to-date news and cultural information in foreign languages. Magazines and dictionaries are also available for student use. Additional information about the department and its programs is available on the Internet at www.uakron.edu/modlang/.

The **Department of Philosophy** is located on the second floor of Olin Hall. It houses a small computer lab and a private library for philosophy students. Brief biographies and pictures of each faculty member in the department can be found on the University website at www.uakron.edu/philosophy/.

The **Department of Physics** is located on the first three floors of Ayer Hall. Facilities include research laboratories used for faculty and student research projects, laboratories for experiments associated with coursework and several microcomputer labs for undergraduate and graduate student use. Most of the department's computers are networked. The department has an e-mail system and a web page (www.physics.uakron.edu) for use by the faculty and physics students. Many instructors use this system to distribute course materials and entertain questions and feedback from students. The smallness of the department provides ample opportunity for interaction with all faculty members. This interaction combined with the laboratory space, computing facilities and reading room offers a diverse learning experience to the student in an attractive and hospitable environment.

The **Department of Political Science** maintains an instructional computer laboratory consisting of 16 computers and a scanner. This laboratory is used by Political Science students assigned research tasks requiring improved computer and Internet skills.

The **Department of Psychology** is located on the third floor of the new College of Arts and Sciences Building. The department maintains three computer labs that are available for graduate students in Psychology. All labs have access to the Internet. Supported throughout the labs are statistical packages which include SAS, SPSS and Lisrel. WordPerfect and MS Word are available throughout the department for word processing. A full-time research programmer/analyst provides hardware and software support for the department and writes custom software for computerized research. In addition to the computer labs, a counseling clinic is maintained by the department and has videotaping capabilities for the study of counseling processes and outcomes. Also, the department's Center for Organization Research engages in outreach to the greater Akron community and provides applied research experience for students. Additional facilities of the Psychology Department include: research areas for individual computer research and for small group behavior research, and a Test Room where current psychological testing materials are kept. Additional information about the department, its faculty, and its programs, is available on the Internet at <http://www.uakron.edu/psychology>.

The **Department of Public Administration and Urban Studies** is appropriately located on Main Street in downtown Akron in the Polsky Building. The office suite includes a computer laboratory that is available exclusively for graduate students. The lab has twenty computers and computer projection equipment to facilitate web-enhanced course offerings. Each computer has SPSS X, SAS, and other statistical packages. Research design, methods, and computer applications classes are taught in the lab. In 2002, the department co-sponsored the creation of the Center for Public Sector Research and Training in the Institute of Health and Social Policy (a more detailed description of the Center is found in this bulletin). The Center is the locus for public service outreach and community engagement for the University. Much of the public and non-profit sector research and grant activity of the department faculty is supported through the Center.

The **Department of Sociology** facilities include research laboratories used for funded research projects. The Newman Library, providing many current professional journals, is open for students' use. The Department is also affiliated with the Institute for Health and Social Policy.

The **Department of Statistics** maintains two instructional computer labs. One of these labs is used for class laboratory sessions for the general education mathematics requirement course, Basic Statistics, and is located in the College of Arts and Sciences Building, Room 108. The other lab, located in the College of Arts and Sciences, Room 109, is being used for various undergraduate and graduate statistics courses. The Center for Statistical Consulting, housed in the department and

maintained by the Buchtel College of Arts and Sciences, provides opportunities for students to gain valuable experience in the practical applications of statistics while interacting with faculty and clients.

The **Department of Theoretical and Applied Mathematics** is located on the second floor of the new College of Arts and Sciences Building. It provides students in mathematics and applied mathematics with a wide variety of computing facilities, operating environments, programming languages, and software. These facilities are being constantly upgraded to maintain currency in a rapidly changing field. Most computers in the department also provide Internet access to encourage students and faculty to keep current on subjects of interest. Access to the facilities at the Ohio Supercomputing Center in Columbus, Ohio and vBNS Internet II network are also available for students involved in research. The department homepage at www.math.uakron.edu provides updated information about the department, its facilities, faculty, and programs. The proximity of the faculty offices to the computer laboratories encourages regular interaction between students and faculty. Staff members are always available to help students. A friendly, informal, helpful atmosphere makes the department an enjoyable place to learn and gain practical experience.

College of Business Administration

The **College of Business Administration** is located in the 81,000 square-foot, four-story College of Business Administration Building, that houses the college's offices, classrooms, computer laboratories, and advising services. The departments of Finance, Management, Marketing, the George W. Daverio School of Accountancy, the Fitzgerald Institute for Entrepreneurial Studies, the Fisher Institute for Professional Selling and the Institute for Global Business share the CBA. Graduate programs are fully accredited by AACSB International—The Association to Advance Collegiate Schools of Business, the most prestigious accrediting agency for business schools.

Tiered, amphitheater-style classrooms permit close contact between students and professors. The Milton and Henrietta Kushkin Computer Laboratory provides three computer classrooms, each equipped with 36 personal computers and a homework laboratory for students with more than 75 computers. Each PC is equipped with current versions of word processors, spreadsheets, database managers, and multi-media software and all are connected to the Internet.

The nationally acclaimed Carl V. and Clyde A. Fisher Sales Laboratory offers six group lab rooms connected by one-way mirrors to a central monitoring and control room. Sophisticated videotape equipment permits the recording of activities in each lab room which can then be shown to students to provide immediate feedback. This facility is a key resource in college programs for training in sales, sales management, negotiation, leadership, and employment interview preparation.

The Goodyear Tire and Rubber Company Lecture Hall, the building's largest classroom, is equipped with a state-of-the-art audio-visual system capable of projecting textbook material, transparencies, slides, videotapes, computer screen images, and the like onto the room's 10-by-10 foot screen. Other classrooms also offer multi-media capabilities. Facilities for seminars, continuing education programs, and student organization meetings are provided in the John P. Murphy Executive Room and adjacent small-group meeting room.

College of Education

The offices, laboratories, and other facilities of the College of Education are located in Zook Hall, Carroll Hall, Crouse Hall, the James A. Rhodes Health and Physical Education Building, and Memorial Hall.

The **Department of Educational Foundations and Leadership** serves undergraduate and graduate students in the College of Education. In the area of leadership, the department provides graduate courses in school administration and higher education administration. The department members also teach the core curriculum of historical, philosophic, psychological, and social foundations required in all graduate education programs. They teach, advise, and supervise problems, theses, and dissertations of students in their degree-granting graduate programs, the master's programs in Educational Foundations, the master's and doctoral programs in Educational Administration, and the master's program in Higher Education Administration.

The **Department of Sport Science and Wellness Education** prepares students for careers in teaching, athletic training for sports medicine, sport and exercise science, community and school health education, coaching, related recreational fields, and related health fields. There are laboratories for the study of exercise physiology, motor behavior, teaching skills (microteaching), and computer utilization in physical and health education. The department has access to the James A. Rhodes Health and Physical Education Building (classrooms, the main gym, an indoor running track, a multi-purpose room, and four teaching station areas), Memorial Hall (classrooms, as well as large and small gyms), Coseack Natatorium (a classroom, a swimming pool, nine racquetball courts, and a weight room), and Lee Jackson Field (an outdoor running track and two softball fields).

The **Department of Curricular and Instructional Studies** includes the areas of early childhood, middle childhood, secondary (adolescent to young adult), preschool to grades 12 (P-12) education, and the areas of special education as an intervention specialist for early childhood (P-3 mild/moderate/intensive), mild to moderate (K-12) or moderate to intensive (K-12). Initial teacher preparation programs are available at the undergraduate, post-baccalaureate, and master's degree levels. The early

childhood program prepares teachers to teach age three to grade three. The middle childhood program prepares teachers to teach grades four through nine with specialization in each of two areas selected from reading/language arts, mathematics, science and social studies. The secondary program prepares teachers in grades seven to twelve to teach language arts, mathematics, science, social studies, family and consumer science (grades 4-12), or vocational business (grades 4-12). The P-12 program prepares teachers of foreign language, music, dance, drama, or visual arts. Endorsements are available in computer/technology, reading, and teaching English as a second language. The special education options prepare graduate students to be master teachers and supervisors of special education programs. The University Center for Child Development, a collaborative unit with the College of Fine and Applied Arts, provides care for children while serving as an experimental learning site for teacher education students.

The **Department of Counseling** offers graduate programs leading to the Ph.D. as well as the Master's degree. The Ph.D. is offered in Guidance and Counseling (with specialities in Counselor Education and Marriage and Family Counseling/Therapy), and Counseling Psychology (a collaborative program with the Department of Psychology in the College of Arts and Sciences). Masters programs are offered in Community Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Classroom Guidance for Teachers. The department also operates a multidisciplinary clinic, the Clinic for Child Study and Family Therapy.

College of Engineering

The offices, undergraduate laboratories, classrooms, research facilities, machine shops, computer laboratories, and other facilities of the **College of Engineering** are located in the Auburn Science and Engineering Center, Schrank Hall North, Whitby Hall, and the Olson Research Building. The current active research centers include the Computational Mechanics Research Center, the Institute for Biomedical Engineering Research, and the Microscale Physicochemical Engineering Center.

The **Department of Biomedical Engineering** is located in the Olson Research Center and has classrooms, instructional laboratories and research laboratories. There are nine major research laboratories located in the Biomedical Engineering Department.

The Musculoskeletal Biomechanics Laboratory is equipped with materials testing equipment and finite element analysis capabilities. The Human Interface Laboratory conducts research in virtual reality, telemanipulation, biofeedback therapy and minimally invasive surgery. The Rehabilitation Engineering Laboratory is equipped to conduct collaborative research on problems related to stroke, head injury and arthritic patients. The Biomedical Instrumentation Laboratory has continuous wave and Doppler ultrasonic equipment, temperature sensing devices, and blood pressure and flow monitoring equipment.

The Vascular Dynamics Laboratory provides facilities to analyze blood flow using laser Doppler anemometer and Doppler ultrasound techniques. The Motion Analysis Laboratory studies all aspects of human movement. This laboratory is equipped with a Vicon Motion Analysis System, two AMTI force plates, a MA-100EMG system, and associated computer hardware and software.

The Biostereometrics Laboratory is equipped to perform spatial analysis using three-dimensional sensing technology, which includes a Kern Maps-200 Digitizing System and a JK Laser Holographic camera for laser holographic interferometry.

The **Department of Chemical Engineering** is located in Whitby Hall with research laboratories in the North Tower of the Auburn Science and Engineering Center.

The Applied Colloid and Surface Science Laboratory has a state-of-the-art laser light scattering facility including a Lexel argon-ion laser, a vibration isolated optical bench, a Brookhaven correlation and probability analyzer, FTIR-Raman, TGA, and an IBM PC-based data acquisition system. The Biochemical and Environmental Bioengineering Laboratory is a satellite center of the Ohio Bioprocessing Research Consortium, housing a state-of-the-art HPLC-MS with additional luminescence, UV/VIS, and RI detectors. The labs are well equipped with several bioreactor assemblies, Sorvall RC-5C refrigerated super centrifuge, Perkin-Elmer UV/VIS spectrometer and LS-50B luminescence spectrophotometer, and on-line NAD(p) H fluorimeters. The Biomaterials Laboratory is available for polymer synthesis and storage include a nitrogen hood, Sephadex separation columns, an oil bath, a dry bath, a vacuum oven, a Buch rotary evaporator, and a Labconco lyophilizer.

The Catalysis Research Laboratory is equipped with high pressure and high temperature IR reactor system with a Nicolet Magna-IR 550 Spectrometer Series II, a Nicolet Magna-IR 560 Spectrometer E.S.P. and a Balzers Prisma QMG 200 Mass Spectrometer for in situ catalyst preparation, in situ characterization, temperature programmed desorption of NO, H₂, and CO, and in situ reaction studies.

The Multiphase and Solids Processing Laboratory is equipped to do research in filtration and flows through porous media. The labs are equipped with a gamma ray instrument for measuring porosity of packed columns and filter cakes, a Frazier Test to measure air permeability of filter media, a Hiac Royco BR8 particle counter, a Zeta Meter and a Brookhaven EKA Streaming Potential instrument for measuring zeta potentials. An optical system is set up to measure particle sizes and size distributions. The Nonlinear Control Laboratory is equipped with Unix based workstations and a variety of engineering software packages.

The Supercritical Fluids Laboratory, a key lab in the Ohio Supercritical Fluid Technology Consortium, is equipped with FTIR/RAMAN/ATR, GC/FID/TCD high pres-

sure phase behavior apparatus, Berty Reactor, 1-liter stirred Reactor, dynamic light scattering, mechanical testing and high temperature GPC. The Thin Film Laboratory is equipped with plasma systems, thermal chemical vapor deposition, and in situ microbalance.

The **Department of Civil Engineering** is located in the Auburn Science and Engineering Center and Schrank Hall North and has five major laboratories.

In the Environmental Engineering Laboratory, students learn to analyze water, wastewater and contaminated soils to assess its quality and to determine the most effective treatment techniques. Laboratory equipment includes UV-visible spectrophotometers, respirometers, gas chromatographs, high-performance liquid chromatographs, toxicity analyzers, and a total organic carbon analyzer. Water and wastewater analytical kits and specialized meters are also available for field studies.

In the hydraulics laboratory, a tilting flume enables the student to visualize water flow in streams and rivers. A pressurized pipe module is used to study frictional losses in different size pipes. Instructional laboratories introduce several hydraulic software tools such as FlowMaster for pressurized pipe and open channel flow calculations, EPANet, for water distribution pipe network analysis, and HEC-RAS, for calculating water surface profiles for natural streams and channels.

In the soil mechanics and foundation engineering lab, students analyze soil by a variety of tests and equipment to determine shear strength characteristics, compaction characteristics, and seismic and electrical resistivity equipment for geophysical exploration of soil and rock deposits. The laboratory also has a computer-controlled cyclic triaxial testing system, pneumatically loaded consolidometers, flexible wall permeameters, a portable static/dynamic cone penetrometer, a pile-driving analyzer, and capability for ground vibration monitoring and analysis.

In the structural materials laboratory, the opportunity to observe experimental verifications of the behavior of structural members subjected to tension, compression, bending, and torsion. Physical tension is accomplished with the use of two universal testing machines with a maximum capacity of 500,000 pounds, five closed-loop servohydraulic testing machines with a loading capacity to 100,000 pounds, a load frame used to test full scale members and structural systems and a Charpy impact machine. One of the closed loop machines has the capacity to apply both axial and/or torsional loads. Further, a full array of data acquisition equipment is available.

The transportation laboratory is equipped with a complete signal control system supported by video and laser speed/range detection systems to provide traffic data for systems operation and analysis. The global positioning system tracks the position of probe vehicles on transportation network and the spread spectrum radio transmits the video and traffic data from one such system to another wirelessly.

The **Department of Electrical and Computer Engineering** is located in the South Tower of the Auburn Science and Engineering Center. Included are laboratories for the study of circuits, analog and digital electronics, control, computers, energy conversion, microprocessor interfacing, power electronics, and electromagnetic/microwaves.

In the circuits laboratory, students learn the basics of circuit design, instrumentation, and measurements. The laboratory is equipped with digital oscilloscopes, digital volt/ampere meters, and other basic measuring equipment.

The analog and digital electronics laboratory builds on the circuits sequence and introduces the student to more advanced design tools and concepts, including computer simulation of circuits. In addition to digital oscilloscopes, the laboratory contains signal generators and the like, specialized equipment such as a transistor curve tracer, single-board microcomputers, development systems, personal computers, and other specialized instruments.

The computer laboratory is an open laboratory with free access to students. The laboratory contains networked personal computers with all software necessary for other courses, as well as word processing and networking software. The laboratory also serves courses in computer engineering and many elective courses and for research purposes.

The two control laboratories teach the basics of analog and digital control and are equipped with digital measuring equipment, analog and digital computers and interfacing components.

The energy conversion laboratory is equipped with motors, generators and controllers, both digital and analog. Emphasis is placed on computer control of machines.

The microprocessor interfacing laboratory includes personal computers, single-board micro computers and industrial controllers in addition to measurement equipment and components. The microprocessor interfacing laboratory is dedicated to interfacing the computer to the outside world.

Digital controllers and all digital measuring equipment account for a very modern power electronics laboratory.

The electromagnetics/microwave laboratory uses basic experiments in transmission lines, waveguides, and antennae to teach the principles involved. In addition to the basic equipment, the laboratory has a shielded room for specialized measurements.

The **Department of Mechanical Engineering** is located in the Auburn Science and Engineering Center. There are eight laboratories in the Department of Mechanical Engineering. The Thermal and Fluid Science Laboratory has internal combustion engines, a supersonic wind tunnel, a subsonic wind tunnel, and a water tunnel. The Heat Transfer Laboratory has temperature measurements systems, a gas laser, and a spectrum of heat exchangers. The Mechanical Measurements Laboratory has a

complete complement of transducers, calibration equipment and standards, signal conditioners, analog recording devices and microprocessor-based digital data acquisition systems. The Materials Testing Laboratory has a computer controlled servo-hydraulic structural testing machine and a uniaxial universal testing machine for performing static, quasistatic, cyclic and dynamic tests on a spectrum of engineering materials and several types of hardness testing equipment. The Parker Hannifin Motion and Control Laboratory has hydraulic and pneumatic servo systems as well as serval pilot systems controlled by PLCs and computer controllers. The Experimental Mechanics Laboratory has photoelastic strain measuring equipment and associated facilities, coupled with a complete range of strain gage instrumentation for both static and dynamic measurements. The Mechanical Design Laboratory has several major software packages for computer-aided design connected to the College's Engineering Computer Network Facility (ECNF). The System Dynamics and Controls Laboratory is composed of several microprocessors, analog computers, and digital controllers, as well as equipment for process control and robotics. The Smart Materials and Structure Laboratory has piezoelectric and shape memory based actuators, transducers, and the relevant control systems.

The Vibration and Acoustics Laboratory has electromechanical shakers, sound pressure level instrumentation, and frequency spectrum analyzers for modal analysis. The Metallography and Failure Analysis Laboratory has a complete set of metallographic instrumentation for microstructural analysis of both conventional and advanced engineering materials, and electron microscopes for analysis of failure.

The facilities in the Department of Polymer Science contain extensive laboratories for polymer synthetic chemistry and for the characterization of macromolecules and polymer morphology. A nuclear magnetic resonance laboratory is maintained with several high-resolution instruments. The applied research section of the Maurice Morton Institute of Polymer Science operates a variety of analytical and compounding/processing laboratories to serve the needs of industry and government agencies for a reliable source of problem solving and data. Processing laboratories include unique blending/compounding and molding facilities.

The Akron Polymer Training Center serves as a laboratory for the processing and testing of rubber and plastic materials. This Center provides classrooms and laboratories for undergraduate students in the Mechanical Polymer Engineering program. The laboratories available in the Department of Polymer Engineering include and the Extrusion Laboratory, the Electromagnetic Radiation and Electron Optics Laboratory, the Thermal and Dielectric Laboratory, the Rheological Laboratory, and the Mechanical Laboratory.

College of Fine and Applied Arts

The **School of Communication** features a television classroom/studio and a wide complement of supporting audio and video equipment, including graphics generators and linear and non-linear editors. Portable audio and video equipment is available for location use. There is an audio recording facility with multitrack capability. The School also houses radio station WZIP, an on-air 7,500 watt FM radio station serving Northeast Ohio. WZIP-FM is operated by UA students under the supervision of professional broadcasters and gives students an opportunity to develop skills in broadcasting and communication through the completion of on-air assignments. A multimedia production/editing laboratory-classroom supports class instruction. News, publications, and other writing classes have access to a Macintosh computer laboratory with complete desktop publishing layout, graphics, and print capabilities.

The **School of Dance, Theatre, and Arts Administration** is located in the Ballet Center and Guzzetta Hall. The **Theatre Program** offers graduate programs in Theatre and Arts Administration. It utilizes three different performing spaces to present its annual season of two to four productions. Guzzetta Hall houses the versatile "black box" experimental Sandefur Theatre as well as rehearsal, teaching, and shop facilities. Kolbe Hall is the site of the 244-seat Daum Theatre, complete with support facilities. This conventional proscenium theatre is the home of theatre productions as is E.J. Thomas Performing Arts Hall. Student productions are performed in Studio 28, Sandefur Theatre, and Daum Theatre.

The **School of Family and Consumer Sciences** is housed in Schrank Hall South. Nine laboratories, including a computer center, are available for authentic student learning experiences. All programs provide community experiences through internships, clinicals, and student teaching. These programs have active Advisory Committees of community professionals who provide advice and networking assistance. The School's Center for Family Studies offers a variety of certificate programs, including Divorce Mediation, Home Based Intervention and Case Management. In cooperation with the College of Education, the School maintains the Center for Child Development for the study of child development and teacher education.

The **School of Music** is housed in Guzzetta Hall and also utilizes the E.J. Thomas Performing Arts Hall. Guzzetta Recital Hall seats 250 and is equipped with a pipe organ, harpsichord, two concert grand pianos, and a recording booth. The Music Computer Center is equipped with Macintosh computers and MIDI/sound and video equipment. An electronic music studio features digital and analog multitrack recording and sound synthesis equipment for music composition. Classrooms, studios, and 40 practice rooms (acoustical sound modules) are used for teaching, rehearsals, and practice.

The **School of Social Work** offers CSWE-accredited professional training to social work students by linking them to a variety of local health and human services community agencies and organizations. The strong commitment and interaction with a network of agencies in the community serves as a laboratory for students.

The **School of Speech-Language Pathology and Audiology** provides pre-professional and professional training to students who wish to become speech-language pathologists and/or audiologists. The School houses the Audiology and Speech Center, which functions as a practicum training arm as well as a service agency for persons in the region who have speech, language, and/or hearing problems.

College of Nursing

The **College of Nursing**, located in Mary Gladwin Hall, provides professional nursing education at the master's and doctoral levels. The college is approved by the Ohio Board of Nursing and the master's program has preliminary approval from the Commission on Collegiate Nursing Education and is fully accredited by the National League for Nursing Accreditation Commission. The College has a Student Affairs Office which provides academic advising services to prospective students. The College contains a state-of-the-art Learning Resource Center, including a computer laboratory exclusively for nursing students. The Center for Nursing within the College is closely linked to the Akron community and is used by faculty and students for community service, practice, education and research. The College of Nursing also has a Center for Gerontological Health Nursing and Advocacy whose primary goal is to improve the health care and quality of life for elders.

College of Polymer Science and Polymer Engineering

The facilities of the **Department of Polymer Science** and the **Maurice Morton Institute of Polymer Science** support fundamental and applied research in polymer chemistry, physics, and many aspects of polymer behavior. There are extensive laboratories for polymer synthetic chemistry and for the characterization of macromolecules and polymer morphology. The macromolecular modeling center provides state-of-the-art computer modeling capabilities. A nuclear magnetic resonance laboratory is maintained with several high-resolution instruments. The applied research section of The Maurice Morton Institute of Polymer Science operates a variety of analytical and compounding/processing laboratories to serve the needs of industry and government agencies for a reliable source of problem solving and data. The total value of major instrumentation and equipment housed in the polymer science laboratories exceeds \$12 million.

The **Department of Polymer Engineering** and **Institute of Polymer Engineering** maintain a broad-based range of processing, structural, and rheological/mechanical characterization facilities. Processing facilities include unique blending/compounding facilities with five twin-screw extruders, a microscale compounder, and seven internal mixers including flow visualization capability; eight single-screw extrusion lines for plastics and rubber, with ultrasonic and sound waves and rotational mandrel dies, and with single/multiple bubble tubular film and cast film extrusion capability as well as a biaxial film stretcher. Molding facilities include screw injection molding capability of five machines, blow molding, plug assist thermoforming and compression molding with composites capability. The Institute of Polymer Engineering is the home of the EPIC-M.A. Hanna Compounding and Blending Center and the Molding Technology Center. Characterization capability includes scanning and transmission electron microscopy, X-ray diffraction (including a rotating anode X-ray generator), Fourier transform infrared, small angle light scattering, optical microscopy and retardation, radiography, differential scanning calorimetry, thermogravimetric analysis, dielectric thermal analysis, and surface profiling, rheological and mechanical testing, including elongational flow, rotational and capillary shear rheometry, dynamic mechanical, tensile and impact testing.

The **Akron Polymer Training Center**, which serves as a laboratory for the processing and testing of rubber and plastic materials, was opened in June 1994. The Center was developed at the urging of the Akron Regional Development Board and EPIC, an industrial-government-university consortium, to train machine operators and technicians for the polymer industry. The Center provides classrooms and laboratories for graduate students in Mechanical and Polymer Engineering.

University Libraries

Library facilities are housed in three separate locations: in Bierce Library on Buchtel Common; the Science Library in Auburn Science and Engineering Center, Room 104; and Archival Services in the Polsky Building, lower level.

Library services include reference and research assistance, user education, bibliographic instruction, and computer-based information searching. Materials can be borrowed from the University Libraries through the circulation department or obtained from other libraries through the OhioLINK network or other resource-sharing arrangements.

The University Libraries' collections contain more than 2.8 million items: books, periodicals, government documents, curricular materials, microforms, maps, audio-visual materials, and archival documents. The library receives nearly 11,000 magazines, journals, newspapers, and other serial publications. Through the library's memberships in the Center for Research Libraries, the Ohio Library and Information Network, the

Online Computer Library Center (OCLC), and the Ohio Network of American History Research Centers, access to vast resources is greatly increased for University students, faculty, and staff.

University identification cards function as library cards. Group study rooms, photocopy services, and equipment for use in making paper copies from microforms are available in Bierce Library and in the Science Library. In Bierce Library, students can use one of the 180 circulating laptop computers. Audiovisual Services, located in Bierce Library, Room 63B, maintains an extensive centralized collection of media hardware and audio-visual resources for student and faculty use. It also has a collection of instructional materials in various media formats (filmstrips, slides, etc.) to supplement classroom instruction. Audio Visual Services designs, installs, and maintains technology-enhanced general purpose classrooms, offering permanent in-room projection, sound reinforcement and a sophisticated media retrieval system.

Information Technology Services Division

Providing Information Technology (IT) Direction, Services and Support for The University of Akron

The Information Technology Services (ITS) Division supports all of the University's technology needs including data and communications. In today's University environment, professors, students, administrators, and staff use the same technology and products. Personal productivity, tools, network connectivity, and services provide a common infrastructure for the dissemination of information and communications.

Distributed Technology Services provides technology and support services for the campus community. Technology and support services are provided through the following areas:

Computer Labs: 210 IBM wireless laptops are available for two-four hour loans in Bierce Library 361, the Science & Technology Library, Circulation Desk, and the Student Union. The wireless laptops can be used anywhere within the libraries and Student Union to access the internet, to get email, or do class assignments. Two general-purpose computer labs for students are also located in: Pol-sky, room 267 and the College of Arts & Sciences Building, Room 103A. Each is equipped with 20 state-of-the-art Windows desktop PCs, HP printers, and scanning stations. All wireless and general purpose labs have the same productivity tools such as Microsoft Office, Adobe e-Books, SPSS, and SAS. All computers have internet and e-mail capabilities.

Computer Acquisition: Computer Solutions (www.uakron.edu/its/compstore) is the central point for campus technology acquisitions. It is an education reseller for computer hardware, software, and many peripheral devices. State-of-the-art laptop wireless computers can be purchased at Computer Solutions, located in the Student Union. The wireless laptops can be used in any on-campus building or outdoor green space. Computer Solutions is located in Student Union, 307 and have the following hours of operation:

Monday - Thursday	8:00 a.m.-6:00 p.m.
Friday	8:00 a.m.-5:00 p.m.

Internet Kiosks: 23 strategically placed internet kiosks provide instant access to e-mail and Web registration on campus

Student Computer Support Services: SCSS, located in the Lincoln Building, Room 103, (330) 972-7626, provides University of Akron students with knowledgeable assistance in the setup and operation of their personal computer equipment. SCSS will install University approved software and assist in installing hardware peripherals. SCSS will also provide hardware diagnostics, software diagnostics (within reason) and basic troubleshooting. SCSS will not install or troubleshoot any software or hardware relating to games. If a hardware problem is found or suspected, our student technicians will give you an idea as to where the problem lies, so that you can seek assistance from your hardware provider or service center. SCSS can also help you set up your dial-in access to the University Computer Network as well as direct network connections or wireless for residence hall students. All Microsoft software must be purchased by the student prior to installation. Microsoft software products are available to students at Computer Solutions at significantly reduced prices.

Student Computer Support Services hours of operation are:
Monday - Friday 7:30 a.m.-4:00 p.m.

The Technology Learning Support Center (TLSC) is located in Bierce Library, Room 69, and provides call-in (330-972-6888) and walk-in support for all students, faculty and staff.

The Technology Learning Support Services hours of operation are:
Monday - Thursday 7:30 a.m.-12 midnight
Friday 7:30 a.m.-9:00 p.m.
Saturday 9:00 a.m.-8:00 p.m.
Sunday Noon - Midnight

Technology Learning Support Services (TLSS) provides the campus community with support services for computing hardware and peripherals, consultation in planning, development, and implementation of departmental computing labs, second level technical support for departmental computer labs, as well as hard-

ware and software support for faculty, staff, and student personal computing equipment.

Software Training Services develops training materials and delivers software related training to the campus community. Training is provided in the following areas: PeopleSoft Student Records and Financials, PeopleSoft Query and Crystal; Web CT; Microsoft Outlook e-mail and Calendar; and training for Microsoft desktop applications (Word, Excel, Access, and Power Point).

Computer Based Assessment & Evaluation provides support to students who are required to take surveys, assessments, and tests online. The testing lab is located in Carroll Hall 325 and reservations for test appointments can be made at <http://cbit.uakron.edu>.

Design and Development supports faculty and students who participate in distributed learning courses and programs. Support is provided through the following activities: design, develop and support selected curriculum-based distributed learning programs and courses, and design and develop customized computer-based multimedia programs. For further information contact Design & Development Services at (330) 972-2431. For web course support, e-mail webhelp-L@Lists.uakron.edu.

Network and Communication Services provides network connectivity and remote access for faculty, staff, and students. Remote access is provided by the use of modem dial-in lines and VPN access. We also offer high speed cable modem service from the local area cable provider at a reduced rate. The network provides access to ZipLINK, UA's library catalog; OhioLINK, the library catalogs of all State of Ohio universities and colleges; electronic mail (e-mail); the Internet; UAnet's web-pages; Wireless 802.11B coverage of the entire campus.

Student information is available using the web, the following services are provided: registration for classes, personal financial aid information, course grades, and fee payment by credit card.

Other services provided to the campus by the Network and Communication Services section include: cable television (ZIP-TV), telephone and voice mail services, alarm systems, cable plant management, cable television and network connections to residence hall rooms.

RESEARCH CENTERS AND INSTITUTES

The University Research Council is responsible for encouraging, supporting, and making recommendations pertaining to sponsored and contractual research carried out at the University's departments, schools, centers, and institutes. The council consists of the Vice President for Research and Dean of the Graduate School, the Director of Research Services and Sponsored Programs, representatives of the Faculty Senate, various college deans and institute directors, and General Counsel. Sponsored research activities on campus are coordinated by the Vice President for Research and Dean of the Graduate School and the Director of Research Services and Sponsored Programs.

Akron Global Polymer Academy

R. Byron Pipes, Ph.D., *Director*

As a world leader in polymer research and education, The University of Akron's College of Polymer Science and Polymer Engineering use the Akron Global Polymer Academy for synchronous and asynchronous distance learning to support K-12 science instruction, global research collaboration, internet instrument sharing, virtual laboratories, graduate education, and workforce development.

Ray C. Bliss Institute of Applied Politics

John C. Green, Ph.D., *Director*

The Ray C. Bliss Institute of Applied Politics is a public education and research adjunct of The University of Akron and its Department of Political Science. The broad purposes of the institute, in keeping with the career of its namesake, Ray C. Bliss, are: to give all citizens, and particularly students, an opportunity to learn how to become active and competent in political life; to help maintain a tradition of ethical public service in politics; to foster useful relationships between applied politics and political science; to promote public comprehension of political organizations and the requirements for their effectiveness; and to improve understanding of continuity and change in American political institutions.

Institute for Biomedical Engineering Research

Daniel B. Sheffer, Ph.D., *Director*

This institute was established in 1979 to promote interdisciplinary studies in the rapidly growing areas of knowledge which overlap the fields of biology and medicine, on the one hand, and engineering and the physical sciences, on the other. It

conducts seminars, courses and degree programs in biomedical engineering in association with the College of Engineering and individual departments.

In addition to its research and educational functions, the institute provides a research service to local hospitals and industry, as well as to private and government agencies. The premise for this program is that the combined resources of the University, Northeastern Ohio Universities College of Medicine and affiliated organizations will often permit more cost-effective solutions than would be possible by an individual or group doing the research independently.

The work of the institute is carried out by faculty of the Department of Biomedical Engineering in association with "members" selected from the faculties of The University of Akron and Northeastern Ohio Universities College of Medicine, as well as from the ranks of area physicians, engineers and scientists. The institute and the department occupy the third floor of the Olson Research Center on the north edge of the campus.

Center for Applied Polymer Research

Robert H. Seiple, M.S., *Manager*

Operating under the Institute of Polymer Science, the Applied Polymer Research Center (APRC) provides technical services to thousands of companies. Industrial clients of all sizes gain access to top researchers, knowledge bases, and advanced equipment. With a full-time professional staff, the APRC is dedicated to providing timely and reliable contractual technical services for industrial and government clients. Key areas of technical service include: polymer characterization, additive identification, defect analysis, thermal analysis, dynamic mechanical thermal analysis (RPA, DMTA), electron microscopy (STEM, TEM, SEM, AFM), chromatography and spectroscopy.

Center for Collaboration and Inquiry

David A. McConnell, Ph.D., *Director*

Operated jointly by the Buchtel College of Arts and Sciences and the College of Education, the Center for Collaboration and Inquiry was created in 2002 to promote the practice, research, and dissemination of inquiry-based teaching and learning. The Center supplies the resources and assistance necessary for P-16 teachers to create effective learning environments and fosters collaborative research efforts between experts of both content and educational methods.

Center for Conflict Management

William T. Lyons, Jr., Ph.D., *Director*

The University of Akron has a long and proud history of the interdisciplinary study of conflict, because understanding the nature of conflict is the first step toward reducing conflict and violence at home, in our communities, workplaces, and schools. The Center for Conflict Management, jointly administered by the departments of Political Science and Sociology, seeks to build on that tradition by combining courses in several departments to enhance the capacity of students to effectively work toward reducing the harms associated with conflict and violence—from interpersonal to international.

For more information, contact the office, 202 Olin Hall, 330-972-5855, wtlyons@uakron.edu, or www.uakron.edu/centers/conflict.

H. Kenneth Barker Center for Economic Education

Fred M. Carr, Ph.D., *Director*

The center exists to improve the economic literacy of individuals to help them function competently as citizens, producers and consumers.

The center conducts workshops, seminars and economic programs for teachers, students and interested groups. It provides consulting services in the area of economic education and acts as a clearinghouse for the gathering and dissemination of economic education materials and programs. It also fosters an understanding and appreciation of the American economic system.

Center for Emergency Management and Homeland Security Policy Research

Nancy K. Grant, Ph.D., *Co-Director*
David H. Hoover, Ph.D., *Co-Director*

The agreement between The University of Akron and the Ohio Emergency Management Agency creates a model academic-public agency partnership for emergency management research in the United States. The intent and primary charge of the Center for Emergency Management and Homeland Security Policy Research (CEMHSPR) is the improvement of the practice of emergency management. The agenda for research pertaining to policy research projects and after action or response/recovery studies is agreed upon between OEMA and members of the CEMHSPR. Due to the nature of emergency management, projects must remain fluid to accommodate changes as they arise.

The Center for Emergency Management and Homeland Security Policy Research focuses on policy and its interaction with the function of emergency management. This policy analysis and research relates to contemporary Emergency Management questions/issues in the State of Ohio and nationally. Project areas include terrorism preparedness, business and industry continuity, disaster response, and recovery assessment as well as management practices relating to crisis and disasters.

Center for Environmental Studies

Ira D. Sasowsky, Ph.D., *Director*

The Center for Environmental Studies matches the expertise of about 100 faculty in 33 disciplines with the needs of students seeking study and research opportunities related to the environment. Since its founding in 1970, the center has sponsored, or in other ways supported, activities appropriate to understanding the Earth system and maintaining a quality environment for humanity.

The center offers both undergraduate and graduate certificate programs. By enrolling in selected courses outside of their major field of study, students receive the broad training required to address environmental concerns. The center also coordinates special forums, workshops, and seminars that address major issues. Examples include the National Energy Forum, the World Food Forum, and Evaluation of Environmental Data. Workshops on environmental studies in England, energy, and natural history exemplify the interdisciplinary approach to the understanding of issues.

Center for Family Business

Susan C. Hanlon, D.B.A., *Director*

The Center for Family Business provides resources to help business owners address problems unique to family enterprises. The Center seeks to increase the survival rate of family-owned businesses by focusing on the special challenges inherent in multigenerational family enterprises. For information, call 330-972-7685.

Center for Family Studies

Helen K. Cleminshaw, Ph.D., *Director*

The Center for Family Studies, established in 1979, was designed to stimulate and encourage the interdisciplinary study of the family. It serves both the University and the community by fostering collaboration between faculty, students, practitioners and community leaders on curriculum development, educational conferences and seminars, research and training, and public policy relevant to important family issues.

The Center is represented by faculty from 5 colleges and over 15 disciplines. It also includes leaders from various community systems, such as the schools, hospitals, courts, churches, mental health, social and health care agencies. In addition, the Center has a fellows program in which outstanding faculty and community leaders are named as either fellows, adjunct fellows or senior fellows.

The Center offers certificates in the following specialty areas: Case Management for Children and Families; Divorce Mediation; and Home-Based Intervention. For more information, please refer to the descriptions of Interdisciplinary and Certificate Programs in this *Bulletin* or the *General Bulletin*. Any student, faculty member or community person interested in family issues is invited to call the director to learn how they can participate or learn more about the Center's activities.

Center for Gerontological Health Nursing and Advocacy

Victoria M. Schirm, Ph.D., R.N., C.S., *Director*

The mission of the Center for Gerontological Health Nursing and Advocacy is to advance knowledge about appropriate and effective health promotion/interventions for elders. The Gerontology Center has a tripartite focus of education, research, and service to improve the health care and quality of life for elders. Activities of the Center include interdisciplinary research within the university and health care communities, best practices development for care of older adults in institutional and community settings, and education initiatives to prepare health care professionals in the delivery of elder care. The Gerontology Center is part of the University of Akron's College of Nursing.

Center for Literacy

Evangeline Newton, Ph.D., *Director*

The Center for Literacy, established in 2001, is an interdisciplinary research and service unit housed in the College of Education. Broadly defined, literacy refers to basic communication and calculation skills required for existing in a modern society. Literacy requires integration of a complex set of skills, abilities, and knowledge. The Center supports literacy development of children and adults through courses and workshops, teacher professional development, research and scholarship, and service projects that assist in this integrative process.

Center for Nursing

Elizabeth Kinion, Ed.D., R.N., C.N.P., *Director*

The Center for Nursing is a part of the University of Akron's College of Nursing. It is an education and practice center for College of Nursing faculty and students as well as faculty and students from other health care disciplines on campus.

The Center for Nursing opened in 1982 as one of the first academic nurse-managed centers in the United States. College of Nursing faculty and students provide non-emergency, episodic health care and health education to community residents who do not have health insurance.

Center for Organizational Development

Sebastian Vaduva, M.B.A., *Interim Director*

The Center for Organizational Development in the College of Business Administration was established to meet the training and development needs of the business community. The Center offers management development seminars, programs, conferences, and consulting services designed to enhance the skills of individuals and improve company productivity in a rapidly changing world. The Center specializes in offering dedicated supervisory training and management development programs that are custom designed to meet the specific needs of companies.

Center for Organizational Research

Dennis Doverspike, Ph.D., *Director*

The Center for Organizational Research is a business research and consulting center managed by the Industrial/Organizational Psychology Department at the University of Akron. The Industrial/Organizational Psychology Department at the University of Akron consistently ranks as one of the top ten programs in the nation (according to *U.S. News & World Report*). As such, the COR is in an excellent position to provide top quality consultation and research-based interventions to the business community.

The COR's mission is to provide top quality consultation and research-based interventions to the business community. The COR also serves the purpose of providing professional training and research opportunities for graduate and undergraduate students. The COR is able to provide a tailored approach to the client's needs because of its smaller client base and research orientation. COR offers larger organizational access to solutions based on cutting-edge research from a nationally regarded academic program.

Center for Policy Studies

Jesse F. Marquette, Ph.D., *Director*

The Center for Policy Studies is an associated center of the Institute for Health and Social Policy.

The Center houses The University of Akron survey research unit, with responsibility for external grant and contract research, research support for the Urban University linkage program, sponsored research for faculty, and internal University surveys. Geographic scope of work for center projects extends from local jurisdictions through state, national and international projects. Most of the work conducted at the center is on behalf of government or nonprofit agencies or grant funded subcontracts for faculty researchers. Center professional staff are available for consultation in the development of grant proposals and budgets.

The Center has responsibility for the administration of the Board of Regents Urban University Program (UUP) which links eight state universities to collaborate on the identification of significant urban problems and propose solutions designed to improve the urban regions of Ohio. The University of Akron Urban University Program, in addition to the collaborative mission of the Ohio UUP, encourages community oriented research and policy analysis through Partnership Grant Program. The Center also houses a State Data Center under the aegis of the Ohio Department of Development to provide Census and other data to appropriate agencies and coordinate geographic information system activities with the Department of Geography and Planning.

Center for Public Service Research and Training

Peter J. Leahy, Ph.D., *Director*

The Center for Public Service Research and Training (CPSRT), established in 2002, is a division of the Institute for Health and Social Policy (IHSP), a multipurpose research institute of the University of Akron. CPSRT evolved from the Center for Urban Studies, established at the University of Akron in 1967. CPSRT's mission is to assist the local and regional community in policy analysis and evaluation, applied research, professional service and the resolution of social, economic and public management problems. CPSRT offers its services to governments of all levels, to community foundations, to human service agencies and to community organizations. Particular expertise is available in program evaluation and program improvement strategies, strategic program planning, strategic management, community

needs assessment, community planning and the conceptualization and design of research projects.

CPSRT draws upon the full range of senior research associates, professional staff and related research centers available in the IHSP, as well as upon faculty and doctoral students from the Department of Public Administration and Urban Studies. In tandem with the Center for Policy Studies (CPS), another division of the IHSP, CPSRT also offers clients a state of the art computer assisted telephone interviewing (CATI) facility, a state of the art focus group room and GIS mapping services. The Center for Public Service Research and Training also plans to offer workshops and professional training on a regular basis.

Center for Statistical Consulting

Chand Midha, Ph.D., *Director*

The mission of the Center for Statistical Consulting in the Department of Statistics is to provide the university community and the community at large with professional assistance in the design and analysis of statistical problems. The office, located in the College of Arts and Sciences Building, Room 118A, is open for consultation by appointment. Call (330) 972-6886.

Center for Urban and Higher Education

Sharon D. Kruse, Ph.D., *Director*

The Center for Urban and Higher Education is a public education and research unit within the College of Education with the broad purpose of improving student achievement pre-K through higher education. It serves both the University and the community by fostering collaboration among faculty, students, practitioners, and community leaders in educational conferences and seminars, research, evaluation, and training.

Center for Workforce Development and Training

Daniel L. Hickey, *Interim Director*

The mission of Workforce Development and Continuing Education is to serve the people of Northeastern Ohio by offering courses and programs that increase access to The University of Akron, linking it with community, business and industrial workforce needs.

Workforce Development and Continuing Education at The University of Akron provides a wide range of educational, technical, and research services that enhance the effectiveness and quality of workforce learning. In addition, Workforce Development and Continuing Education provides services that require the special expertise of the faculty and staff to better serve the economic and social development of Northeastern Ohio.

English Language Institute

Debra L. Deane, M.A., *Director*

Established in 1979, the English Language Institute (ELI), part of Buchtel College of Arts and Sciences, provides non-credit academic English as a Second Language (ESL) instruction to international students and non-native residents who plan to pursue an undergraduate or graduate degree at The University of Akron or another U.S. university. The intensive, 20-hour per week English program also serves students who wish to improve their English to meet their own professional and/or personal goals.

ELI courses at four levels of English proficiency target language and academic skills needed for successful study at a U.S. university: reading efficiently, writing clearly, taking lecture notes, and communicating effectively in English. Students also study grammar and vocabulary and prepare for the TOEFL test of English language proficiency, which is required for admission to the University. In addition, students receive a wide variety of support services designed to facilitate their transition to life and study in the United States.

The ELI serves as a resource on issues relating to language proficiency not only for University faculty, staff and students but also for members of the local community. ELI faculty can provide workshops and specialized courses to help UA departments and external institutions meet the needs of their non-native English speakers. The ELI can also provide information on the Test of Spoken English (TSE), required for graduate teaching assistants. For more information, visit the ELI web site at www.uakron.edu/eli/ or call 330-972-7544.

Fisher Institute for Professional Selling

Jon M. Hawes, Ph.D., *Director*

The Fisher Institute for Professional Selling was founded in 1994. Its mission is to enhance the image of the sales profession, to promote professional selling and sales management as a rewarding lifetime career, to provide quality sales training and learning experiences, and to advance the knowledge of professional selling through the support of applied research.

William and Rita Fitzgerald Institute for Entrepreneurial Studies

Todd A. Finkle, Ph.D., *Fellow*

In 1995, a generous gift from William and Rita Fitzgerald created the Fitzgerald Institute for Entrepreneurial Studies in the College of Business Administration. The Institute was established to promote the principles of free enterprise and encourage entrepreneurial spirit and practices both within the University's curriculum and throughout the business community.

The Fitzgerald Institute focuses on the development of curriculum appropriate for both new ventures and the entrepreneurial development and growth of existing businesses. The Institute provides the needed link between the University and the community of entrepreneurs critical to business development in the future.

For information, contact the Institute, CBA 330, 330-972-7038.

Institute for Global Business

James W. Barnett, B.B.A., *Director*

The University of Akron received special funding from the State of Ohio to expand its offerings of undergraduate and graduate degree programming in international business. Thus, the College of Business Administration created the Institute for Global Business, which coordinates both credit and noncredit programming in international business. The Institute offers an international executive MBA and also develops short courses and seminars to assist in improving international competitiveness of area business.

Institute for Health and Social Policy

Richard C. Stephens, Ph.D., *Director*

The Institute for Health and Social Policy, located on the fifth floor of the Polsky Building, was established in February 1999 for the study of the delivery of effective health and social services. The mission, objectives and research continuum are defined as follows:

Mission

To improve the quality of services to specific target groups most at risk of health and social consequences in order to decrease morbidity and mortality and the burden of health and social problems on the community and individuals.

Objectives

- Conduct research appropriate to the mission
- Collaborate with units on campus
- Assist faculty in the development of proposals

Research Continuum

- Epidemiology
- Intervention Development
- Service delivery
- Technology transfer
- Policy

Most of the work conducted by the Institute is on behalf of government or non-profit agencies. Faculty and students have the opportunity to collaborate on research and evaluation projects of national significance.

The Institute also serves as an educational resource for students and the community for the most up-to-date social and health services research available and the latest advances in behavioral and social science research technologies.

Institute for Teaching and Learning

Paulette Popovich, Ph.D., *Interim Co-Director*

David McConnell, Ph.D., *Interim Co-Director*

The Institute for Teaching and Learning promotes, coordinates, and supports faculty efforts to improve, assess, and document teaching effectiveness and student learning quality by consulting with colleges, departments, and individual faculty on teaching, learning, evaluation, and assessment issues.

The Institute focuses on developing and providing targeted professional development activities through information gathering and sharing. The Institute also documents, publishes, and celebrates teaching and learning innovation and excellence.

For more information visit the ITL website at www.uakron.edu/itl or contact The Institute at (330) 972-2574.

Intellectual Property Law and Technology Center

Jeffrey M. Samuels, J.D., *Director*

The Intellectual Property Law and Technology Center in the School of Law is one of approximately 14 such centers in the nation. The center exposes the community to critical thinking in the intellectual property law field, coordinates and implements the Law School intellectual property law curriculum, and hosts an annual Conference on Intellectual Property Law and Policy. The Center works with other schools within the University in the design and implementation of interdisciplinary

courses relating to intellectual property law. Commencing the fall of 2004, the Center will implement a new Master of Laws in Intellectual Property Law Program.

Institute for Life-Span Development and Gerontology

Harvey L. Sterns, Ph.D., *Director*

The Institute for Life-Span Development and Gerontology, founded in 1976, coordinates multidisciplinary credit certificate programs in gerontology at the undergraduate and graduate levels. There is a combined graduate certificate program with Kent State University. Combined, the two universities offer a diverse range of graduate courses with aging-related content and joint faculty that are nationally and internationally recognized scholars in gerontology. In addition, the undergraduate certificate is included in the Ohio Board of Examiners of Nursing Home Administrators approved course of study in Nursing Home Administration which combines a Bachelor of Science degree in management (Human Resource Management Concentration) with a Certificate in Gerontology.

The Institute of Life-Span Development and Gerontology has grown into a campus-wide program involving more than 65 faculty in 23 different departments, representing 6 colleges. Students in the certificate programs carry out field placements at numerous community service settings. There are over 40 courses at the undergraduate and graduate levels. Research, education, training and service support has been received from the U.S. Administration on Aging, National Institute on Aging, U.S. Department of Education, Office of Special Education and Rehabilitation Services, National Institute on Disability and Rehabilitation Research, AARP Andrus Foundation, Ohio Department of Aging, and Area Agency on Aging 10B. The Institute also serves as a major site for the Rehabilitation Research and Training Center Consortium on Aging and Developmental Disabilities involving seven universities in six states.

Examples of outreach activities include the Elderhostel program, offered each summer for older adults who participate in a week-long residential learning experience.

The institute is a member of the Northeastern Ohio Consortium on Geriatric Medicine and Gerontology, joining together with the Office of Geriatric Medicine and Gerontology, Northeastern Ohio Universities College of Medicine; Gerontology Center, Kent State University; and Gerontology Committee, Youngstown State University.

Institute of Polymer Engineering

Lloyd A. Goettler, Ph.D., *Director*

The Institute of Polymer Engineering carries out fundamental and applied research in polymer processing, engineering performance and associated characterization.

The institute, founded in 1983, is a major intellectual and research resource in northeast Ohio. The institute maintains up-to-date and futuristic processing and characterization laboratories, with continued interest in development investigation of new process technology and new materials. Its activities also include organization of scientific symposia and various seminars related to polymer processing and engineering.

The Maurice Morton Institute of Polymer Science

Frank W. Harris, Ph.D., *Director*

The institute is concerned with basic and applied research in polymers. It was established in 1956 as the Institute of Rubber Research and in 1964 became the Interdisciplinary Institute of Polymer Science. The University's first Ph.D. program in polymer chemistry was started in 1956 and was administered by the institute until a separate Department of Polymer Science was established in 1967. The Institute maintains extensive laboratory facilities and the Applied Polymer Research Laboratory. It is the principal organization responsible for external funding of research projects and graduate fellowships in polymer science.

Microscale Physicochemical Engineering Center (MPEC)

George G. Chase, Ph.D., *Director*

The Microscale Physicochemical Engineering Center (MPEC) was established in 1996 by faculty with a common research interest in materials composed of very small particles and fibers. These particles and fibers can be used in applications including heterogeneous catalysis, fluid/solid separations, paper-pulp processing, soil remediation, waste water decontamination, and solid transport.

The unique feature of MPEC is the ability to form multi-disciplinary teams of faculty and graduate students to solve specific industrial problems.

The Center promotes networking, provides a forum for industrial-university cooperation, and is a consortium of industrial sponsors for fundamental and applied research in microscale physicochemical engineering.

Training Center for Law Enforcement and Criminal Justice

Don V. Laconi, *Director*

The Training Center for Law Enforcement and Criminal Justice, employing the expertise of the Criminal Justice Technology faculty and the experienced professionals in the field of Criminal Justice, provides state certified training in the following areas: Basic Peace Officer Training Academies, Private Security, Academies, Police Refresher Training, Firearms Requalification, and In-service Seminars.

Training Center for Fire and Hazardous Materials

David H. Hoover, Ph.D., *Director*

The Training Center for Fire and Hazardous Materials brings the University, government and industry together into one comprehensive regional center to integrate educational programs, fire and hazardous materials training and other applications of fire and safety technology. The center coordinates seminars and workshops presented by the Federal Emergency Management Agency (FEMA), the National Fire Academy, the Division of State Fire Marshal, and other related organizations. Training in all phases of hazardous materials containment and fire prevention and control is provided under contract to various municipalities, industries and agencies. The programs are supported by the faculty of the Fire Protection Technology degree program in association with other state and nationally recognized professionals.

Student Affairs

Counseling, Testing, and Career Center

The Counseling, Testing, and Career Center provides a wide range of psychological counseling, therapy, testing, career planning, and outreach and consulting services to the University community. The Center is staffed by psychologists and psychology trainees. All of our psychological services are confidential and free to enrolled students. The Center is located in Simmons Hall. Phone numbers are: Counseling Services 330-972-7082, and Testing Service 330-972-7084. Visit our website at <http://www.uakron.edu/counseling>

Counseling Service

The Center's counseling service offers assistance in the following areas:

- Short-term personal counseling and therapy designed to address a variety of areas. Areas of concern may include (but are not limited to) feelings of loneliness, inadequacy, guilt, anxiety, and depression; alcohol and drug use; recovery from acquaintance or stranger rape; interpersonal relationships, especially with the immediate family, intimate relationships, and roommates; personality development, issues of oppression, identity, and self-esteem.
- Educational counseling relates to educational goals, motivation, attitudes, abilities, and the development of effective study habits and skills.
- Group educational programs, through the College Survival Kit, cover a wide range of topics which typically deal with improving grades, reducing test anxiety, planning careers, increasing wellness, and addressing personal issues; as well as providing support groups for minority students and others with a variety of concerns. Brochures are available.
- Career counseling involves helping students make decisions on majors and career direction. It consists of discovering one's own interests, needs, values, aptitudes, abilities and goals; relating these to the world of work; exploring appropriate major subject and career fields. Interest, aptitude, personality and values testing is available through individual and group counseling. Occupational information is available through reference books and computerized career guidance and information systems.

Testing Service

- A wide range of testing programs including college entrance examinations, career assessments, personality assessments, academic placement testing and some learning disability assessments are available to students.

Outreach and Consulting Service

- The Center's outreach and consulting service offers programs and workshops. The Center regularly provides speakers for classrooms, residence halls, student organizations, and administrative offices. Topics include, among others, academic performance, wellness, sexuality, and appreciating cultural diversity.

Center for Career Management

The Center for Career Management's mission is to provide career services to all students and alumni of The University of Akron. Career Services for graduating students include opportunities to participate in on-campus interviews with representatives from business, industry, education, and branches of the government.

In addition, career strategy seminars are offered on resume writing, interviewing skills, and job search strategies through the academic year. Career consultations are available for current students and alumni and may be scheduled by contacting the Center for Career Management. The Center also boasts a career resource library that contains computers, employer literature, videotapes, job search information, current job openings, and career related books and periodicals. The Center also supports career expos in collaboration with academic colleges, giving students the opportunity to network with hundreds of potential employers.

Student Health Services

The goal of Health Services is to assist students to achieve their educational and personal goals by addressing their health care concerns while they are enrolled at The University of Akron. Health Services provides primary care, minor urgent care and health promotion education. Health Services is located in Robertson Dining Hall, immediately adjacent to the North Quad residence halls and is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

The student who becomes seriously ill or suffers a serious injury on campus should be taken to an emergency ward of one of the local hospitals without delay. Those persons present in this kind of emergency should call University Police or 911 immediately. The University assumes no legal responsibility or obligation for the expenses of such transportation or for medical services at the hospital.

Student Health and Accident Insurance, designed specifically for students, is required of all residence hall students and all international students except those who present proof of similar coverage. Other students may purchase this insurance at the annual individual rate. The student insurance provides coverage for such items as hospitalization, surgical benefits, and in-hospital medical benefits.

Completed health forms and other health-related records are treated as confidential and are kept in the Student Health Services offices. For more information, contact Health Services at 330-972-7808 or visit the office website at <http://www.uakron.edu/health/>.

Office of Accessibility

The University welcomes students with disabilities. The mission of the Office of Accessibility is to provide equal access opportunities to students with disabilities and coordinate academic accommodations, auxiliary aids, and programs to enable students with disabilities to maximize their educational potential. The office encourages students to contact them to find out more about the programs and services. For more information, call 330-972-7928 (voice) or 330-972-5764 (TTY) or visit the Student Administrative Services Building, Room 125.

Center for Child Development

The University of Akron Center for Child Development provides a variety of early childhood programs which are open to students, faculty, staff, and the community. The trained teaching staff provides a stimulating learning environment and opportunities for growth in all areas of development—social, emotional, physical and intellectual.

The Center for Child Development is open year round between 7:30 a.m. and 6:00 p.m. Monday through Friday. The program offers hourly flextime and half-day programs for children three to five years old and toilet trained. Full-day sessions are available year round for children 18 months to five years old.

A summer program is also offered for school-aged children. This program is offered for 10 weeks from 7:30 a.m. until 6:00 p.m.

For more information call the Center for Child Development, 330-374-8210.

The Student Union

The Student Union, located in the center of campus, serves the students, faculty, and staff, and is one of the University's major assets in meeting the University-wide goal of public service. This busy facility houses various food service facilities, meeting rooms, a movie theater, Computer Solutions—The University of Akron's computer technology store, the DocuZip Copy Center, a bank, Ticketmaster/Film/Fax Center, the Information Center and a bookstore. Visit our website at www.uakron.edu/studentunion.

- **Food Areas** in the Student Union offer a variety of food items. On the first level is Zee's convenience store, which has a variety of items, including freshly brewed coffee and a selection of sundries items, for the busy student. On the second level are Subway, Sizzling Zone, Union Market, and Starbucks.
- **The DocuZip Copy Center**, located on the second level, offers the following services: copying, including color, oversized and reduced copies; binding of materials; mailing facilities for campus and U.S. mail; literature distribution; and class support files.
- **The Student Union Theatre**, located on the second floor, screens first- and second-run movies as well as occasional sneak previews. The theater is open to the public.
- **The Ticketmaster Center**, located on the second floor of the Student Union 330-972-6684, sells tickets to most events in northern Ohio, including Blossom Music Center, Public Hall, and the Gund Arena. Over-the-counter sales include tickets to campus functions, including sporting events, and to local shows.

- The **Information Center**, located on the second floor of the Student Union, is operated seven days a week during the normal building operating hours. The Information Center staff can answer questions regarding departments and student organizations, on-campus and off-campus events, and the Metro buses and University Bus Loop. The Information Center staff can also print student class schedules. Please call 972-4636 if you need a question answered.
- **The Bookstore at The University of Akron**, located on the first level, is operated as a service of Barnes & Noble Bookstores, Inc. of New York City. Barnes & Noble operates 300 other college stores. The primary purpose of the Bookstore is to make available books and supplies required for course work. In addition, the store also carries a wide range of classroom supplies, paperbacks, engineering and art supplies, greeting cards, University memorabilia, and clothing.
- **Computer Solutions**, located on the third level, is The University of Akron's computer technology store. As an education reseller, personal computer hardware, peripherals, and software are available at educational pricing. The store is a service for students, faculty, and staff. In addition, the store is a point of contact for other services, such as requesting a university network ID (UANet ID) or requesting a network connection in the residence halls.
- The **Game Room**, located on the first floor, has a pool hall, bowling lanes, and a video arcade. The bowling lanes feature *Extreme* glow-in-the-dark bowling. Bowling and Billards physical education classes are conducted in the Game Room.

Campus Safety and Security Information

Safety and Security

This information is provided as part of The University of Akron's commitment to safety and security on campus and is in compliance with the Federal Crime Awareness and Campus Security Act of 1990.

The Campus

The University employs many people to keep the campus safe and secure. The Division of Public Safety provides for student and employee safety and security through the departments of University Police and Environmental and Occupational Health and Safety. The Division of Student Affairs is responsible for security and safety policies governing residence halls, fraternities, and sororities and for teaching students about security and crime prevention.

It is the intent of the University to continue and enhance current safety and security education and awareness programs throughout the year. The purpose of these programs is to assure that the campus community frequently receives information and instruction on University crime and safety policies and procedures, and on drug and alcohol control and prevention.

A safe campus can be achieved only with the cooperation of the entire campus community. The University hopes students will read and become familiar with this material and be responsible for their own safety and the security of others.

University Police

Campus law enforcement is primarily the responsibility of The University of Akron Department of Police. University police provide 24-hour-a-day patrol protection to the campus, parking lots, residence halls, and on-campus fraternity and sorority houses. The police station is located in the Physical Facilities Operation Center at the corner of Hill and South Forge streets and is staffed 24 hours a day.

The University's 32 police officers are commissioned by the State of Ohio with full law enforcement authority and responsibilities identical to the local police or sheriff. The UA Police Department works closely with the Akron Police Department and other law enforcement agencies. Reports are exchanged every business day so that both agencies receive pertinent information. Information is shared through personal contacts and by phone and radio. University and City of Akron police regularly work together at large campus events such as athletic competitions and dances.

UA Police officers have met or exceeded the training standards of the Ohio Peace Officers Training Council. They also receive ongoing in-service and specialized training in first aid, CPR, firearms, defensive tactics, legal updates, and other skills.

UA Police officers enforce laws regulating underage drinking, the use of controlled substances, weapons, and all other incidents requiring police assistance. They also are responsible for public safety services such as crime reports, medical emergencies, fire emergencies, and traffic accidents.

Incidents which may not rise to the level of a violation of law are referred to the Office of Student Conduct. The Student Code of Conduct Manual explains the University's disciplinary process and is available through the Office of Student Conduct.

It is the goal of every member of the University Police Department to promote, preserve, and deliver feelings of safety and security through quality services to the members of the University community.

Drug and Alcohol Prevention

The issue of drug and alcohol abuse concerns the entire University community as well as our surrounding neighborhoods. The federal *Drug Free Schools and Communities Act Amendments of 1989* require schools, colleges, and universities receiving federal financial assistance to implement and enforce drug and alcohol prevention programs for students and employees.

The University of Akron prohibits the illegal use, possession, sale, manufacture, or distribution of drugs and alcohol by all students and employees on University premises or as part of any University activity. Any misuse of substances by University students and employees that presents physical or psychological hazard to individuals also is prohibited.

It is the responsibility of The University of Akron to adopt and implement a drug prevention program for its students and employees. The University as an institution, and each of us as individuals, must eliminate the use of illicit drugs and alcohol that contribute to the unrecoverable loss of time, talent, and lives.

Crime Prevention

Through the Office of Crime Prevention, University police officers provide educational programs to students and employees on personal safety, sexual assault/ acquaintance rape prevention, drug and alcohol abuse prevention, and related topics. The University Police Department welcomes the chance to talk with any campus group. Candid dialogue between UA Police and the public has created greater confidence in the community to report unlawful activities. These programs are scheduled when requested.

Potential illegal actions and on-campus emergencies can be confidentially reported by any student, faculty, or staff member. Complaints received by UA police which fall outside their jurisdiction will be referred to the appropriate agency, or the complainant will be provided a phone number where the complaint can be filed. Likewise, other agencies refer complaints to University Police when appropriate. The University Police encourage prompt reporting of crimes.

Security considerations in maintenance are a high priority.

Police officers patrol parking lots 24 hours each day. UA police also offer assistance to motorists with battery jumps, inflating tires, unlocking vehicles, and obtaining fuel for a small fee.

To request nonemergency assistance, call extension 7123. To schedule an appointment for an educational program, call extension 7123.

For emergencies, dial 911 from any campus telephone.

Student Campus Patrol

A student escort service operates 5 p.m. to 1 a.m. seven days a week for the safety of anyone walking alone on campus during the evenings. By calling extension 7263, an escort will come to the student's location and accompany him/her to any campus building or parking lot.

Employed and trained by The University of Akron Police Department, the campus patrol teams are easily identified by labeled blue jackets or maroon t-shirts. These teams assist the University police in patrolling campus parking lots and other campus areas and report suspicious individuals or activities directly to the police dispatch center.

Emergency Phones

Yellow or red emergency phones are directly connected to the UA Police Department. These phones are strategically located throughout campus pedestrian walkways and inside parking decks. Police respond to the activation of any emergency phone receiver, even if no words are spoken.

Outdoor security phones are at the main entrances of all campus residence halls. UA Police and other campus numbers can be dialed on these phones.

If using an off-campus phone, dial 330-972 before the campus extension.

Campus Buildings

Most University academic facilities are open to the public from 7 a.m. until the latest evening classes let out. Administrative buildings are generally locked at 6 p.m. When the University is closed, all buildings are locked and may be opened only by authorized personnel.

Health and Safety

Members of the Department of Environmental and Occupational Health and Safety routinely inspect the campus for environmental and safety concerns. The Department of Physical Facilities maintains University buildings and grounds and regularly inspects facilities and promptly makes repairs to ensure safety and security. University Police work with both units to respond to reports of potential safety and security hazards, such as broken windows and locks. UA police also work with physical facilities personnel to help maintain adequate exterior lighting and safe landscaping practices.

Personal Responsibility

The cooperation and involvement of students, faculty, and staff in any campus safety program is absolutely necessary. All must assume responsibility for their own safety and security of their property by following simple, common sense precautions. For example, although the campus is well-lighted, everyone should confine their movements to well-traveled areas. There is safety in numbers, and everyone should walk with a companion or with a group at night. Valuables should be marked with a personal identification number in case of loss or theft. Bicycles should be properly secured when not in use. Automobiles should be locked at all times. Valuables and purses should never be lying in view in a car but locked in the car trunk for safekeeping. Protect your identity and personal information.

Crime Statistics

The University of Akron Police Department complies with reporting standards set by the United States Department of Education guidelines. Our crime statistics can be found at our police department website, <http://www3.uakron.edu/police/crim-prev.htm>. A hard copy of crime statistics can be obtained at The University of Akron's Police Department located at 146 Hill St., Akron, OH 44325-0402.

EMERGENCY PHONE NUMBERS

Call extension 911 on campus to reach UA police immediately.

Police.....	7123
Campus Patrol.....	7263
(Police Nonemergency).....	8123
Environmental and Occupational Health and Safety.....	6866
Fire.....	911
EMS/Medical.....	911
Electrical/Plumbing.....	7415
Hazardous Materials.....	8123
Closing Information.....	7669

Emergency numbers are monitored 24 hours a day. If calling from an off-campus phone, dial 330-972 and then the four-digit number you wish to reach. Use 911 for emergencies when dialing from all campus extensions.

Graduate School

George R. Newkome, Ph.D., *Vice President for Research and Dean*
Mark B. Tausig, Ph.D., *Associate Dean*

OBJECTIVES

The purpose of the Graduate School is to provide a quality program of education by the following means:

- Advanced courses in various fields of knowledge beyond the baccalaureate level.
- Opportunities to develop and apply research techniques and to use the resources appropriate to various graduate programs.
- Advancement of student's knowledge for the benefit of mankind through the efforts of its faculty and students.

Nature of Graduate Education

The Graduate School provides a qualified student with education which may be required for the full development of scholarly and professional capacities, subject to the criteria developed by graduate departments.

Graduate education involves the extension of knowledge. However, it is by no means a mere continuation of undergraduate study. At its best, graduate education is characterized by an able and enthusiastic advanced student who joins faculty leaders to form a community of scholars dedicated to the common pursuit of truth. Critical analysis, independence of thought, originality of method, intensity of purpose, freedom from bias, thoroughness of inquiry, keenness of perception and vital creativity combine to produce in the successful student both the professional competence and the breadth of understanding essential to leadership in many areas of human endeavor.

History of the Graduate School

Graduate study began a few years after Buchtel College opened its doors, and the first earned master's degree was conferred in 1882. The College of Education awarded its first master's degree in 1924, the Colleges of Engineering and Business Administration in 1959, the College of Fine and Applied Arts in 1967 and the College of Nursing in 1979. The School of Speech-Language Pathology and Audiology (previously the Department of Speech and later, the School of Communicative Disorders), now housed in the College of Fine and Applied Arts, was formerly a part of the Buchtel College of Arts and Sciences and conferred a master's degree in 1963. The first earned doctoral degrees were conferred in 1959. Professor Charles Bulger was appointed first dean of graduate work in 1933, and he continued in that capacity until 1950. Professor Ernest H. Cherrington, Jr. served as director of graduate studies from 1955 to 1960 and as dean of the Graduate Division from its establishment in 1960 to 1967. Dr. Arthur K. Brintnall was appointed dean of Graduate Studies and Research in 1967 being succeeded in 1968 by Dr. Edwin L. Lively. Dr. Claiborne E. Griffin succeeded Dr. Lively in 1974 and served in that capacity until 1977. Dr. Joseph M. Walton, associate dean of Graduate Studies and Research, was administrative head of the Graduate School during the 1977-78 academic year. Dr. Alan N. Gent was appointed dean of Graduate Studies and Research in 1978 and served in that capacity until 1986. Dr. Joseph M. Walton served as acting dean of Graduate Studies and Research from 1986 until 1989. In 1989 Dr. Patricia L. Carrell became dean of the Graduate School. Dr. Charles M. Dye was named interim dean in 1993 and became the dean of the Graduate School in 1995 until his retirement in July 2000. Dr. George R. Newkome was appointed Vice President for Research and Dean of the Graduate School in January 2001.

The administrative functions of the Graduate School include establishment of suitable entrance requirements, admission of qualified students, maintenance of high-quality instruction and approval of graduate requirements for advanced degrees.

Graduate Programs

A qualified student who has completed the baccalaureate program with sufficiently high grades may continue studies through the University's Graduate School in a program leading to the master's degree as well as to the doctoral degree. An undergraduate student who qualifies may enroll in certain graduate-level classes and apply the credits earned to the total required for the baccalaureate degree. To receive graduate credit for the courses, however, the student must first be admitted to the Graduate School.

The Graduate School offers programs of advanced study leading to the degree of Doctor of Philosophy in chemistry, counseling psychology, elementary education, engineering (biomedical, chemical, civil electrical, engineering applied mathematics, mechanical, and polymer), guidance and counseling, history, nursing, polymer science, psychology, secondary education, sociology, and urban studies and public affairs. The Doctor of Education degree is offered in educational administration. The Doctor of Philosophy programs in nursing and sociology are joint programs with Kent State University. The Doctor of Audiology (Au.D.) Program is a joint degree program administered by The University of Akron and Kent State University. The Doctor of Philosophy program in urban studies and public affairs is a joint program with Cleveland State University. Further, the school also offers programs of study

leading to master's degrees with majors in diverse areas as delineated in the following pages.

Several departments offer a limited amount of work which may be taken on the graduate level. Such courses may supplement the major program of study for students who do not wish to devote their entire attention to one field.

Graduate Faculty and the Graduate Council*

The graduate faculty is comprised of those members of the faculty who hold appointments at the rank of assistant professor or above and teach graduate courses, supervise theses and dissertations and are generally responsible for the content in the graduate programs at the University. They are appointed by the dean of the Graduate School after recommendation by the department, college dean and Graduate Council. Guidelines for recommendation and appointment include the following:

- quality and experience in upper-level and graduate-level teaching,
- possession of terminal degree in field,
- scholarly publication record,
- activity in research, and
- activity in profession or discipline.

The purpose of the graduate faculty is to encourage and contribute to the advancement of knowledge through instruction and research of highest quality, and to foster a spirit of inquiry and a high value on scholarship throughout the University.

The graduate faculty recommends a student who has been nominated by the student's college faculty for the appropriate master's or doctoral degree.

Graduate Council is elected by the graduate faculty. Membership in the council presently includes two members from the College of Engineering, two members from the College of Business Administration, two members from the College of Education, four members from the Buchtel College of Arts and Sciences, two members from the College of Fine and Applied Arts, one member from the College of Nursing, one member from the College of Polymer Science and Polymer Engineering, and one student member elected yearly by the Graduate Student Council. Members serve three-year terms and may not succeed themselves. The dean of the Graduate School serves as chair of both the graduate faculty and the Graduate Council.

The functions of the council include examination of proposed graduate programs and course offerings, recommendation of policy for all phases of graduate education, recommendation of persons for membership in the graduate faculty and advising and counseling the dean in administrative matters.

*An exclusive listing of graduate faculty and Graduate Council can be found in the "Directory" of the *Graduate Bulletin*.

Graduate Student Government

All registered graduate students at the University are constituents of the Graduate Student Government (GSG). The government council consists of elected representatives from each of the graduate departments, an executive board of officers, and a faculty advisor.

The objectives of GSG are to govern graduate student affairs, represent graduate student sentiment, and promote interdepartmental social exchange and interaction between students. These objectives are met by appointing members to participate in various administrative committee meetings, such as the Faculty Senate, Graduate Council and Board of Trustees meetings.

Anyone wishing more information or anyone who wants to air a complaint, problem or suggestion concerning graduate students may contact the Graduate School or attend the bimonthly GSG meetings, where all graduate students are welcome.

Other Graduate Student Organizations

- Chi Sigma Iota-Alfa Upsilon Chapter
- Counseling Psychology Graduate Student Organization
- Graduate Nursing Student Association
- Industrial/Organizational Psychology Graduate Students
- Master of Social Work Student Association
- Minority Graduate Student Council
- Polymer Engineering Student Organization
- Polymer Science Graduate Student Organization
- Public Administration and Urban Studies Student Association
- Student Association for Graduates in Education (SAGE)

SECTION 2. General Information

REGULATIONS

Student Responsibility

A student assumes full responsibility for knowing the regulations and pertinent procedures of the Graduate School as set forth in this *Bulletin*. Normally, the degree requirements in effect at the time a student is admitted to a program will apply through graduation. However, if existing programs are revised, the student has the option of pursuing the revised program as long as all requirements in the revised program are met. Additional information pertaining to programs can be obtained from the appropriate department chair.

Admission

Every person who desires to enroll in or audit any graduate credit course must be first admitted or approved by the Graduate School.

Online applications for admission to the Graduate School should be submitted electronically at least six weeks (domestic) and six months (international) before the start of the term for which admission is sought in order to allow adequate time for complete processing. No applications will be accepted after the University deadline for applications, which is usually about three weeks before the beginning of a term and is published in the *Schedule of Classes*. Some programs, such as nursing, counseling, and counseling psychology have earlier deadlines. Applicants should contact the departments for more detailed application information.

First-time applications to the Graduate School must be accompanied by an application fee. The fee for **domestic** students is \$30. The fee for **international** students is \$40. A fee of \$25 must accompany all domestic and international reapplications.

An official transcript from each college or university attended must also be received by the Graduate School before the application will be processed. This applies to the complete academic record, both undergraduate and graduate. Transcripts should be sent from the institutions attended directly to the Graduate School. The applicant is responsible for seeing that the above conditions are met by the deadlines for filing applications.

All records, including academic records from other institutions, become part of the official file and cannot be returned for any purpose. An offer of admission will be made to an applicant who meets all admission requirements. However, it must be recognized that staff, facilities, and other resources are limited, so the number of students accepted will vary among departments and from term to term. An accepted applicant may begin graduate work in the fall, spring or summer semester. The offer of admission is void, however, if the applicant does not register for courses within two years from the time of admission. An individual whose offer of admission has lapsed must submit a new application to be reconsidered.

The student is admitted only for the purpose or objective stated on the application for admission. A new request for admission must be filed when the original objective has been attained or when the student wishes to change objectives. The admitted status terminates when the time limits have been exceeded or other conditions for continued admitted status have not been met.

No student will be admitted without approval and acceptance by a department within the University, but admission to a department does not necessarily imply admission to or candidacy for any graduate degree program in that department. Admission for graduate study in any program can only be granted by the dean of the Graduate School.

Nonaccredited American School Graduates

A student holding a baccalaureate degree from a non-accredited American college or university, is required to complete at least 10 semester credits of postbaccalaureate work at a 3.00 level before being considered for admission to the Graduate School. The accreditation status of the school at the time of the student's graduation shall apply. A student should consult with the department chair in the major field to develop a postbaccalaureate program.

Transfer Students

A graduate student matriculated in the Graduate School of another college or university who wishes to transfer to The University of Akron to continue graduate education must be in good standing at the other school.

Entrance Qualifying Examinations

The use of examinations to determine admissibility to enter a graduate program or eligibility to continue in one is the prerogative of the departments offering graduate programs. The department has the right to select the examination and mini-

imum acceptable level of performance. Information and procedure may be obtained from the chair of the appropriate department.

Classification

All students are identified by the Graduate School as being in one of the following categories. Any change must be arranged through the Graduate School.

- **Full Admission** may be given to any applicant who desires to pursue a graduate degree and has a baccalaureate degree from an accredited college or university with an overall grade-point average of 2.75 or better or 3.00 for the last two years (64 semester credits or equivalent); or holds an advanced degree from an accredited college or university in or appropriate to the intended field; or holds a baccalaureate or master's degree from a foreign college or university with first-class standing or its equivalent, plus satisfactory evidence of competence in English. Full admission may also be granted to applicants to the College of Business Administration who meet the college's admission requirements.
- **Provisional Admission** may be granted to a person who has not met all of the requirements for full admission (2.74-2.5 overall GPA or 2.75 over the last two years). This admission status permits a student to take up to 15 semester credits of graduate coursework. Graduate courses taken under this admission status may be applied to a graduate degree program, but only when all requirements for *full admission* have been met.
- **Deferred Admission** may be granted if the applicant's record does not meet provisional admission standards. After completion of a postbaccalaureate program of study, with an appropriate GPA, as prescribed by the department (usually two to five courses), the student may be reconsidered for provisional admission to the Graduate School. Graduate-level coursework cannot be taken by a student under the *deferred* admission status.
- **Conditional Admission** may be granted to a person who has not yet attained the required proficiency in English. This proficiency can be demonstrated by an official TOEFL score of at least 550 (213 on the computer-based TOEFL) or by the successful completion of courses offered by the University's English Language Institute (ELI). Students may not enroll in graduate courses until the English proficiency requirement has been satisfied. Note: Some academic departments require higher TOEFL scores.
- **Non-Degree Admission** may be granted to a person who wishes to take particular courses but who is not working toward a graduate degree. This admission status permits a student to take unlimited credits of graduate coursework. Graduate courses taken under this admission status may be applied later to a graduate degree program, but only when all requirements for *full admission* have been met.
- **Special Workshop status** is for a person permitted to take workshops for graduate credit without being admitted to Graduate School. Such permission is granted by the workshop director upon receipt of a signed statement of possession of a baccalaureate degree by the applicant, and terminates upon completion of this workshop. A student admitted to special workshop status must apply through regular channels for any other category. A maximum of six workshop credits may be applied to degree work at a later date if the applicant is given *full admission* to the Graduate School.
- **Transient status** may be given to a person who is a regularly enrolled graduate student in good standing in a degree program at another accredited university and has written permission to enroll at The University of Akron. Such permission is valid only for the courses and semester specified, with a maximum of 10 semester credits allowable, and is subject to the approval of the instructor, department chair and Graduate School. A transient student is subject to the same rules and regulations as a regularly enrolled student of the University.
- **Undergraduate status** is for an undergraduate student at the University who may be granted permission to take one or more graduate-level courses if all the following conditions are met.
 - senior standing (at least 96 credits completed);
 - overall grade-point average of 2.75 or better through preceding term (if a student does not have a 3.00 or better in the major field, special justification will be required from the department);
 - written approval is given by the instructor of the course and the student's advisor.
 These courses may later be applied to a degree program if not used to satisfy baccalaureate degree requirements. The maximum number of graduate credits that may be taken by an undergraduate and applied later toward a graduate degree is 12.
- **Academic Probation status** refers to any student whose cumulative graduate grade point average falls below 3.00 and is no longer in good academic standing. Full-time students placed on academic probation are expected to return to good academic standing (overall GPA of 3.00 or above) after two consecutive semesters (excluding summers). Part-time students are expected to return to good academic standing (overall GPA of 3.00 or above) within the attempting of 15 additional graduate credits. Failure to return to good academic standing may result in academic dismissal.
- **Academic Dismissal status** refers to any student who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of "C+" or below. The accumulation of six semester credits of "F" will result in mandatory dismissal. A student who is dismissed from the Graduate School may not

be readmitted for one calendar year and then only if evidence for expecting satisfactory performance is submitted and found to be acceptable.

- **Postdoctoral status** is divided into three categories:
 - a *Fellow* is a person holding an earned doctorate who is engaged in advanced research. A fellow shall be considered a guest of the University and provided space and use of facilities within limits of practical need of the undergraduate and graduate programs. Tuition and fees shall be collected if allowed under sponsoring contract for any courses the fellow may choose to take;
 - a *Special* is a person holding an earned doctorate who desires an additional graduate degree. A special may be admitted to any program upon submission of application forms, application fee (if new student) and an official transcript from the institution awarding the doctorate. This student will be treated as a regular student subject to registration fees and program degree requirements;
 - a *Guest* is a person holding an earned doctorate who desires to attend courses and seminars relevant to individual work or interest without registering or receiving grades. A written application should be submitted to the dean of the Graduate School for each course to be taken, and approval of the instructor, department chair and college dean shall be obtained. A guest is welcome to register for any course or seminar provided space is available. Normally, space and facilities for research cannot be provided for a postdoctoral guest but special requests will be considered. Requests should be submitted, in writing, to the dean of the Graduate School who will review such requests with the appropriate college dean and department chair.

Sixty-Plus (60+) Program

Developed in accordance with State Law 3345.27, passed in 1976 and amended in March 1999, the Sixty-Plus Program provides residents 60 and older the opportunity to audit credit classes or take courses for credit on a space-available, non-tuition basis.

To qualify for the Sixty-Plus Program, the prospective student must be 60 years of age or older and have resided in the State of Ohio for at least one year.

Sixty-Plus students are exempt from payment of tuition and general service fees but are expected to pay for any books, special fees, laboratory or instructional fees and parking, if needed. Auditing allows students to attend classes, but college credit is not awarded.

Sixty-Plus participants may enroll for 11 or fewer credits unless request to enroll in a greater number of credits is approved by the Senior Vice President and Provost. Participants in this program may be prohibited from enrolling in certain courses or classes for which special course or training prerequisites apply or in which physical demands upon students are inappropriate for imposition upon persons 60 years of age or older, or in which the number of participating regular students is insufficient to cover the University's or college's course-related expenses as determined by the University.

Space availability is determined after the degree-seeking students have registered. Sixty-Plus registrations are held immediately before the start of each term and participants must register in-person.

Sixty-Plus participants are subject to the same disciplinary and/or governance rules affecting all students.

A Sixty-Plus student will be issued a Student ID Card which will permit them to use specific University facilities and services and obtain student rates for purchases of goods and services.

To be eligible to enroll in a course for credit, the student's family income must be less than 200 percent of the Federal poverty guidelines as revised annually by the U.S. Secretary of Health and Human Services for a family size equal to the size of the family of the person whose income is being determined.

Course Load

A full load of coursework at the graduate level is normally 9-15 semester credits including audit. Full-time status is defined as a minimum of 9 semester credits; or as defined by the Internal Revenue Service for those students with graduate assistantships.

Registration

The responsibility for being properly registered lies with the student, who should consult with the assigned advisor in preparing a program of courses and/or research. A schedule of courses, hours, class location and registration procedures is obtainable from the registrar.

Cross Registration

Under specific circumstances a graduate student may take one or more graduate courses at Cleveland State University, Kent State University, The University of Akron, or Youngstown State University without registering as a transient student. The course for which a student wishes to register should contribute to the student's program of study and be unavailable when needed to complete the student's program at the home institution. The student must be in good standing (GPA > 3.0) and within the time limits for degree completion. The graduate program unit at the student's home institution will establish a graduate special topics or independent study course identification capable of being "tagged" by the home university with a title that will correspond to the course title at the host university and with the initials of that university; i.e. CSU, KSU, or YSU. Registration for such a course is controlled

by the home department and will be permitted only upon receipt of an approved Cross Registration form. Cross Registration forms can be obtained online at <http://www.uakron.edu/gradsch/forms.php>.

Financial Assistance

The University awards a number of graduate assistantships to qualified students. These assistantships provide stipends of \$6,000 to \$18,000 plus remission of tuition and fees and are available in all departments with graduate degree programs. A graduate assistant renders service to the University through teaching and/or research. For information and applications, contact the department chair or school director. Partial tuition scholarships may be available for first-time graduate students on a limited basis in some departments.

A number of fellowships sponsored by industry and government agencies are available in some departments. For information, contact the chair of the department.

Information about student loans can be obtained from the Office of Student Financial Aid.

Additional information concerning financial aid policies is available in the *Graduate Assistant Handbook* which can be obtained online at <http://www.uakron.edu/gradsch/handbook/>.

International Students

The University of Akron welcomes international students and seeks to make their educational experience pleasant and meaningful. Each year, approximately 850 international students from 85 countries pursue studies and research at The University of Akron.

Admission

International students may apply to begin their graduate studies for the Fall, Spring, or Summer Sessions. Students should submit their applications at least six months in advance of the date they wish to begin studying. Graduate students applying for assistantships should submit applications nine months before the term begins for best consideration. The following procedures should be followed:

- Obtain a graduate student application from the Graduate School, The University of Akron, Polsky Building, Room 469, Akron, OH 44325-2101, phone 330-972-7663, fax 330-972-6475 (Internet address: <http://www.uakron.edu/gradsch>; electronic mail address: gradschool@uakron.edu). Return the completed application and the one-time nonrefundable application fee of \$40 with the following documentation:
 - An official transcript and degree from all institutions and universities attended. Original records in languages other than English must be accompanied by exact English translations and certified by the school, U.S. consulate, or other legal certifying authority.
 - Proof of adequate financial support. An international student should submit to the Office of International Programs, The University of Akron, Polsky Building, Room 483, Akron, OH 44325-3101, the Declaration and Certification of Finances (DCF) and an original statement from the bank showing availability of sufficient funds to cover the cost of the first year of study. The Office of International Programs will prepare the Certificate of Eligibility (*I-20A/B* or *DS-2019*) upon receipt of adequate financial support and admission to the University.
- International applicants, U.S. citizens, and Permanent Residents whose native language is not English must submit evidence that they have a sufficient level of English to undertake graduate studies at The University of Akron.

After submitting acceptable academic credentials and proof of English proficiency, applicants who are fully admitted may enroll in graduate course work and be eligible for University of Akron-funded assistantships, fellowships, or scholarships. Prospective teaching assistants must also achieve a minimum score of 50 on the Test of Spoken English (TSE).

Applicants to graduate programs can demonstrate their English proficiency in one of these ways:

- A minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or of 213 on the computer-based TOEFL. (The following departments require a higher standard of proficiency: the Ph.D. program in Urban Studies and Public Affairs requires a TOEFL of 570/230; English and History require a TOEFL of 580/237; and Biomedical Engineering requires a TOEFL of 590/243.) Scores more than two years old will not be accepted. See <http://www.toefl.org> for information about the TOEFL.
- or
- A minimum score of 6.5 on the International English Language Testing System (IELTS), which is managed by University of Cambridge ESOL Examinations, British Council, and IDP Education Australia. Scores more than two years old will not be accepted. See <http://www.ielts.org/> for information about the IELTS.
- or
- A minimum score of 77 on the Michigan English Language Assessment Battery (MELAB). Note: Some academic departments require a higher standard of proficiency. See <http://www.lsa.umich.edu/eli/melab.htm> for further information regarding the MELAB.

or

- Successful completion of a full course of study in the Advanced Level of the English Language Institute (ELI) at The University of Akron. The ELI is an intensive (20 hour a week) program in English for academic purposes. The Advanced Level course of study is offered every Fall, Spring, and Summer according to the university's academic calendar. For details about successful completion and about applying to the English Language Institute, see <http://www.uakron.edu/eli>.

or

- Successful completion of 24 credit hours of upper-level undergraduate or 18 credit hours of graduate course work at a U.S. university or college in which English is the primary language of instruction. Successful completion is defined as maintaining a 3.0 GPA in full-time, continuous studies. Applicants must submit original transcripts of their course work.

Costs, Financial Aid, and Medical Insurance

Information on estimated expenses for international graduate students on F-1/J-1 visas can be found on the form "Declaration and Certification of Finances" (DCF). This form also indicates additional costs for an F-1/J-1 student's dependents; should they accompany or join the student here. Annual tuition and living expenses for the 2004-2005 academic year will be approximately \$20,000. Tuition is subject to change.

Graduate students may request financial aid through fellowships and graduate assistantships. A graduate student interested in applying for this aid should request the necessary forms when requesting the admission application.

The University of Akron requires that all international students carry major medical insurance that meets minimum established requirements. Such coverage must be effective throughout the students' studies at The University of Akron. International students will not be permitted to register without proof of such coverage.

International Student Orientation

The required International Student Orientation takes place about one to two weeks before classes begin and costs \$60. The orientation dates will be mailed to students with their orientation letter and immigration documents.

International Transfer Credits

Transfer credit from foreign institutions is awarded at the discretion of the academic department with the final approval from the Graduate School. Transfer course work is only accepted from institutions that are recognized by the institution's governing academic body (i.e. Ministry of Education). The student must have earned a minimum of a "B" (or its equivalent) to be eligible for transfer credit.

Teaching Assistants

Applicants whose native language is not English and who expect to become teaching assistants, are also required to achieve a minimum score of 50 on the Test of Spoken English (TSE, Revised 1995) or a minimum score of "Pass" on the U-ADEPT. This exam must be taken prior to functioning as a teaching assistant. Those for whom English is the native language and who expect to become a teaching assistant must demonstrate proficiency in English through departmental certification. Neither the TSE nor departmental certification is required for research or administrative assistants.

Note: International students are encouraged to contact the Office of International Programs directly with questions about housing, climate, insurance, or immigration regulations. Questions concerning degree programs should be directed to the appropriate academic department.

Grades

A student admitted to graduate study under any status at the University is expected to maintain a minimum 3.00 grade-point average (4.00="A") at all times. A minimum grade-point average of 3.00 is required for graduation. No more than six semester credits of "C+," "C," and "C-" grades may be counted toward the degree. Grades of "D+," "D," and "D-" are treated as "F" grades. No grades below "C-" may be counted toward a degree.

Official academic records for graduate students are maintained with a grade-point system as follows:

Grade	Quality Points	Key
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	0.0	Failure
D	0.0	
D-	0.0	
F	0.0	
CR	0.0	
NC	0.0	No credit
AUD	0.0	Audit

The following grades may also appear on the term grade reports or on the official academic record. There are no grade points associated with these grades.

I – Incomplete: Indicates that the student has done passing work in the course but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the “I” to an “F.” When the work is satisfactorily completed within the allotted time the “I” is converted to whatever grade the student has earned.*

IP – In Progress: Indicates that the student has not completed the scheduled course work during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

PI – Permanent Incomplete: Indicates that the student’s instructor and the instructor’s dean have for special reason authorized the change of an incomplete (“I”) or an in progress (“IP”) to a permanent incomplete (“PI”).

W – Withdraw: Indicates that the student registered for the course but withdrew officially sometime after the second week of the term.

NGR – No Grade Reported: Indicates that, at the time grades were processed for the present issue of the record, no grade had been reported by the instructor.

INV – Invalid: Indicates the grade reported by the instructor for the course was improperly noted and thus unacceptable for proper processing.

*If instructors wish to extend the “I” grade beyond the following term for which the student is registered, prior to the end of the term they must notify the Office of the Registrar in writing of the extension and indicate the date of its termination. It is the responsibility of the student to make arrangements to make up the incomplete work. The faculty member should submit the new grade to the Office of the Registrar in writing.

Academic Reassessment

A student who meets all the criteria described below may petition the Vice President for Research and Dean of the Graduate School to remove from his/her graduate cumulative grade point average all those grades earned under the student’s prior enrollment at The University of Akron.

- Degree seeking graduate student
- Previous graduate enrollment at The University of Akron
- Not enrolled at The University of Akron for at least five years prior to current enrollment
- Maintain a current graduate grade point average of at least 3.00 or better for the first 15 hours of re-enrollment credit

If the student’s petition is granted, the following will apply to the reassessment policy:

- This policy only applies to the student’s graduate grade point average.
- All University of Akron grades will remain on the student’s official, permanent academic record (transcript); this process will affect the cumulative graduate grade point average only. It will not remove evidence/documentation of the student’s overall academic history at the university.
- No grades/credits from the student’s prior graduate enrollment at the university may be counted toward the subsequent degree program requirements. Degree requirements may only be met by courses included in the calculation of the student’s cumulative graduate grade point average at The University of Akron. Thus, the student who successfully petitions for cumulative graduate grade point average recalculation under this policy automatically forfeits the right to use any of the excluded course work toward the current degree requirements.

A student may exercise this graduate reassessment option only once, regardless of the number of times the student enters/attends a graduate degree program at The University of Akron.

Repeating Courses

Any graduate course may be repeated once for credit; however, the degree requirements shall be increased by the credit hour value of each course repeated. The hours and grades of both the original and the repeated section shall be used in computing the grade-point average. Required courses in which a “D” or “F” was received must be repeated.

Audit Policy

A student choosing to audit a course must be admitted and indicate audit at the time of registration. The student pays the enrollment fee and may be expected to do all the work prescribed for students taking the course for credit, except that of taking the examination. Any faculty member may initiate withdrawal for a student not meeting these expectations.

Thesis and Dissertation Credits

Course number 699 will only be used for courses which indicate credit is being given for a master’s thesis. 899 will only be used for courses which indicate credit

is being given for a doctoral dissertation. No credit for 699 or 899 will be given unless the thesis or dissertation is completed.

Colloquia, Seminars and Workshops

Colloquium (credit/noncredit grading)—A course that normally involves guests, faculty or graduate students as speakers. The intent of the course is to introduce a broad range of topics using resource personnel. Normally, assignments are limited to class participation.

Seminar (letter grades)—A course that normally involves group discussion or other activities based on assigned material. Grades are awarded based on a combination of assignments, tests and class participation.

Workshop (credit/noncredit grading)—A course that normally operates over a shorter period than a semester or a summer session. Workshops focus on a particular aspect or aspects of a field of study, require a combination of assignments, tests and class participation, and may or may not be permitted to satisfy degree requirements.

Probation and Dismissal

Any student whose cumulative graduate grade-point average falls below 3.00 will be placed on probation and is no longer in good standing. In consultation with the college or department, as appropriate, the dean of the Graduate School will dismiss full-time students who do not return to good academic standing within two consecutive semesters (excluding summers) and part-time students who do not return to good academic standing within the attempting of 15 additional credits.

For the purpose of administration of the full-time and part-time provisions of this policy, full-time and part-time status are determined by the semester in which the student goes on probation. Full-time enrollment constitutes nine or more graduate credits; part-time is less than nine graduate credits.

The dean of the Graduate School, with the approval of the relevant department chair, may also dismiss anyone who fails to make satisfactory progress toward declared goals or who accumulates six semester credits of “C+” or below. The accumulation of six semester credits of “F” will result in mandatory dismissal.*

A student dismissed from the Graduate School for academic reasons may not be readmitted for one calendar year, and then only if evidence for expecting satisfactory performance is submitted and found to be acceptable.

*Grades of “D+,” “D,” and “D-” are treated as “F” grades. (See previous section on **Grades**.)

Commencement

Students earning graduate degrees are expected to participate in the commencement exercises. A degree candidate who has legitimate reasons for graduating “In Absentia” should make a written request to the registrar within the established dates and pay the designated fee.

Students must apply to graduate in advance of completing degree requirements. Applications are filed with the Graduation Office which observes the following deadlines:

- Fall graduation: May 15.
- Spring graduation: September 15.
- Summer graduation: February 15.

Academic Dishonesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained within the *Student Code of Conduct* available at www.uakron.edu/student/aff/osd, in Carroll Hall 305, or by calling Student Judicial Affairs at 330-972-7021.

The University of Akron considers academic integrity an essential part of each student’s personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student’s responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student’s original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.

- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

A further discussion of these procedures and other avenues for recourse can be found in the *Grievance Procedures for Graduate Students*, available at the Graduate School, The Polsky Building 469, and included in the **Appendix** of this *Bulletin*.

Ohio Residency Requirements

Payment of a non-resident surcharge is required of any student who does not qualify as a permanent resident of Ohio as defined by Section 3333-1-10 of the *Ohio Revised Code*.

A. Intent and Authority

1. It is the intent of the Ohio Board of Regents in promulgating this rule to exclude from treatment as residents, as that term is applied here, those persons who are present in the state of Ohio primarily for the purpose of receiving the benefit of a state-supported education.
2. This rule is adopted pursuant to Chapter 119 of the Revised Code, and under the authority conferred upon the Ohio Board of Regents by Section 3333.31 of the Revised Code.

B. Definitions

For purposes of this rule:

1. A "resident of Ohio for all other legal purposes" shall mean any person who maintains a 12-month place or places of residence in Ohio, who is qualified as a resident to vote in Ohio and receive state welfare benefits, and who may be subjected to tax liability under Section 5747.02 of the Revised Code, provided such person has not, within the time prescribed by this rule, declared himself or herself to be or allowed himself or herself to remain a resident of any other state or nation for any of these or other purposes.
2. "Financial support" as used in this rule, shall not include grants, scholarships, and awards from persons or entities which are not related to the recipient.
3. An "institution of higher education" as used in this rule shall mean any university, community college, technical institute or college, general and technical college, medical college or private medical or dental college which receives a direct subsidy from the state of Ohio.
4. For the purpose of determining residency for tuition surcharge purposes at Ohio's state-assisted colleges and universities, "domicile" is a person's permanent place of abode; there must exist a demonstrated intent to live permanently in Ohio, and a legal ability under federal and state law to reside permanently in the state. For the purpose of this policy, only one (1) domicile may be maintained at a given time.
5. For the purpose of determining residency for tuition surcharge purposes at Ohio's state-assisted colleges and universities, an individual's immigration status will not preclude an individual from obtaining resident status if that individual has the current legal status to remain permanently in the United States.

C. Residency for subsidy and tuition surcharge purposes

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

1. A dependent student, at least one of whose parents or legal guardian has been a resident of the state of Ohio for all other legal purposes for 12 consecutive months or more immediately preceding the enrollment of such student in an institution of higher education.
2. A person who has been a resident of Ohio for the purpose of this rule for at least 12 consecutive months immediately preceding his or her enrollment in an institution of higher education and who is not receiving, and has not directly or indirectly received in the preceding 12 consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.
3. A dependent child of a parent or legal guardian or the spouse of a person who, as of the first day of a term enrollment, has accepted full-time self-sustaining employment and established domicile in the state of Ohio for reasons other than gaining the benefit of favorable tuition rates. Documentation of full-time employment and domicile shall include both of the following documents:

- a. A sworn statement from the employer or the employer's representative on the letterhead of the employer or the employer's representative certifying that parent or spouse of the student is employed full-time in Ohio.
 - b. A copy of the lease under which the parent or the spouse is the lessee and occupant of rented residential property in the state; a copy of the closing statement on residential real property located in Ohio of which parent or spouse is the owner and occupant; or if parent or spouse is not the lessee or owner of the residence in which he or she has established domicile, a letter from the owner of the residence certifying that parent or spouse resides at that residence.
- D. Additional criteria which may be considered in determining residency for the purpose may include but are not limited to the following:
1. Criteria evidencing residency:
 - a. if a person is subject to tax liability under Section 5747.02 of the Revised Code;
 - b. if a person qualifies to vote in Ohio;
 - c. if a person is eligible to receive state welfare benefits;
 - d. if a person has an Ohio driver's license and/or motor vehicle registration.
 2. Criteria evidencing lack of residency:
 - a. if a person is a resident or intends to be a resident of another state or nation for the purpose of tax liability, voting, receipt of welfare benefits, or student loan benefits (if the loan program is only available to residents of that state or nation);
 - b. if a person is a resident or intends to be a resident of another state or nation for any purpose other than tax liability, voting or receipt of welfare benefits.
- E. Exceptions to the general rule of residency for subsidy and tuition surcharge purposes.
1. A person who is living and is gainfully employed on a full-time or part-time and self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education.
 2. A person who enters and currently remains upon active duty status in the United States military service while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.
 3. A person on active duty status in the United States military service who is stationed and resides in Ohio and his or her dependents shall be considered residents of Ohio for these purposes.
 4. A person who is transferred by his or her employer beyond the territorial limits of the 50 states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile as long as such person has fulfilled his or her tax liability to the state of Ohio for at least the tax year preceding enrollment.
 5. A person who has been employed as a migrant worker in the state of Ohio and his or her dependents shall be considered a resident for these purposes provided such person has worked in Ohio at least four months during each of the three years preceding the proposed enrollment.
- F. Procedures
1. A dependent person classified as a resident of Ohio for these purposes (under the provisions of Section C.1. of this rule) and who is enrolled in an institution of higher education when his or her parents or legal guardian removes their residency from the state of Ohio shall continue to be considered a resident during continuous full-time enrollment and until his or her completion of any one academic degree program.
 2. In considering residency, removal of the student or the student's parents or legal guardian from Ohio shall not, during a period of 12 months following such removal, constitute relinquishment of Ohio residency status otherwise established under paragraphs C.1. or C.2. of this rule.
 3. For students who qualify for residency status under C.3., residency status is lost immediately if the employed person upon whom resident student status was based accepts employment and establishes domicile outside Ohio less than 12 months after accepting employment and establishing domicile in Ohio.
 4. Any person once classified as a nonresident, upon the completion of 12 consecutive months of residency, 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 12 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 documentation regarding the sources of a student's actual financial support.

- Any reclassification of a person who was once classified as a nonresident for these purposes shall have prospective application only from the date of such reclassification.
- Any institution of higher education charged with reporting student enrollment to the Ohio Board of Regents for state subsidy purposes and assessing the tuition surcharge shall provide individual students with a fair and adequate opportunity to present proof of his or her Ohio residency for purposes of this rule. Such an institution may require the submission of affidavits and other documentary evidence which it may deem necessary to a full and complete determination under this rule.

Fees

All fees reflect charges in 2004-2005 and are subject to change without notice.

Application Fee (this fee is not refundable under any circumstances)

Domestic	\$30.00
International	\$40.00
Domestic Student Reapplication Fee	\$25.00
International Student Reapplication Fee	\$25.00
Retroactive Continuous Enrollment Requirement Fee (assessed to doctoral students who are not in compliance with the University's continuous enrollment policy requiring a minimum enrollment of at least one credit hour for each fall and spring semester)	\$400.00/hr per semester

*Graduate Application Fee is deferred for federally funded TRIO program alumni.

Tuition Fees

Resident student per credit	\$304.80
CBA student per credit	\$336.44
Nonresident student per credit	\$522.88
Nonresident CBA student per credit (same fees apply when auditing classes)	\$554.52

General Fee

Per credit hour	\$11.63 per credit
Maximum of	\$139.56 per semester

Administrative Fee*

Graduate, transient students	\$12.00 per term
------------------------------	------------------

Facilities Fee

Per credit hour	\$11.15
Maximum of	\$133.80 per semester

Technology Fee

Per credit hour	\$16.25
-----------------	---------

Library Fee

Per credit hour	\$3.00
-----------------	--------

Engineering Infrastructure Fee

Per credit hour (all Engineering courses)	\$12.75
---	---------

International Executive MBA Program

All inclusive tuition, fees, travel, and program costs:

Tuition Deposit (Due July 15)	\$5,000.00
First Semester	\$15,000.00
Second Semester	\$10,000.00
Third Semester	\$10,000.00
Application Fee	\$120.00
Waiver Exam Fee	\$100.00 per exam

Master of Public Health Program

Tuition	\$403.00 per credit hour*
Parking	\$110.00 per semester

*Plus Administrative, Library, Technology, and Facilities Fees

Joint Ph.D. in Nursing Program (UA and KSU)

Tuition	\$354.00 per credit hour
Non-resident surcharge	\$269.00 per credit hour
Dissertation fee:	
Dissertation I (1-15 credits per semester; maximum 30 cr.)	\$142.00 per credit hour
Dissertation II (flat rate)	\$15.00

Doctor of Audiology (Au.D.) (UA and KSU)

Tuition	\$365.00 per credit hour
Non-resident surcharge	\$320.00 per credit hour

Parking Permit Fee

Per semester, Fall and Spring (enrolled for any number of credits)	\$110.00
Summer Session (one permit good for all sessions)	\$75.00
Workshop participants	\$4.00 per day

Other Fees

Course materials fees – assessed for selected courses to cover the cost of instructional materials. Consult the Registrar's Office or the appropriate college, department or school regarding specific course material fees for classes.

Thesis, dissertation, and binding fees (payable at time of application for degree)	
– binding per volume	\$9.50
– microfilming (Ph.D./Ed.D. only)	Up to \$70.00

Copyright fee (payable at time of application for degree if copyright is sought)	Up to \$45.00
Graduate Foreign Language Reading Proficiency Exam	\$50.00
Miller Analogies Test (Counseling, Testing, and Career Center)	\$55.00
Late graduation application fee	\$100.00
Late registration fee: (charged to students who have not registered for classes by the first day of the semester)	\$100.00
Late registration fee: (charged to students who have not registered for classes by the first day of the Summer Session)	\$50.00
Re-enrollment fee: (charged if a student is dropped for non-payment of fees and student re-enrolls)	\$100.00

* Administrative fee replaces those fees previously charged for schedule changes, transcripts, and for application for graduation.

Financial Aid

Financial aid programs were developed by the federal and state governments as well as by institutions of higher education to assist students from families with limited resources to meet educational expenses. The primary purpose of financial aid is to ensure that no one is denied the opportunity of a college education because of financial need.

When applying for financial aid at The University of Akron, the Office of Student Financial Aid determines a budget that best suits the needs of the student. The budget includes direct costs that must be paid to the University (*i.e.*, instructional and general fees and room and board in the residence halls) and variable expenses such as transportation and personal expenses.

A graduate student who has already received a bachelor's degree can apply for the Federal Subsidized and Unsubsidized Stafford Loans. The Federal Pell Grant, Ohio Instructional Grant and Federal Supplemental Educational Opportunity Grant cannot be received. Postbaccalaureate students may only apply for Subsidized and Unsubsidized Stafford Loans.

To apply for the Federal Subsidized and Unsubsidized Stafford Loans, the student must complete and submit the Free Application for Federal Student Assistance (FAFSA) or the Renewal Application to the Federal Processor. Applications are available in January for the following school year. Applications can be completed on the World Wide Web at <http://www.fafsa.ed.gov>. For technical assistance, call 1-800-801-0576. Inquiries may be directed to the Office of Student Financial Aid, Spicer 119, 330-972-7032 or 1-800-621-3847.

Installment Payment Plan

The Installment Payment Plan is an option offered by The University of Akron to help students spread their tuition, University housing and meal plan charges into payments over the course of the academic term.

To begin the plan, students must send in the minimum required down payment and the \$26 application fee, along with a signed Installment Payment Plan application. This information must be received by the Office of Accounts Receivable on or before the due date. The Installment Payment Plan only covers one term, thus students must send in all required materials before the due date for each term that they wish to use the Installment Payment Plan.

The Installment Payment Plan requires a minimum down payment based upon the number of credit hours for which a student is enrolled. A \$500 down payment is required for full time students (12 credit hours or more). A \$200 down payment is required for all students registered for less than 12 credit hours. Financial aid can be used to pay for a portion or all of the required down payment. Every student that applies for the Installment Payment Plan is required to pay the \$26 application fee.

More information on the Installment Payment Plan is available online at <http://www.uakron.edu/administration/StudentAffairs/financialAid/ipp.php>

Graduate Assistantships

Graduate assistantships may be available through various graduate degree-granting academic units. Graduate assistantships and other graduate awards are distributed to the colleges through the Graduate School; therefore, a separate application is required. For further information, contact the Graduate School, Pol-sky Building, room 469, 330-972-7663.

International Students

A student in the United States on a student or other temporary visa is not eligible for any state or federal financial aid. Application for scholarships, short-term loans, graduate assistantships, and some types of employment may be made.

Regulations Regarding Refunds

All fees, e.g., instructional, general, parking, etc., are subject to change without notice. Students shall be charged fees and/or tuition and other fees in accordance with schedules adopted by the Board of Trustees. Registration does not automatically carry with it the right of a refund or reduction of indebtedness in cases of fail-

ure or inability to attend class or in cases of withdrawal. The student assumes the risk of all changes in business or personal affairs.

Fees Subject to Refund

Certain fees are subject to refund.

- Instructional fee (tuition) and nonresident surcharge.
- General fee.
- Course materials and computing fee.
- Student parking fee (only if permit is returned).
- Student teaching fee.
- Laboratory breakage and late service deposit.
- Residence hall fees (note: subject to special policy).
- Technology fee.
- Facilities fee.

Amount of Refund

Amount of refund is to be determined in accordance with the following regulations and subject to course instructor/advisor signature requirements contained in the University's official withdrawal policy:

• In full

- if the University cancels the course;
- if the University does not permit the student to enroll or continue except for disciplinary reasons. No refund will be granted to a student dismissed or suspended for disciplinary reasons;
- if the student dies before or during the term; is drafted into military service by the United States; is called to active duty; or if the student enlists in the National Guard or Reserve prior to the beginning of the term. Notice of induction or orders to active duty is required if the student is called to active duty. A student who enlists voluntarily for active duty should see “*in part*” below.

• In part

- if the student requests official withdrawal, the following refund percentages apply:

During the second week of the semester	70%
During the third week of the semester	50%
During the fourth week of the semester	30%
During the third week of the semester	20%
Thereafter	0%

- Refunds for course sections which have not been scheduled consistent with either the standard 15-week fall/spring semester or the five-week summer term scheduling pattern will be handled on a *pro rata* basis according to the number of days of the section (class, institute, or workshop) which have passed compared to the number of days said section has been scheduled to meet.
- Refunds will be determined as of the date of formal withdrawal unless proof is submitted that circumstances beyond control of the student, e.g., hospital confinement, prevented the filing of the formal withdrawal earlier, in which case the refund will be determined as of said circumstance. The student assumes responsibility for filing for a refund.
- Refunds will be mailed as soon as possible. Refund checks are subject to deduction for any amount owed to The University of Akron by the student.

Payment of Tuition and Fees/Withdrawal

Tuition and fees for the semester are to be paid or arranged for payment on or before published due dates. Students who receive financial assistance should be aware that they may be responsible for fees. Students will be responsible for assuring that their personal accounts are up-to-date. Payment plans are available for those students who wish to spread payments over an extended period. Students with accounts that are not fully paid or properly arranged for payment by the end of the semester may be prevented from registering for subsequent coursework. If a student enrolls in classes and then decides not to attend, it is still the student's responsibility to drop his or her classes and to notify the University in order to prevent unnecessary charges.

SECTION 3. Academic Requirements

MASTER'S DEGREE REQUIREMENTS

Admission

When a student is admitted to graduate study, an advisor is appointed by the chair of the major department. A student who is academically qualified in general but deficient in course preparation may be required to make up the deficiencies at the postbaccalaureate level. This may be recommended prior to beginning graduate work, or in some cases, can be done simultaneously.

Residence Requirements

There are no formal residence requirements for the master's degree. A student may meet the degree requirements of the Graduate School and the department through either full- or part-time study.

Continuous Enrollment Requirements

There is no formal Graduate School continuous enrollment requirement for the master's degree. Individual master's programs, however, may require continuous enrollment. Students should consult their advisors about this requirement.

Time Limit

All requirements must be completed within six years after beginning graduate-level coursework at The University of Akron or elsewhere. An extension of up to one year may be granted in unusual circumstances by the Graduate School upon written request by the student and recommendation by the advisor and department chair.

Credits

A minimum of 30 semester credits of graduate work is required in all master's degree programs. This includes thesis credit. Some departments require more (see departmental requirements). A minimum of two-thirds of the total graduate credits required in any master's program must be completed at the University. A maximum of six workshop credits may be applied to a master's degree. Such credits must be relevant to the degree program, recommended by the student's advisor and approved by the dean of the Graduate School.

It should be noted that the requirements listed by department elsewhere in this section refer to the minimum necessary for a degree. It is entirely within the prerogative of the department to assign additional credits of coursework or other requirements in the interest of graduating a fully qualified student.

No graduate credit may be received for courses taken by examination or for 500-numbered courses previously taken at the 400-number course level as an undergraduate without advance approval from the dean of the Graduate School. “Repeat for change of grade” is not available at the graduate level.

Transfer Credits

Up to one-third of the total credits required for a master's degree may be transferred from an accredited college or university, including The University of Akron. Departments and colleges may set more restrictive limits. All transfer credit must be at the “A” or “B” level (4.00 to 3.00) in graduate courses. The credits must be relevant to the student's program as determined by the student's academic department. A University of Akron student who seeks to enroll in courses elsewhere for transfer credit here must receive prior approval.

A student seeking to transfer credit must have full admission and be in good standing at The University of Akron and at the school at which the credits were earned. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a grade-point average of 3.00 or better. Transfer credit from other institutions shall not be computed as part of a student's University of Akron grade point average.

Individual course transfer of credit must fall within the six-year time limit to complete degree requirements. A block transfer of credit may be requested if a student has a prior graduate degree from an accredited college or university, including The University of Akron. A block transfer of credit does not apply toward the student's six-year time limit to complete the degree.

Optional Department Requirements

Each department may set special requirements with regard to entrance examinations, qualifying examinations, foreign language, required courses and thesis. Details are available from the chair of the major department.

Advancement to Candidacy

A student should apply for advancement to candidacy after completion of one-half of the credits required for the degree in his or her program. A student must be fully admitted and in good standing to be advanced to candidacy. Advancement to Candidacy forms can be obtained online at <http://www.uakron.edu/gradsch/forms.php>, from the academic department, or from the Graduate School.

Students must submit an Advancement to Candidacy form to the departmental office by the following dates:

- September 15 for Spring Commencement
- February 15 for Summer Commencement
- May 15 for Fall Commencement

Graduation

To be cleared for graduation, a candidate must have completed coursework with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy; filed an application for graduation with the registrar; paid all applicable fees; and met any other department and University requirements applicable.

If a thesis is required, two copies, properly prepared, are due in the Graduate School at least three weeks prior to commencement (see posted deadlines). These copies must be signed by the advisor, faculty reader, department chair/school director, and college dean prior to submission to the dean of the Graduate School. A manual entitled *Guidelines for Preparing a Thesis or Dissertation can be obtained online at <http://www.uakron.edu/gradsch/gdlnThesDiss.php>* and all copies of the thesis must conform to these instructions.

DOCTORAL DEGREE REQUIREMENTS*

A master's degree is not a prerequisite for the doctorate; however, the first year of study after the baccalaureate will be substantially the same for both the master's and doctoral student. Some programs admit students to doctoral programs directly after the bachelor's degree; others require a master's degree. No specific number or sequence of courses constitutes a doctoral program or assures attainment of the degree. A formal degree program consists of a combination of courses, seminars and individual study and research that meet the minimum requirements of the Graduate School and those of the committee for each individual student.

Admission

Usually, a student is not officially considered as a doctoral student until completion of a master's program or its equivalent and approval for further study. Departments offering doctoral degree programs review each candidate carefully before recommending admission.

A minimum grade-point average of 3.00 is required for graduation of a candidate for all doctoral degrees.

Residence Requirements

A doctoral student may meet the degree requirements of the Graduate School and department by full-time study or a combination of full- and part-time study.

The minimum residence requirement for a doctoral candidate in all programs is at least two consecutive semesters of full-time study and involvement in departmental activities. Full-time study is defined as 9-15 semester credits, except for graduate teaching and research assistants for whom full-time study is specified by the assistantship agreements. The summer sessions may count as one semester, provided that the candidate is enrolled for a minimum total of six semester credit hours per combined summer terms. Individual programs may have additional residence requirements such as credits or courses to be completed, proper time to fulfill the residence requirement, and the extent to which a resident may hold outside employment.

Before a doctoral student begins residency, the student's advisor and the student shall prepare a statement indicating the manner in which the residence requirement will be met. Any special conditions must be detailed and will require the approval of the student's committee, the department faculty member approved to direct doctoral dissertations, the collegiate dean and the dean of the Graduate School.

*The doctoral program in engineering is an interdisciplinary program offered on a collegiate basis. In the descriptions of University doctoral degree requirements on the following pages, citations of department or departmental faculty should be interpreted as citations of college or collegiate faculty with specific reference to the doctoral program in engineering.

Continuous Enrollment Requirement

All students admitted to doctoral programs must register for a minimum of one graduate credit as approved by their advisors during each Fall and Spring semester. Individual departments may exceed this minimum requirement. Doctoral students shall consult their advisors about additional requirements. Master's programs may require continuing enrollment. Students should consult their advisors about this requirement.

Time Limit

All doctoral requirements must be completed within 10 years of starting coursework at The University of Akron or elsewhere. This refers to graduate work after receipt of a master's degree or the completion of 30 semester credits. Extensions of up to one year may be granted by Graduate School under unusual circumstances upon written request by the student and recommendation by the advisor and department chair.

Credits

A doctorate is conferred in recognition of high attainment and productive scholarship in some special field of learning as evidenced by the satisfactory completion of a prescribed program of study and research; and the successful passing of examinations covering the special field of study and the general field of which this subject is a part. Consequently, the emphasis is on mastery of the subject rather than a set number of credits. Doctoral programs generally encompass the equivalent of at least three years of full-time study at the graduate level. A minimum of 50 percent of the total credits above the baccalaureate required in each student's doctoral program must be completed at the University. A maximum of six workshop credits may be applied to a doctoral degree. Such credits must be relevant to the degree program, recommended by the student's advisor and approved by the dean of the Graduate School.

No graduate credit may be received for courses taken by examination or for 400-numbered courses previously taken at the 400-number course level as an undergraduate without advance approval from the dean of the Graduate School. "Repeat for change of grade" is not available at the graduate level.

Transfer Credits

Up to one-half of the total credits above the baccalaureate required in a doctoral program may be transferred from an accredited college or university, including The University of Akron. Departments and colleges may set more restrictive limits. All transfer credit must be at the "A" or "B" level (4.00 to 3.00) in graduate courses. The credits must be relevant to the student's academic program as determined by the student's academic department. A University of Akron student who seeks to enroll in courses elsewhere for transfer credit here must receive prior approval.

A student seeking to transfer credit must have full admission and be in good standing at The University of Akron and at the school at which the credits were earned. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a grade-point average of 3.00 or better. Transfer credits from other institutions shall not be computed as part of a student's University of Akron grade point average.

Individual course transfer or credit must fall within the ten-year time limit to complete degree requirements. A block transfer of credit may be requested if a student holds a prior graduate degree from an accredited college or university, including The University of Akron. No more than 30 semester credits may be transferred from a single master's degree. A block transfer of credit does not apply toward the student's ten-year time limit to complete the degree.

Language Requirements*

There is no University-wide foreign language requirement for the doctoral degree. The student is required to demonstrate one of the following skills depending upon the particular program.

- Plan A: Reading knowledge, with the aid of a dictionary, of two approved foreign languages. At the discretion of the major department an average of "B" in the second year of college-level courses in a language will be accepted as evidence of proficiency in reading knowledge for that language. English may be considered as one of the approved foreign languages for a student whose first language is not English; and demonstrated competence in research technique (e.g., statistics and/or computers) may be substituted for one of the two foreign languages. Under the last option, each department should define competence and publicize.
- Plan B: Comprehensive knowledge of one approved foreign language, including reading without the aid of a dictionary and such additional requirements as the department may impose.
- Plan C: In certain doctoral programs (counseling and guidance, elementary education, engineering, psychology, secondary education, urban studies and public affairs) the demonstration of competence in appropriate research skills may serve as a substitute for the foreign language requirements.

*The Doctor of Audiology (Au.D.) does not have a foreign language requirement.

Optional Department Requirements

Each department may determine requirements for a doctoral student with regard to entrance examinations, qualifying examinations, preliminary or comprehensive examinations and course sequences.

Advancement to Candidacy

A student should apply for advancement to candidacy after completion of one-half of the credits required for the degree in his or her program. A student must be fully admitted and in good standing to be advanced to candidacy. Advancement to Candidacy forms can be obtained online at <http://www.uakron.edu/gradsch/forms.php>, from the academic department, or from the Graduate School.

Students must submit an Advancement to Candidacy form to the departmental office by the following dates:

- September 15 for Spring Commencement
- February 15 for Summer Commencement
- May 15 for Fall Commencement

Dissertation and Oral Defense*

The ability to do independent research and demonstrate competence in scholarly exposition must be demonstrated by the preparation of a dissertation on some topic related to the major subject. It should represent a significant contribution to knowledge, be presented in a scholarly manner, reveal the candidate's ability to do independent research and indicate experience in research techniques.

A doctoral dissertation committee supervises and approves the dissertation and administers an oral examination upon the dissertation and related areas of study. This examination is open to the graduate faculty. The dissertation and oral examination must be approved by the committee before the dissertation is submitted to the Graduate School.

To be eligible to graduate during any given term, a candidate must meet both the preliminary and final dissertation submission deadlines. Each candidate is responsible for consulting the *Schedule of Classes*, their advisor/department, or the Graduate School to determine these deadlines.

A draft copy of the dissertation is due in the Graduate School prior to the preliminary deadline. Two copies of the dissertation are due in the Graduate School prior to the final deadline. These copies must be signed by the advisor, department chair and college dean prior to submission to the dean of the Graduate School. A manual entitled *Guidelines for Preparing a Thesis or Dissertation* can be obtained online at <http://www.uakron.edu/gradsch/gdlnThesDiss.php> and all copies of the dissertation must conform to these instructions.

*The Doctor of Audiology (Au.D.) does not require a dissertation.

Graduation

To be cleared for graduation, a candidate must have completed the academic program with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy; met the preliminary and final dissertation deadlines; submitted an approved dissertation and passed an oral examination; filed an application for graduation with the registrar; paid all applicable fees; and met any other department and University requirements.

SECTION 4. Graduate Studies

Buchtel College of Arts and Sciences

Roger B. Creel, Ph.D., *Dean*
William A. Francis, Ph.D., *Associate Dean*
Devinder M. Malhotra, Ph.D., *Associate Dean*
Charles B. Monroe, Ph.D., *Associate Dean*

Mission Statement

The Buchtel College of Arts and Sciences serves the objectives of the University, which state that learning may be procured, preserved and enlarged. More particularly, the college seeks to foster:

The commitment to humanity—that loyal devotion to the heritage contained in those disciplines growing out of the ancient liberal arts which teach limitations and potentialities. The college seeks to provide an appropriate environment for students to acquire an ability to evaluate, integrate and understand the conditions of human existence, to understand themselves in the natural world and in a particular civilization or society. No course or combination of courses can ensure such understanding, there is no schooling that can guarantee wisdom. Therefore, the college requires the student to study ideas and experiences that are the subject matter of a variety of disciplines:

the nurture of civility—those actions whereby virtue, the advancement of society, and wise and humane government are encouraged;

the advancement of learning—that substantive knowledge discovered and cultivated by critical curiosity, tested by experimentation, propagated by instruction and capable of affecting lives so that all may in a free society exercise responsible liberty. The most enduring contribution which the college can make is to help individuals acquire the skill, motivation and breadth of knowledge to continue their intellectual development throughout their lives.

The college recommends each student for the appropriate bachelor's, master's or doctoral degrees in accordance with the level of accomplishment.

Buchtel College is one of 10 degree-granting college at The University. Its name truthfully implies that its traditions date back farther than those of the undergraduate colleges, since the University itself is an outgrowth of Buchtel College, a liberal arts institution founded in 1870.

When Buchtel College became the Municipal University of Akron, the original name was retained in the College of Liberal Arts which was subsequently renamed the Buchtel College of Arts and Sciences. Then, and now, the liberal arts goal has been to offer broad training to the college student so that the student can prosper in life and sustain a creative appreciation of the arts and sciences.

The college is composed of the following three administrative divisions: Humanities (English, modern languages), Natural Sciences (biology, chemistry, computer science, geology, theoretical and applied mathematics, statistics, and physics), and Social Sciences (economics, geography and planning, history, political science, public administration and urban studies, psychology, sociology).

DOCTOR OF PHILOSOPHY DEGREE

The following programs leading to the Doctor of Philosophy degrees are offered in the Buchtel College of Arts and Sciences: the Doctor of Philosophy in Chemistry, the Doctor of Philosophy in Counseling Psychology, the Doctor of Philosophy in History, and the Doctor of Philosophy in Psychology. The Doctor of Philosophy in Sociology is offered jointly with Kent State University and the Doctor of Philosophy in Urban Studies and Public Affairs with Cleveland State University.

Doctor of Philosophy in Chemistry

The Doctor of Philosophy in Chemistry is granted for high scholarly achievement in analytical, inorganic, organic, physical or biochemistry. Students with either a baccalaureate or master's degree may be admitted to the program. They must satisfy the following requirements to receive the degree:

- Complete a course of study designed in consultation with an advisor or advisory committee. This consists of the completion of at least 90 credits beyond the baccalaureate degree, including 24 credits of appropriate coursework.

- Complete monthly cumulative exam requirement.
- Complete oral exam requirement.
- Complete seminar requirement.
- Defend dissertation in an oral examination.
- Complete all general requirements for the doctor of philosophy degree.

Interdisciplinary Option in Chemical Physics

The faculty in the Departments of Chemistry and Physics jointly offer an option leading to a Ph.D. in Chemistry for students who elect the interdisciplinary field of chemical physics.

Admission Requirements

Applicants for the Chemical Physics Option may be admitted with either a baccalaureate or a master's degree, in either chemistry or physics. All applicants must have their graduate application and credentials evaluated by the Chemistry Department. All admission requirements for the Doctor of Philosophy in Chemistry, as given in this *Graduate Bulletin*, shall apply to applicants for admission to the Chemical Physics Option.

Graduate students in good standing in the Physics Department may apply for admission as above. Successful applicants should have some advanced chemistry course work (200-level and above) and endorsement by the chair of the Physics Department.

Degree Requirements

The applicable degree requirements for the Chemical Physics option are those of the Doctor of Philosophy in Chemistry, as stated in the *Graduate Bulletin*. These degree requirements consist of the following:

- complete a course of study designed in consultation with an advisor or advisory committee, consisting of at least 90 credits beyond the baccalaureate degree, including 24 credits of appropriate chemistry coursework and approved physics electives;
- complete the requirements of the monthly cumulative exams, the oral exam, and the seminar;
- defend the dissertation in an oral examination;
- complete all general requirements for the Doctor of Philosophy degree.

Students entering with the endorsement of the Physics Department must choose an advisor in the Physics Department holding a joint appointment in Chemistry; other students must select as research advisor a participating faculty member in the Chemistry Department. Students entering the program with principle preparation in physics may be required to audit certain undergraduate prerequisites for chemistry graduate courses, and visa versa for students whose principle preparation is in chemistry.

Doctor of Philosophy in Counseling Psychology

The University of Akron offers a doctoral program in Counseling Psychology. The Collaborative Program in Counseling Psychology allows the student a choice of entry points through the Psychology Department of the Buchtel College of Arts and Sciences or through the Counseling Department of the College of Education. Students in both departments are expected to attain a level of broad scientific competence in the core areas of psychology; the biological, social, cognitive-affective, and individual bases of human behavior. Practicum and internship experiences are also required of all students and range from skill building in basic psychological assessment and counseling, to actual work with clients, to a year-long, full-time internship in an applied service setting. Pertinent information regarding the emphasis, orientation, and coursework for the Psychology Department entry point is included below. Students receive exposure to both colleges through shared coursework and faculty involvement with exams and dissertations. The Collaborative Program in Counseling Psychology is accredited by the American Psychological Association.

The Department of Psychology offers a five-year Counseling Psychology program leading to a doctoral degree and, in general, is geared toward students who hold a B.A. in psychology. Program emphasis is strongly placed on a scientist-practitioner model of training. Beyond the basic core areas of psychology, students are expected to establish specific competencies in the areas of theory, research, and practice of Counseling Psychology. Academic preparation includes theories of psychotherapy, supervision, diversity issues in counseling psychology, vocational psychology, testing theory and practice, research and statistics, and professional issues. Research and publication are greatly encouraged. Graduates typically seek out academic teaching, research and training positions, as well as positions in counseling centers and other mental health agencies.

Admission to the Collaborative Program in Counseling Psychology is handled through the department associated with the student's chosen entry point. Students must fulfill both Departmental and Graduate School admission requirements.

Departures from the described program for Psychology Department entry may be made only with the approval of the counseling psychology program faculty.

Requirements

The curriculum reflects the interdepartmental blend of the Collaborative Program in Counseling Psychology. Electives and other classes are to be planned along with the student's advisor.

	<i>Credits</i>
– Psychology core courses (610, 620, 630, 640, 650)	10
– Counseling psychology core courses (707, 709, 710, 711, 712, 713, 714, 715, 717)	33
– Practicum sequence (672 [2+2+2+2], 673 [2+2+2+2], 795 [4+4], 796 [4+4])	32
– History, measurement, and developmental coursework (718, 727, 750)	8
– Electives (minimum)	6
– Statistics (601, 602)	8
– A statistics sequence that may be substituted for the doctoral language requirement	8
– Thesis credits (minimum)	1
– Dissertation credits (minimum)	12
• A thesis or thesis waiver completed as specified in the Graduate Student Manual of the Department of Psychology.	
• The comprehensive written examination is prepared, administered and graded by program faculty. At least one faculty member from each department participates in the oral portion of the comprehensive examination.	
• Dissertation – at least one faculty member from each department is required on the student's dissertation committee.	
• Internship – 2,000 hours postmaster's over no more than two years. The internship site must be approved in advance by the Collaborative Program Internship Committee.	
• Students must maintain a 3.50 GPA in their content courses each year in the Department of Psychology.	

Doctor of Philosophy in History

The Doctor of Philosophy in History is granted primarily for high scholarly achievement in four fields of study selected by the student and for demonstrated ability to pursue independent research. Each student must:

- Fulfill admission requirements of the Graduate School.

The Graduate Committee of the History Department will consider an applicant for admission if a person has a Master's degree or the equivalent and a grade-point average of 3.5 or better at the M.A. level from an accredited institution. Those holding a Master's degree from The University of Akron or other accredited institution should not assume that they will automatically be admitted to doctoral studies. In addition to the application made to the Graduate School of The University of Akron, the student must submit to the History Department the following materials:

- a personal statement of reasons for wishing to undertake doctoral study and the fields of study the student wishes to pursue;
- three letters of recommendation from former professors;
- a writing sample, preferably a seminar paper or other comparable scholarly work;
- scores on the Graduate Record Examination, General Aptitude Test;
- evidence of a reading knowledge of one foreign language or knowledge of an acceptable cognate field. Those whose native language is not English must demonstrate proficiency in English.

The History Department does not encourage applications for the doctoral program from students who have received both B.A. and M.A. degrees from The University of Akron. Special circumstances may warrant consideration, however, and the Graduate Committee reserves the right to judge applications on their own merit.

- Complete studies selected by the student in consultation with an advisory committee, including:
 - completion of 60 credits beyond master's degree requirements, including dissertation credit. Courses at the 500-level in the student's major and dissertation fields will not be counted toward the degree, and only 9 hours of 500-level courses in the student's secondary fields will be counted;
 - demonstration of competency in four fields of study selected from the following areas in which the student will be expected to pass written and oral comprehensive exams: ancient, medieval, early modern Europe to 1789, modern Europe since 1750, America to 1877, United States since 1877, Latin America, Far East, Africa, Middle East, South Asia, and History of Science. These four fields must include at least one each in American, European, and non-western history. The student's dissertation will fall within one of the four chosen fields;
 - satisfactory performance in written and oral comprehensive examinations;
 - defense of the dissertation in an oral examination.
- A reading knowledge of two languages will be required. With the approval of the student's doctoral committee and the Graduate Committee, the student may substitute a cognate field for one of the two required languages when it seems appropriate for the student's general program.
- Complete all general requirements for the Doctor of Philosophy degree.

Doctor of Philosophy in Psychology

The Department of Psychology offers a doctoral degree in psychology with specialization in either industrial/organizational psychology or applied cognitive aging psychology.

The doctoral program in Applied Cognitive Aging is not currently accepting applications for new graduate students.

A degree will be awarded to a student who, besides fulfilling the general requirements, has met the following specific requirements:

- Fulfill admission requirements of the Graduate School and department requirements as follows:
 - completion of master's degree including 30 graduate credits;
 - attainment of a graduate grade-point average (GPA) of 3.25;
 - completion of Graduate Record Examination Aptitude and Advanced Psychology Test;
 - securing of three letters of recommendation;
- Major field:
 - a minimum of 90 graduate credits including a 30-credit master's program. A student may be required to complete additional credits beyond the 90 minimum credit requirement;
 - completion of Ph.D. core courses in the student's specialty area: industrial/organizational or applied cognitive aging. Core courses are specified in the *Department of Psychology Graduate Student Manual*. The student is required to maintain at least a 3.5 GPA in core courses and overall courses;
 - completion of additional required and elective courses to be planned in conjunction with the student's faculty advisor and subject to approval by the industrial/organizational or applied cognitive aging committees.
- Written comprehensive examinations:
 - satisfactory performance on doctoral written and oral comprehensive examinations in the student's major area of industrial/organizational psychology or applied cognitive aging (refer to the department's graduate student manual).
- Dissertation research:
 - completion of 3750:899 *Doctoral Dissertation*; (minimum 12 credits);
 - satisfactory performance on final examination and defense of dissertation research.
- Other requirements:
 - refer to the department's graduate student manual for other requirements or guidelines;
 - complete and fulfill general doctoral degree requirements of the Graduate School.

Doctoral language requirements or appropriate alternative research skills and techniques may be prescribed by the student's advisory committee, depending upon the career plans of the student and upon the academic and/or scientific requirements of the dissertation.

Doctor of Philosophy in Sociology Akron-Kent Joint Ph.D. Program

The University of Akron and Kent State University departments of sociology offer a joint program leading to the Ph.D. degree. Faculty and students engaged in the joint doctoral program are for all intents and purposes involved in a single graduate program. Course work is offered at both campuses and faculty and students interchange freely.

Admission to the Program

A student may apply with a completed master's degree or equivalent or after at least one year of full-time coursework or equivalent (18 credits) in the sociology master of arts program at The University of Akron. The coursework must include the master of arts core sequence. Scores from the general exam of the Graduate Record Examination (GRE) are required as part of the doctoral application. Admission is limited to students whose records clearly indicate both scholarly and research potential.

Degree Requirements (for a student admitted with the master's degree or equivalent)

In addition to meeting the general requirements of the Graduate School, a student working toward the Doctor of Philosophy in Sociology must meet the following requirements:

- Take the following course:
3850:700 College Teaching of Sociology

Take one doctoral-level course in theory. This course to be selected from the predetermined group of courses (see Department of Sociology graduate student handbook).

- Complete a doctoral-level course in statistics from the predetermined group of courses. (see the department's graduate student handbook).
- Complete a specialty of 9 to 12 credits, depending on the specialty chosen.
- Complete a minimum total of 30 credits in coursework.
- Comprehensive Examination in theory, methods and statistics, and a specialty area (medical sociology, sociology of family, social psychology, or social inequalities).
- Full residency requirement of the Graduate School.
- Register for a minimum of 30 credits of dissertation credit, complete a dissertation and successfully defend it in an oral examination.

Degree Requirements (for a student admitted without the master's degree)

In addition to meeting the requirements for a student admitted with the master's degree, the student must meet the following requirements:

- Completion of the M.A. core coursework.
- Completion of a research practicum (three credits). This may be waived for the student who already has sufficient research experience.
- Completion of a minimum of 60 credits of graduate-level (600 or higher) coursework beyond the bachelor's degree.

Doctor of Philosophy in Urban Studies and Public Affairs

The Department of Public Administration and Urban Studies of The University of Akron offers a doctoral degree in Urban Studies and Public Affairs jointly by The University of Akron and the Levin College of Urban Affairs at Cleveland State University. Students are encouraged to schedule course work at both institutions and are required to select members from both faculties on all dissertation committees to take advantage of the diversity of faculty and their academic specializations.

The program offers specialties in policy analysis and evaluation, public administration, urban and regional planning, and urban policy. The program is designed to prepare students for academic appointments, as well as for a variety of positions within the public and non-profit sector. The program consists of advanced study in a multi-disciplinary core, as well as a focus in a major field of specialization.

Admission

Admission to the Ph.D. program involves faculty consideration of all of the following criteria which, taken together, present evidence of the likelihood of success in advanced study:

- Completion of a master's degree.
- Preference for a grade point average (GPA) from master's degree above 3.5. However, having a GPA above 3.5 is not in itself sufficient for admission.
- Submission of official test results on the verbal and quantitative portion of the Graduate Record Examination General Test. Official results from other, equivalent standardized tests used for graduate admissions may be substituted at the discretion of the Ph.D. Coordinator.
- Three letters of recommendation from persons familiar with the applicant's recent performance and abilities.
- A sample of the student's written academic work. This should be a thesis or final project paper from the master's degree program. Students who do not have such a requirement in their master's program should submit several writing samples such as research papers, professional reports, or published articles.
- A personal statement from the applicant detailing the intended area of specialization and career aspirations (form in application packet). An applicant will be admitted only if faculty resources are available in the area of specialization detailed by the applicant.
- Those applicants for whom English is not their native tongue must demonstrate proficiency in the English language by scoring a minimum of 570 on the Test of English as a Foreign Language (TOEFL), submitting an acceptable score on the Test of Written English (TWE) and by scoring a minimum of 220 on the Test of Spoken English (TSE).

An applicant may be required to appear before the Doctoral Committee before a decision is made on admission to the program. The Doctoral Committee also may require an applicant to take an admissions examination, either written or oral, or both.

To be properly prepared to begin doctoral classes applicants will be expected to have mastered core concepts central to the degree. Therefore, admission to the doctoral program may be conditioned upon successful completion of the "bridge-up" coursework designed to address deficiencies in previous coursework. Bridge-up coursework will not count toward doctoral degree course requirements.

Applicants will be informed of the bridge-up courses they will be required to take during their first year in the program in their admission letter. Any or all of the following master's-level courses, or their equivalent from another program or university, may be required as part of admission:

3980:600	Basic Quantitative Research	3
3980:601	Advanced Research and Statistical Methods	3
3980:611	Introduction to the Profession of Public Administration	3
3350:630	Planning Theory	3
3980:640	Fiscal Analysis	3
3980:643	Introduction to Public Policy	3
3980:673	Computer Applications	3

Degree Requirements

A minimum of 63 credits beyond the master's degree is required, 51 hours of coursework and 12 hours of dissertation. Coursework consists of a minimum of 30 credit hours of required core, 18 credit hours in a specialization, and a 3 credit hour Pro-Seminar. The Pro-Seminar cannot be taken until all coursework and examination requirements have been met and the student has achieved "Advancement to Candidacy" status.

• Core Courses:

3980:700	Advanced Research Methods I
3980:701	Advanced Research Methods II
3980:702	Urban Theory I
3980:703	Urban Theory II
3980:705	Economics of Urban Policy
3980:708	Urban Policy: The Historical Perspective
3980:710	Qualitative Research Methods
3980:711	Seminar in Public Administration
3980:714	Seminar in Policy Analysis and Evaluation
3980:715	Seminar in Urban and Regional Planning
3980:780	Ph.D. Colloquium

• Specializations:

The department offers specializations in the following areas:

Public Administration
Urban Policy
Policy Analysis and Evaluation
Planning

Students are required to develop a field of specialization consisting of a minimum of 18 credit hours after consultation with their Program of Study Committee and the Ph.D. Coordinator. The courses recommended for inclusion in the above-designated specializations are available through the department office and the Ph.D. Coordinator.

Upon written approval of a doctoral student's Program of Study Committee, courses other than those listed in specializations may be used to create a specialization that is better suited to the research and academic interests of that student.

• Examinations:

To be eligible for Advancement to Candidacy and the preparation of a dissertation, a student must pass qualifying and specialization written, comprehensive examinations and successfully defend a dissertation prospectus. To aid in the development of that prospectus a student must register for 3980:795, Pro-Seminar, in the first semester after having achieved Advancement to Candidacy status.

• Other Requirements:

Complete all general doctoral degree requirements of the Graduate School.

All students must register for, and are expected to attend, 3980:780, the Ph.D. Colloquium in their first year in the program. This course is graded as a credit/non-credit course. Students register for this course in fall semester each year. The course convenes every other week for both the fall and spring semesters.

Where required courses, or their equivalent, have been taken in a previous doctoral degree program, appropriate substitutions can be made with the approval of the student's Program of Study Committee and the Ph.D. Program Coordinator.

Students must also successfully defend their dissertations.

Please refer to the Departmental Graduate Student Handbook and the Ph.D. Coordinator for other requirements and guidelines.

MASTER'S DEGREES

Programs of advanced study leading to the master's degree are offered by the departments of biology, chemistry, computer science, economics, English, geography and planning, geology (earth science), history, mathematics, modern languages (Spanish), physics, political science, psychology, sociology, statistics and public administration and urban studies. Before undertaking such a program, the student must show that the general requirements for admission to the Graduate School have been met, and the standard requirements for an undergraduate major in the area of the proposed graduate specialty have been met or that the student has performed work which the department approves as equivalent to an undergraduate major.

Biology

Admission Requirements

- Possess the equivalent of a biology undergraduate major with a GPA of 3.00 or higher in biology courses.
- Must have at least one semester of organic chemistry.
- Submit three letters of recommendation for graduate assistantship.
- Submit scores for Graduate Record Examination (25 percentile required on Advanced Biology Test).
- Submit a letter of proposed area of specialization within biology.
- Non-active speakers of English must submit a TSE score of 220 or above (minimum score of 50 on TSE, revised 1995) to be considered for a graduate assistantship.

Master of Science

Thesis Option I

The program is primarily for the student who will pursue a research career, including the student who intends to enter a doctoral program in the biological sciences.

- Course work in addition to the master's research and seminars (must be approved by the student's advisory committee) – 24 credits.
- Research and thesis – minimum of 12 credits.
- Participation in seminars – a maximum of four credits.
- The student's advisory committee may require the demonstration of reading proficiency in a foreign language appropriate to the field of study.

A minor may be taken in approved graduate courses including education. Summer study at a biological station is available.

Thesis Option II

This program is intended for Medical Doctors and Doctors of Osteopathic Medicine who have graduated from an accredited U.S. medical school.

- Course work in addition to the master's research and seminars (must be approved by the graduate officer) – 16 credits (no transfer credits are allowed for this option).
- Research and thesis – minimum of 12 credits.
- Participation in seminars – a maximum of two credits.

Nonthesis Option

This program is designed exclusively for secondary school teachers for whom the M.S. probably will be a terminal degree and who do not need research experience. The program is open only to applicants possessing a teaching certificate or those coregistering with the College of Education and showing normal progress towards qualifying for a certificate.

The requirements are the same as the research option except that no thesis and research is undertaken, but a total of 40 credits of approved coursework (including a maximum of four credits for seminar participation) is required.

For additional details concerning admission standards, degree requirements and selection of options, refer to the *Department of Biology Graduate Student Guide*.

Chemistry

Master of Science

- Chemistry coursework – with the approval of the advisor, up to 12 credits may be taken in related areas – 24 credits.
- Research and thesis – six credits.
- Participation in departmental seminars.
- Demonstration of reading proficiency in a foreign language appropriate to the field of study prior to the last semester of enrollment.

Computer Science

Master of Science – Computer Science

Admission Requirements

All applicants for admission to the graduate program in computer science must meet the university requirements for graduate admission as published in Section 3 of the *Graduate Bulletin*. In addition to these requirements, the applicant must also:

- submit 3 letters of recommendation from individuals capable of evaluating the applicant's potential for success in the program;

- have earned a baccalaureate degree in computer science or a related discipline from an accredited college or university with a GPA of 3.00 or higher in computer science and related courses;
- demonstrate proficiency in the areas of differential and integral calculus, probability and statistics, discrete mathematics, and knowledge of at least one high-level, general purpose programming language; and,
- demonstrate proficiency in the areas of data structures, assembly language, computer organization, operating systems, and the theory of programming languages. A student deficient in one or more of these areas may be granted conditional admission.

The Aptitude Test of the Graduate Record Examination is required, and the GRE Advanced Computer Science Test is recommended.

Degree Requirements

The curriculum has been designed to follow the guidelines and recommendations of the Association for Computing Machinery for Master's Programs in Computer Science. Most full-time degree candidates admitted into the program will complete the degree requirements in two years. The thesis option requires 30 semester hours of graduate work while the nonthesis option requires 33. With prior consent, up to 3 credits of approved graduate-level coursework outside the department may be substituted for elective courses in both the thesis and non-thesis options.

- Core Courses (required of all students):

3460:535 Analysis of Algorithms
or
3460:635 Advanced Algorithms and Complexity Theory

In addition, each student must complete at least one course from each of the following three areas:

- Software and Languages: 3460:630, 640, 677, 680.
- Systems: 3460:626, 655, 665.
- Applications: 3460:657, 658, 660, 675.

Thesis Option (30 credits of graduate work)

24 credits in approved coursework, at least 15 credits of which must be taken at the 600 level. In addition, 3 credits in 3460:698 and 3 credits in 3460:699 Master's Thesis. The thesis must be of publishable quality and must be successfully presented at a public defense moderated by three full time Graduate Faculty (two of which must be from Computer Science).

Non-thesis Option (33 credits of graduate work)

30 credits in approved coursework, at least 18 credits of which must be taken at the 600 level. In addition, 3 credits in 3460:698. The student shall complete an independent project supervised by a faculty advisor and approved by a committee consisting of the advisor and a faculty reader. The student must also pass a written comprehensive examination, taking the form suggested by the department.

Cooperative Education Program in Computer Science

Admission

Arrangements for student entry into the program are on an individual basis, and must be initiated by the student. The Cooperative Education Program is an optional program available only to full-time Computer Science students at The University of Akron who have satisfactorily met the following requirements:

- completion of at least 18 credits in computer science applicable to the master's degree with a grade point average of at least 3.0 out of 4.0;
- acceptance by a cooperative education coordinator or director following interviews;
- a transfer student must have completed at least 9 credits in computer science at The University of Akron with a grade point average of at least 3.0 out of 4.0.

A student who desires to participate in the program will fill out an application and submit it to the cooperative education office. The student will then meet with a member of the cooperative education staff to discuss the availability of prospective employers. During this interview, the student will be asked to sign a Student Agreement which will become effective upon employment. Employment must be coordinated or have approval of the department and the cooperative education director. The University does not guarantee employment for the student. The student will be expected to remain with the employer during the time period specified by the Student Agreement.

Registration

While no academic credits are assigned, each student must register for 3000:501 Cooperative Education in the same manner that a student registers for any other University course. See department advisor before enrolling for this course.

A cooperative program fee for each work period is charged. Upon completion of a word period, a statement will appear on each student's official transcript listing the course number, title and name of the employer. In the place of a letter grade, "credit" or "no credit" will be given, depending on the student's satisfactory or unsatisfactory completion of the following:

- work performance as evaluated by the employer;

- progress report written by the student during the work period;
- written work report as approved by the department chair and cooperative education staff.

Usually, work progresses satisfactorily on the job and a grade of "credit" is assigned at the end of the semester. If all the above conditions are not met, a grade of "no credit" will be submitted.

Economics

Master of Arts

Thesis Option

A minimum of 30 credits of coursework including a thesis equivalent to six credits is required. At least 21 credits must be at the 600 level in economics. Thesis must be written in an area of specialization in which the individual has at least two courses.

Nonthesis Option

A minimum of 30 credits of coursework is required. At least 21 credits must be at the 600 level in economics. The individual must also specialize in an area.

Required Courses for both options:

3250:602	Macroeconomic Analysis I	3
3250:611	Microeconomic Theory I	3
3250:620	Applications of Mathematical Models to Economics*	3
3250:626	Statistics for Econometrics*	3

*These courses may be waived for the student who can demonstrate, in a qualifying exam, an adequate preparation in mathematics and statistics.

Exceptional departures from these requirements may be approved with the permission of the graduate faculty and department chair. Courses taken outside the department must be approved (in writing) by the student's advisor prior to enrollment.

English

Master of Arts – Literature Track

Thesis Option

A minimum of 33 credits is required (27 credits of coursework and 6 credits of thesis). Of the 27 credits of coursework, 18 must be at the 600 level and 12 must be in literature or literary theory.

Nonthesis Option

A minimum of 36 credits is required, of which 24 must be at the 600 level and 24 must be in literature or literary theory.

Required Courses for Both Options

3300:506	Chaucer†
3300:570	History of the English Language†
	or
3300:670	Modern Linguistics†
3300:615	Shakespearean Dramat
3300:665	Literary Criticism

At least one course in four of the following five categories is required:

British	American
Up to 1660	Up to 1865
1660-1900	1865-present
1900-present	

Master of Arts – Composition Track

The Composition Track is intended for students interested in teaching English in secondary schools, two-year colleges, and four-year colleges. The degree is also appropriate for those planning to enter a doctoral program in composition and rhetoric. The program does not lead to state certification for teaching; students should consult the Department of Curricular and Instructional Studies for requirements for state certification to teach in the public schools.

Thesis Option

A minimum of 33 credits is required (27 credits of coursework and 6 hours of thesis). Of the 27 credits of coursework, 18 must be in composition studies (including courses in composition, rhetoric, and linguistics). Of the 27 credits of coursework, 15 must be at the 600 level.

Nonthesis Option

A minimum of 36 credits is required, only 6 of which may be individual reading. At least 24 credits required in composition studies (including courses in composition, rhetoric, and linguistics). Of the 36 credits of coursework, 21 must be at the 600 level.

Required courses for both options:

3300:673	Theories of Composition
3300:674	Research Methodologies in Composition
3300:676	Theory and Teaching of Basic Composition
3300:689	New Rhetorics

Students must also choose one of the following two courses:

3300:589	Grammatical Structures of Modern English
3300:670	Modern Linguistics

And one of the following three courses:

3300:625	Autobiographical Writing
3300:589	Management Reports
3300:679	Scholarly Writing

Optional courses:

3300:689	Contemporary Reading Theory
3300:689	Composition and Rhetoric
3300:689	Cultural Studies in Composition Theory
3300:689	Literature and Composition

†Unless the student has passed a comparable course at the undergraduate level with a grade of “B” or better.

Geography and Planning

Master of Arts in Geography

Thesis Option

- A minimum of 45 graduate credits, to include no more than 3 credits of independent study (3350:698).
- Core Requirements (21 credit hours)

3350:505	Geographic Information Systems
3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:596	Field Research Methods
3350:687	History of Geographic Thought
3350:600, 601, 602 Seminar	(6 credits)
- Thesis
 - At least 9 credits and no more than 15 credits of 3350:699.
- Electives
 - Courses to total at least 45 credits.

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Nonthesis Option

- A minimum of 45 graduate credits, to include no more than 3 credits of independent study (3350:698).
- Core Requirements – (21 credits)

3350:505	Geographic Information Systems
3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:596	Field Research Methods
3350:687	History of Geographic Thought
3350:600, 601, 602 Seminar	(6 credits)
- Electives – (21 credit hours)
- Additional Electives – (3 credit hours)

Seven courses with at least 4 from either the Environmental concentration or the Urban/Economic concentration.

GIS/Remote Sensing

3350:507	Advanced Geographic Information Systems
3350:540	Principles of Cartography
3350:542	Thematic Cartography
3350:544	Applications in Cartography and GIS
3350:547	Remote Sensing
3350:548	Advanced Cartography Lab
3350:549	Advanced Remote Sensing Lab
3350:680	Advanced Spatial Analysis

Environmental

3350:515	Environmental Planning
3350:532	Land Use Planning Law
3350:533	Practical Approaches to Planning
3350:571	Medical Geography and Health Planning
3350:595	Soil and Water Field Studies

Urban/Economic

3350:520	Urban Geography
3350:522	Transportation Systems Planning

3350:528	Industrial and Commercial Site Location
3350:536	Urban Land Use Analysis
3350:539	History of Urban Design and Planning
3350:550	Development Planning
3350:633	Comparative Planning

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Master of Science in Geography

Thesis Option

- A minimum of 45 graduate credits, to include no more than 3 credits of independent study (3350:698).
- Core Requirements (15 credits)

3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:596	Field Research Methods
3350:687	History of Geographic Thought
3350:600, 601, or 602 Seminar	(3 credits)
- Techniques Requirements (9 credits)

3350:505	Geographic Information Systems
3350:540	Principles of Cartography
3350:547	Remote Sensing
- Techniques Electives (at least 6 credits)

3350:507	Advanced Geographic Information Systems
3350:542	Thematic Cartography
3350:544	Applications in Cartography and GIS
3350:548	Advanced Cartography
3350:549	Advanced Remote Sensing
3350:680	Advanced Spatial Analysis
- Thesis
 - At least 9 credits and no more than 15 credits of 3350:699.

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Nonthesis Option

- A minimum of 45 graduate credits.
- Core Requirements (18 credits)

3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:596	Field Research Methods
3350:687	History of Geographic Thought
3350:600, 601, 602 Seminar	(6 credits)
- Techniques Requirements (9 credits)

3350:505	Geographic Information Systems
3350:540	Principles of Cartography
3350:547	Remote Sensing
- Techniques Electives (at least 9 credits)

3350:507	Advanced Geographic Information Systems
3350:542	Thematic Cartography
3350:544	Applications in Cartography and GIS
3350:548	Advanced Cartography
3350:549	Advanced Remote Sensing
3350:680	Advanced Spatial Analysis
- Environmental/Urban/Economic Electives (at least 9 credits)

3350:515	Environmental Planning
3350:520	Urban Geography
3350:522	Transportation Systems Planning
3350:528	Industrial and Commercial Site Location
3350:532	Land Use Planning Law
3350:533	Practical Approaches to Planning
3350:536	Urban Land Use Analysis
3350:539	History of Urban Design and Planning
3350:550	Development Planning
3350:571	Medical Geography and Health Planning
3350:595	Soil and Water Field Studies
3350:633	Comparative Planning

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Master of Arts (Geography/Urban Planning)

Thesis Option

- A minimum of 45 graduate credits plus internship (3350:685), to include no more than 3 credits of independent study (3350:698).
- Core Requirements (30 credits)

3350:505	Geographic Information Systems
3350:532	Land Use Planning Law

3350:537	Planning Analysis and Projection Methods
3350:538	Land Use Planning Methods
3350:539	History of Urban Design and Planning
3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:630	Planning Theory
3350:631	Facilities Planning
3980:600, 601, 602 Seminar	(3 credits)

- Thesis

At least 9 credits and no more than 15 credits of 3350:699.

- Electives

Courses to total at least 45 credits.

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Nonthesis Option

- A minimum of 45 graduate credits plus internship (3350:685).

- Core Requirements (30 credits)

3350:505	Geographic Information Systems
3350:532	Land Use Planning Law
3350:537	Planning Analysis and Projection Methods
3350:538	Land Use Planning Methods
3350:539	History of Urban Design and Planning
3350:581	Research Methods in Geography and Planning
3350:583	Spatial Analysis
3350:630	Planning Theory
3350:631	Facilities Planning
3350:600, 601, 602 Seminar	(3 credits)

- Electives – (15 credits)

Five courses, with at least three in one area.

GIS/Remote Sensing

3350:507	Advanced Geographic Information Systems
3350:540	Principles of Cartography
3350:542	Thematic Cartography
3350:544	Applications in Cartography and GIS
3350:547	Remote Sensing
3350:548	Advanced Cartography
3350:549	Advanced Remote Sensing
3350:680	Advanced Spatial Analysis

Environmental

3350:515	Environmental Planning
3350:533	Practical Approaches to Planning
3350:571	Medical Geography and Health Planning
3350:595	Soil and Water Field Studies

Urban/Economic

3350:520	Urban Geography
3350:522	Transportation Systems Planning
3350:528	Industrial and Commercial Site Location
3350:536	Urban Land Use Analysis
3350:550	Development Planning
3350:633	Comparative Planning

Any course taken outside the department must be approved in advance by the student's Graduate Advisor or the Department Chair.

Geology

Master of Science

- Complete a minimum of 30 credits of which at least 10 credits shall be at the 600 level and no more than two in research problems and six in thesis research.
- In all geology M.S. degree programs except Engineering Geology, at least 22 graduate credits shall be geology courses.
- A proficiency exam is taken during the student's first semester in the M.S. program. Students who demonstrate a lack of knowledge in areas related to their thesis topics may be required to take additional or remedial courses as suggested by the examining committee. Students may not begin formal thesis work until the proficiency exam has been completed. (Formal thesis work includes the thesis proposal and/or thesis research credits) Field camp can be taken for graduate credit; however, it will not count toward the 30 credits for the M.S. in the geology and geophysics specializations.
- Core Requirements:

3370:680	Seminar in Geology	2
3370:699	Master's Thesis	6
- Oral presentation and defense of thesis.

Degree Specialization

The program of each individual will be adapted to his/her career objectives.

Geology

The minimal background for admission without deficiency should include a six-credit geology field camp course and equivalents to courses in mineralogy, petrology,

structural geology, sedimentology/stratigraphy, and any two upper level geology courses.

Students should have completed the equivalent of a minimum of six semester courses in introductory chemistry, physics, biology, calculus or equivalents; including at least one semester of calculus, physics and chemistry. All courses should be taught for science/mathematics/engineering majors.

The academic background of each incoming graduate student will be reviewed during the student's first semester by the graduate advisor, thesis advisor, and department chair to determine whether background deficiencies exist for his/her planned program of study.

Earth Science

Equivalents of the current geology courses for the University's B.A. in geology are required. Course program will be selected to provide the student with a well-rounded background in lithosphere, hydrosphere and atmosphere. Those who will be teachers must take 5500:780 Seminar in Curricular and Instructional Studies: Earth Science, or equivalent.

Geophysics

Equivalents of the geology, cognate science and mathematics requirements for the University's B.S. in geophysics are required.

Engineering Geology

This program is for the graduate engineer and geologist who wishes to broaden expertise in the other field. The entering student who has some deficiencies in either engineering or geology may have to satisfy one or more of the following requirements while proceeding with graduate studies. A committee of engineering geology faculty will determine appropriate coursework on an individual basis.

3370:101	Introductory Physical Geology	4
3370:210	Geomorphology	3
3370:350	Structural Geology	4
3450:221,2,3	Analytical Geometry Calculus I, II, III	12
4300:201	Statics	3
4300:202	Introduction to Mechanics of Solids	3
4300:313	Soil Mechanics	3
4300:314	Geotechnical Engineering	3

- Required courses:

Graduate Geology Courses	18
Graduate Engineering Courses	8

Environmental Geology

Equivalents of the University's B.S. degree in natural science (biology, chemistry, geology, mathematics, or physics) or engineering, plus the equivalent of the University's minor in geology and Geology Field Camp I and II are required. As many as eight credits may be selected from engineering, biology and/or geography with the approval of a geology advisor.

History

Master of Arts

- Students applying for admission to the M.A. program must have a minimum undergraduate grade-point average of 3.0. The applicant's average in history courses should be substantially higher. Applicants must also have completed at least 24 semester or 36 quarter hours in history courses at the undergraduate level. An application to the M.A. program consists of the following:
 - an application form;
 - a letter of intent, stating the applicant's reasons for wishing to pursue graduate work and the fields of history which the applicant intends to study;
 - scores on the Graduate Record Examination, General Aptitude Test;
 - a writing sample, preferably a research paper from a history class;
 - three letters of recommendation, preferably from faculty who know the applicant well.
 - Applicants whose native language is not English must also score at least 580 on the Test of English as a Written Language (TOEFL), at least 240 on the Test of English as a Spoken Language (TSE), and take the Test of Written English (TWE).
- Degree requirements include:
 - Satisfactory completion of a minimum of 30 credits of graduate study in history, of which only six may be in individual reading.
 - Concentrated study of three fields, two of which must be chosen from the following:

Ancient	America to 1877
Medieval	United States Since 1877
Europe, Renaissance to 1750	Latin America
Europe, 1750 to the Present	East Asia
South Asia	History of Science
Middle East	Africa

The third field must be chosen from the above history fields or from an approved cognate discipline.

- The student must pass written examinations in two of the three fields. The third field requirement will be met by at least seven credits of coursework at the graduate level, completed with a GPA of 3.0.
- 3400:689 Historiography
- Twenty-three hours of 600-level coursework, at least 16 credits of which must be in seminars. Seminars must be chosen to satisfy one of the following options.

Option I

Three reading seminars and one writing seminar, with the writing seminar paper read and approved by two faculty members.

Option II

Two reading and two writing seminar sequences under different professors with the writing seminar paper of the student's choice read and approved by two faculty members.

Option III

Two reading seminars, one writing seminar and a thesis read and approved by two faculty members.

Physics

Master of Science

- Complete a minimum of 30 graduate credits of approved courses in physics. Up to six credits of graduate-level electives outside the department may be included in the program. There is no foreign language requirement for this degree.
- A cumulative grade-point average of 3.00 or better for all graduate-level credits applicable toward the degree.
- Complete an approved program of courses which includes the following required courses:

3650:551	Advanced Laboratory I	3
3650:615	Electromagnetic Theory I	3
3650:625	Quantum Mechanics I	3
3650:641	Lagrangian Mechanics	3
3650:661	Statistical Mechanics	3
3650:685	Solid-State Physics I	3

A student preparing for further graduate work in a physical science or for academic or industrial employment should include the following courses in the graduate program:

3650:581,2	Methods of Mathematical Physics I, II	6
3650:616	Electromagnetic Theory II	3
3650:626	Quantum Mechanics II	3
3650:552	Advanced Laboratory II	3

A student must complete at least one of the following two options:

- Option A: A formal report, based on an original research project, submitted in a form suitable for publication and approved by a physics faculty committee.
- Option B: A master's thesis.

- Graduate research participation is strongly encouraged. Up to five credits may be earned in 3650:697 *Graduate Research*, upon the completion of a graduate research project. One additional credit may, upon approval by the department, be permitted in 3650:699 *Master's Thesis* for the completion of a master's thesis based on such research. A successful thesis may thus account for up to six of the total of 30 graduate credits required.

Interdisciplinary Option: Chemical Physics

The faculties in the Departments of Physics and Chemistry offer a cooperative option leading to the Ph.D. in chemistry for those graduate students wishing to specialize in the interdisciplinary field of chemical physics.

Admission Requirements

Applicants may be admitted with either a baccalaureate or a master's degree in either chemistry or physics. Students pursuing this option are subject to all admission and degree requirements for the Ph.D. in chemistry, as outlined in page 26 of this *Graduate Bulletin*. The Chemical Physics option is described in detail on page 27.

Students entering the Chemistry Ph.D. program under the auspices of the Physics Department will be expected to have taken some advanced undergraduate chemistry course work (200-level and above), and must be recommended by the chair of the Physics Department. These students must select as research advisor a faculty member in the Physics Department holding a joint appointment in Chemistry. Students with principle preparation in physics may be required to audit certain undergraduate prerequisites for graduate chemistry courses.

Political Science

Master of Arts

Admission

Admission is open to students who have completed a four-year undergraduate degree and who fulfill the admission requirements of the Graduate School. Two letters of recommendation (at least one from a faculty member who has worked with the student in the past two years, if applicable) and a personal statement outlining the expected fit between the student's skills and objectives and the department's programs and resources are required. The Graduate Record Examination (GRE) is recommended, but not required.

The Master of Arts in Political Science allows students to focus their study in one of six concentrations: American Government Institutions, American Linkage Institutions, The Politics of Criminal Justice, International Politics, Comparative Politics, or Political Theory.

Students may also work toward certificates in Applied Politics and Public Policy in conjunction with their graduate studies in Political Science.

Degree Requirements

- Complete 30 credits of graduate work, including 18 credits at the 600 level, as follows:

Two required core courses:	
3700:600	Scope and Theory of Political Science 3
3700:601	Research Methods in Political Science 3

Three additional departmental seminars, 9 credits (neither independent research, thesis, nor internship is considered a graduate seminar).

Six credits of Topics in Master's Research (3700:696).

Nine additional credits at the graduate level.

- Pass a comprehensive written examination covering one concentration: American Government Institutions, American Linkage Institutions, The Politics of Criminal Justice, International Politics, Comparative Politics, or Political Theory.
- Complete the following writing requirement:

An Essay of Distinction is a single, article-length, scholarly essay. This writing requirement will encourage our students to learn how to participate in the debates central to our discipline and complete the program with a superb writing sample that can serve as a foundation for continued graduate work, a conference presentation, a published article, or a deliverable policy analysis.

To complete an Essay of Distinction, students shall take six credit hours of Topics in Master's Research with the chair of their three-member Faculty Advisory Committee. Those credits must be completed in the form of two consecutive three-credit courses (3700:696) taken in the student's third and fourth semesters. The student's Faculty Advisory Committee must approve the topic and completed essay.

Master of Applied Politics

The Master of Applied Politics, in cooperation with the Ray C. Bliss Institute of Applied Politics, is one of the few programs in the United States focusing on practical politics. It is designed for students interested in efforts to influence political decisions. This includes activities to capture elective public office in partisan contests, influencing legislation, and political organization.

Admission

Admission is open to students who have completed a four-year undergraduate degree and who fulfill the admission requirements of the Graduate School. Three letters of recommendation (at least one from a faculty member who has worked with the student in the past two years, if applicable) and a personal statement outlining the expected fit between the student's skills and objectives and the department's programs and resources are required. No specific field of undergraduate major is required for admission. The Graduate Record Examination (GRE) is not required. The program is designed to accommodate students taking course work on a part-time basis.

Degree Requirements

- Complete 39 credits of graduate work, including the following:
- Core courses - 27 credits:

3700:570	Campaign Management I	3
3700:571	Campaign Management II	3
3700:572	Campaign Finance	3
3700:540	Survey Research Methods	3
3700:600	Scope and Theory of Political Science	3
3700:601	Research Methods in Political Science	3
3700:695	Internship in Government and Politics*	3
3700:672	Seminar: Political Influence and Organizations	3
7600:691	Advanced Communication Studies: Communication in Political Campaigns	3

* Three credits required; additional credits will be counted toward elective credit.

- Elective courses - 12 credits (6 credits must be at the 600-level) selected from the following courses:

3700:502	Politics and the Media	3
3700:574	Political Behavior and Electoral Politics	3
3700:573	Voter Contact and Elections	3
3700:575	American Interest Groups	3
3700:576	American Political Parties	3
3700:620	Seminar in Comparative Politics	3
3700:630	Seminar in National Politics	3
3700:668	Seminar: Policy Agendas and Decisions	3
3700:690	Special Topics in Political Science (applied focus)	3
3700:697	Independent Research and Readings (applied focus)	3
3980:614	Ethics and Public Service	3
7600:665	Theories of Argument and Persuasion	3

- Prepare an applied politics portfolio containing:
 - At least two major papers prepared for required courses.
 - An applied politics capstone project assigned by the student's advisor.
- Pass an oral defense of the applied politics portfolio.

Psychology

Master of Arts

- Fulfill admission requirements of the Graduate School and the following departmental requirements:
 - psychology major or minimally the equivalent of psychology undergraduate minor including a general or introductory course, statistics course, and experimental psychology course;
 - GPA of 3.00 in psychology courses;
 - Graduate Record Examination Aptitude and Advanced Psychology Test;
 - three letters of recommendation.
- Course requirements:
 - completion of graduate psychology courses, including the M.A. core courses or equivalents, specialty area required courses, and electives as specified in the department's graduate student manual;
 - a student is required to maintain at least a 3.0 grade-point average in M.A. content courses as well as overall.
- Other requirements:
 - refer to the Department of Psychology *Graduate Student Manual* for additional guidelines;
 - complete and fulfill general master's degree requirements of the Graduate School.

Thesis Option

Completion of a minimum of credits of graduate work, including thesis, as follows: Industrial/Organizational program, 39 credits.

Nonthesis Option

Completion of coursework, practicum and examinations (no thesis required), with a minimum of credits of graduate work for each program as follows: Applied Cognitive Aging program, 37 credits; Counseling program, 44 credits; and Industrial/Organizational program, 41 credits.

Public Administration and Urban Studies

Master of Arts in Urban Studies

Admission

Admission is open to students who have completed an undergraduate (bachelor's) degree and whose application is approved by the MA Coordinator. No specific field of undergraduate major is required for admission. The GPA requirements for consideration of full admission is an overall, four year GPA of 2.8 or greater, or 3.05 for the last 60 credit hours (two years of course work). Provisional admission may be granted for those with an overall GPA between 2.5 and 2.79, or between 2.75 and 3.05 for the final 60 credit hours (two years) of course work. Additionally, applicants must submit the following:

- For students who have an overall, four-year, GPA below 3.0 a standardized test score from the GRE, GMAT, LSAT, or MAT, as appropriate for the area of undergraduate degree.
- A copy of their current resume (especially important for in-service students to ascertain their professional experience).
- A personal essay stating why they are seeking admission in the MA program.

Admission will be based on the GPA and competitive evaluation of the standardized test results, essay and resume. If an applicant is deficient in one or two of the areas, he/she may be admitted on a provisional basis depending on GPA. Those

admitted provisionally must take 15 credit hours of course work as specified in the department's *Master's Handbook* and based upon the recommendation of that student's advisor. Full admission to the program will be based upon performance in those courses.

In order to ensure competitive admissions, applicants are encouraged to adhere to the following deadlines for receipt in the department of applications. Consideration for admission will be made following those dates depending upon available space in the program.

- Fall admissions April 15
- Spring admissions October 15
- Summer admissions February 15

Basic Program

The degree consists of 33 credit hours of course work divided between an 18 credit hour core and 15 credit hours in an approved specialization. The core is as follows:

3980:600	Basic Quantitative Research	3
3980:601	Advanced Research and Statistical Methods	3
3980:602	History of Urban Development	3
3980:612	National Urban Policy	3

Choose two from the following:

3980:618	Citizen Participation	3
3980:621	Urban Society and Service Systems	3
3980:641	Urban Economic Growth and Development	3
3980:650	Comparative Urban Systems	3

Specializations: Specializations represent career and/or academic fields of interest. Those may be shaped to fit the needs and interests of the student. The specializations listed represent those which involve courses from our curricula and/or from fields and disciplines that students have pursued in the past. Several of the specialization are noted because they represent existing certificate programs on campus. Students who have other interests should work with their advisor to craft a specialization from across the campus that suits their needs. Students should contact the department office to get a list of the courses recommended for inclusion in a specialization.

Public Sector Management
Social and Human Services
Urban Planning
Non-Profit Administration
Applied Politics
Lifespan and Gerontology
Education Technology

Thesis: Students are encouraged to consider the option of a thesis. A maximum of six credit hours of thesis course work can be applied to a specialization.

Other: Credit/Non-Credit courses do not count toward the minimum number of credit hours required for graduation.

Master of Public Administration (MPA)

The program in Public Administration is specifically designed to prepare students for a public service career in public management and administration, as well as the management and administration of non-profit organizations.

The Master of Public Administration (MPA) program has been accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) through the 2009-2010 academic year.

Admission

Admission is open to students who have completed an undergraduate (bachelor's) degree and whose application is approved by the MPA Coordinator. No specific field or undergraduate major is required for admission. The GPA requirements for consideration of full admission is an overall, four-year GPA of 2.8 or greater or 3.05 for the last 60 credit hours (two years of course work). Provisional admission may be granted for those with an overall GPA between 2.5 and 2.79, or between 2.75 and 3.05 for the final 60 credit hours (two years) of course work. Additionally, applicants must submit the following:

- For students who have an overall, four-year, GPA below 3.0 a standardized test score from the GRE, GMAT, LSAT, or MAT, as appropriate for the area of undergraduate degree.
- A copy of their current resume (especially important for in-service students to ascertain their professional experience).
- A personal essay stating why they are seeking admission in the MPA program.

Admission will be based on the GPA and competitive evaluation of the standardized test results, essay and resume. If an applicant is deficient in one or two of the areas, he/she may be admitted on a provisional basis depending on GPA. Those admitted provisionally must take 15 credit hours of course work as specified in the department's *Master's Handbook* and based upon the recommendation of that student's advisor. Full admission to the program will be based upon performance in those courses.

In order to ensure competitive admissions, applicants are encouraged to adhere to the following deadlines for receipt in the department of applications. Consideration for admission will be made following those dates depending upon available space in the program.

- Fall admissions April 15
- Spring admissions October 15
- Summer admissions February 15

Degree Requirements

The number of credit hours required to complete the MPA are 45 or 48, depending upon the background and work experience of the student. Students with little or no work experience in their chosen field of specialization are required to complete an internship. Those students who are exempted from the internship will be required to complete 45 credit hours for the degree. Those who are required to take the internship will be required to complete 48 credit hours.

- Core requirements (30 credit hours):

3980:600	Basic Quantitative Research	3
3980:601	Advanced Research and Statistical Methods	3
3980:610	Legal Foundations of Public Administration	3
3980:611	Introduction to the Profession of Public Administration	3
3980:614	Ethics and Public Service (capstone class)	3
3980:615	Public Organization Theory	3
3980:616	Personnel Management in the Public Sector	3
3980:640	Fiscal Analysis	3
3980:642	Public Budgeting	3
3980:643	Introduction to Public Policy	3

Specializations: Specializations represent career and/or academic fields of interest. Those may be shaped to fit the needs and interests of the student. The specializations listed represent those which involve courses from our curricula and/or from fields and disciplines that students have pursued in the past. Several of the specialization are noted because they represent existing certificate programs on campus. Students who have other interests should work with their advisor to craft a specialization from across the campus that suits their needs. Students should contact the department office to get a list of the courses recommended for inclusion in a specialization.

Policy Analysis and Evaluation	Public Services Administration
Public Sector Management	Urban Affairs
Community Development	Non-Profit Administration
Public Health Administration	Applied Politics
Lifespan and Gerontology	Urban Planning

Thesis: Students are encouraged to consider the option of a thesis. A maximum of six credit hours of thesis course work can be applied to a specialization.

Other: Any required course except 3980:699, *Master's Thesis*, may be waived on the basis of proficiency in the area covered by the course. The criteria for waiver are as follows:

- Completion of a comparable course in another department in the University.
- Transfer of course credit in a comparable course from another university.
- Proficiency in the area demonstrated by a group of courses or other work done in the area covered by the course.

J.D./Master of Public Administration

The University offers a joint J.D. and Public Administration program. The title is J.D./M.P.A. To be accepted into the program, a student must meet the admission requirement of the School of Law, the Graduate School, and the Department of Public Administration and Urban Studies.

Degree Requirements

Seventy-six credits in law and 30 credits in public administration.

Under this program a student must take 43 credits of required law courses, 32 credits of law electives, and 30 credits of required public administration courses plus an internship of three credits. (Internship is required of any student without professional administrative experience.)

This program reduces the total existing credit hours of the School of Law and Public Administration by nine credit hours (from 85 to 76), while public administration requirements are reduced by 12 credit hours (from 42 to 30).

Sociology

Master of Arts

Thesis Option

Satisfactory completion of 31 semester credits of which at least 21 must be at the 600 level or higher in sociology (excluding 3850:697; 3850:698 and 3850:699). In meeting these requirements the student must:

- Complete four required core courses with at least a 3.00 grade-point average:

3850:601	Proseminar in Sociology	1
3850:604	Research Design and Methods	3
3850:706	Multivariate Techniques in Sociology	3
3850:722	Early Sociological Thought	3
- Complete at least six hours of thesis work (3850:699). No more than six credits will count toward the degree.
- Completion of master's thesis and successful oral defense of thesis.

Nonthesis Option

This degree is intended for the student who wants intensive substantive training in a specialized area.

Completion of 31 credits of graduate work with no more than six credits taken at the 500 level. In meeting these requirements the student must:

- Complete three required core courses with at least a 3.00 grade-point average:

3850:601	Proseminar in Sociology	1
3850:604	Research Design and Methods	3
3850:722	Early Sociological Thought	3
- Completion of at least 15 credits in a contracted specialty area. This area must be defined in consultation with the student's advisor and approved by the Graduate Studies Committee. Courses from other departments may be taken to meet the specialty requirement.
- Pass an oral examination on the specialty area.

Research Paper Option

Satisfactory completion of 31 semester credits of which at least 21 must be at the 600 level or higher in sociology (excluding 3850:696; 3850:697, 3850:698 and 3850:699). In meeting these requirements the student must

- Complete four required core courses with at least a 3.00 grade-point average:

3850:601	Proseminar in Sociology	1
3850:604	Research Design and Methods	3
3850:706	Multivariate Techniques in Sociology	3
3850:722	Early Sociological Thought	3
- Complete at least six hours of Master's Research Paper work (3850:696). No more than six credits will count toward the degree, but a student may register for more than six (6) hours.
- Completion of Master's Research Paper and successful oral defense of paper.

Spanish

Master of Arts

- Thirty-two semester credits of graduate work which may include a thesis amounting to four credits.
- Requirement: proficiency level in listening comprehension, speaking, reading, and writing Spanish.
- Final comprehensive examinations: the candidate will be required to submit an essay, and pass an oral exam on the essay.

Statistics

Master of Science – Statistics

- Entrance into the program will require the initial completion of the following prerequisites:

3450:223	<i>Analytic Geometry-Calculus III</i> , four credits; or equivalent.
3450:312	<i>Linear Algebra</i> , three credits; or equivalent.
3470:461/561	<i>Applied Statistics I</i> , four credits; or equivalent.

- Core curriculum:

3470:651	Probability and Statistics	4
3470:652	Advanced Mathematical Statistics	3
3470:655	Linear Models	3
3470:663	Experimental Design	3
3470:665	Regression	3
	Total	16

Statistical Computer Science option (addition to existing master's program)

- Other required courses:

3460:501	Fundamentals of Data Structures	3
3460:506	Introduction to C and UNIX	3
3460:575	Data Base Management	3
3470:580	Statistical Data Management	3
	Total	12

Thesis requirements (30 credits of graduate work)

In addition to the core curriculum, 2-4 credits in 3470:699 *Master's Thesis* and 10-12 other approved elective graduate credit hours must be completed.

Successful completion of the comprehensive examinations in the core curriculum.

Nonthesis requirements (33 credits of graduate work)

In addition to the core curriculum, 2-4 credits in 3470:692 *Statistics Masters Paper* and 13-15 other approved elective graduate credit hours must be completed. The Statistical Computer Science option requirements may be applied toward the elective courses.

Successful completion of the comprehensive examinations in the core curriculum.

Theoretical and Applied Mathematics

Master of Science – Mathematics

Goals: The program is designed to give students a solid foundation in graduate-level mathematics, provide hands-on experience in problem-solving and the uses of technology, and to allow returning mathematics teachers to upgrade their qualifications.

Administration: Upon admission to the program, each student will undergo a review. Deficiencies in any mathematical area will add to the number of credits required for graduation. Core requirements already satisfied will be replaced by approved electives.

- Core requirements:

3450:510	Advanced Linear Algebra or	3
3450:513	Theory of Numbers	3
3450:512	Abstract Algebra II	3
3450:522	Advanced Calculus II	3
3450:621	Real Analysis or	3
3450:625	Analytic Function Theory	3
3450:636	Advanced Combinatorics and Graph Theory	3
3450:692	Seminar in Mathematics*	2
A statistics course selected from:		
3470:550	Probability	3
3470:551	Theoretical Statistics I	3
3470:561	Applied Statistics I	4
3470:651	Probability and Statistics	4

- Electives: 9-13 credits

Thesis Option

A minimum of 30 credits is required. All elective courses must be approved by the graduate advisor. An acceptable master's thesis must be completed for 2-4 credits in 3450:699 *Master's Thesis*. Before registering for *Master's Thesis*, the student will meet with an advisory committee for evaluation of the thesis topic and will present a formal plan of development.

Nonthesis Option

A minimum of 33 credits is required. All elective courses must be approved by the graduate advisor. In addition, the student will generate a project or paper to complete the degree.

* 3450:692 Seminar in Mathematics may be repeated once, for a total of 4 credits.

Master of Science – Applied Mathematics

Goals: This program is designed to train students in the formulation, analysis, and solution of mathematical models in a variety of application areas.

Administration: Upon admission to the program, each student will undergo a review process to determine competency in undergraduate core mathematical areas and background in at least one junior-level or higher course in engineering or physics. If necessary, the appropriate course(s) will be added to the required course list for the student.

- Core Requirements:

3450:621	Real Analysis	3
3450:627	Advanced Numerical Analysis I	3
3450:633	Methods of Applied Mathematics I	3
3450:692	Seminar in Mathematics	1-3

- Group 1 - At least one course from this list must be taken:

3450:625	Analytic Function Theory	3
3450:628	Advanced Numerical Analysis II	3
3450:632	Advanced Partial Differential Equations	3

- Group 2 - At least two courses from this list must be taken:

3450:634	Methods of Applied Mathematics II	3
3450:635	Optimization	3
3450:730	Advanced Numerical Solution of Partial Differential Equations	3

- Electives: 6 - 13 credits

Thesis Option (minimum of 30 credits)

In addition to the placement review and core requirements, at least six credits of electives approved by the graduate advisor and 2-4 credits in 3450:699 *Master's Thesis* must be completed.

Nonthesis Option (minimum of 33 credits)

In addition to the placement review and core requirements, at least 13 credits of electives approved by the graduate advisor must be completed. Additionally, the student must successfully complete a Comprehensive Examination in the courses 3450: 621, 627, 633, one course from Group 1 and one course from Group 2.

Coordinated Program

Coordinated Engineering Applied Mathematics program for the Doctor of Philosophy in Engineering degree between the College of Engineering and the Department of Theoretical and Applied Mathematics

The faculty in the College of Engineering and the Department of Theoretical and Applied Mathematics have agreed to provide a coordinated program for those graduate students who elect the interdisciplinary field of Engineering Applied Mathematics.

Admission and Degree Requirements

Applicants for the Engineering Applied Mathematics Program must have their graduate application and credentials evaluated by one of the departments in the College of Engineering and the Department of Theoretical and Applied Mathematics. The Admission and Degree Requirements for the Doctor of Philosophy in Engineering, as given in the *Graduate Bulletin* (see page 38, College of Engineering), shall apply to all applicants for the Engineering Applied Mathematics Program.

College of Engineering

George Haritos, Ph.D., *Dean*
 Subramaniya I. Hariharan, Ph.D., *Associate Dean,*
Research and Graduate Studies
 Paul C. Lam, Ph.D., *Associate Dean,*
Undergraduate Studies and Diversity Program

Mission of the College

The College of Engineering at the University is committed to excellence in undergraduate and graduate education. The College of Engineering was founded in 1914 and is the second oldest college at the University. The College embraces the departments of Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, and Mechanical Engineering. The current research focus of the College includes: gas turbine technology, filtration technology, nanotechnology, lightweight automobile research, aero-propulsion technology, catalysis, industrial controls, computational mechanics, smart materials, composites and civil structures, and a variety of modeling and simulation issues of engineering problems. During the academic year 1989-90, the College adopted interdisciplinary procedures for the doctoral program offered by the College. The program is truly interdisciplinary in nature.

The mission of graduate education in the College of Engineering is to:

- Train engineers and scientists to solve state of the art technological issues.
- Train students to develop theory, methodology, and necessary experimental skills to investigate emerging issues in engineering and science that effect state and national interests.
- Provide excellence in presenting student findings via theses, doctoral dissertations, and research papers.
- Train students to be future educators where appropriate.
- Train students in industrial research where appropriate.
- Train students to work on interdisciplinary teams where appropriate.

As the state positions itself in the forefront of the technology, appropriately trained scientists and engineers are needed in all fields. Our graduate programs provide training that equips students with the maturity and ability to assume leadership roles in technological fields related to the field of engineering. In addition, our programs attract a variety of students from several industries and NASA Glenn Research Center in Northeast Ohio. The College is a partner of the Ohio Aerospace Institute (OAI).

DOCTOR OF PHILOSOPHY IN ENGINEERING DEGREE

The Doctor of Philosophy in Engineering is an interdisciplinary doctoral program offered on a collegiate basis.

Admission Requirements

Applicants for the Doctor of Philosophy in Engineering must hold a bachelor's degree from a program that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology at the time of graduation, or provide satisfactory evidence of an equivalent academic background to the Dean of the College of Engineering.

Applicants with a master of science degree must provide satisfactory evidence of an equivalent engineering baccalaureate background to the Dean of the College of Engineering.

Applicants must submit official undergraduate transcripts, undergraduate grade point average, at least two letters of recommendation, and official results of the verbal, quantitative, and analytical portions of the GRE. Personal statements or descriptions of post-baccalaureate experience that provide a rationale for the proposed graduate study may also be submitted.

The GRE requirements may be waived by the department for students holding degrees from ABET accredited programs. For those who took the exam under the old format, a minimum score of 1200 is expected on the combined analytical and quantitative portions of the GRE. Under the new format, a minimum score of 600 is expected on the quantitative portion of the GRE.

Applicants with a bachelor's degree must have a cumulative grade-point average of at least 3.0/4.0.

Applicants with a master's degree must have a cumulative graduate grade point average of at least 3.5/4.0.

Applicants whose native language is not English must have a TOEFL score of at least 550 (paper-based) or 213 on the computer-based TOEFL, and also must submit their score on the Test of Written English.

Applicants not satisfying the requirements for Full Admission may be classified either as a Provisional Admission or as a Deferred Admission.

Applicants with a bachelor's degree in a discipline other than engineering shall have completed undergraduate coursework in calculus, differential equations, and have one year of classical physics. These students may be required to take additional bridge-up courses depending on their background. Necessary bridge-up coursework will be determined by the admitting department/program graduate committee.

Transfer Credits

A student who has a master's degree from another university or from one of the departments in the College of Engineering may, upon recommendation of the Interdisciplinary Doctoral Committee, transfer up to 24 credits of course work. The course comprising the transfer credits must be identified and itemized on the Plan of Study and must be substantiated by an official transcript from the educational institution that offered the courses.

A student who has completed a non-thesis master's degree, or has graduate credits but has not completed the degree requirements for the master's degree, can transfer a maximum of 24 credits of course work toward the doctoral course requirements.

No more than six credit hours of research or complete thesis credits can be transferred.

Degree Requirements

The University's Academic Requirements (See **Academic Requirements** in this *Graduate Bulletin*) for the Doctoral Degree and the following College of Engineering's academic requirements for the Doctoral Degree must be satisfied.

- An entering doctoral student will have the chair of the Interdisciplinary Doctoral Committee (IDC) in his/her home department/program.
- Student's plan of study should include 96 credit hours and be in accordance with the guidelines established by the student's admitting department/program.
- A Plan of Study will be established by the IDC satisfying guidelines established by the home department/program.
- Identify an interdisciplinary field of study, a dissertation director, and an Interdisciplinary Doctoral Committee before completion of 18 credits of coursework.
- Pass a departmental Qualifying Examination. The purpose of the qualifying examination is to determine admissibility to the doctoral program and any technical weakness.
- Satisfy the language requirement specified by the Interdisciplinary Doctoral Committee.
- Pass a Candidacy Examination. The purpose of the candidacy examination is to test the student's ability to conduct independent research.
- Present an acceptable Dissertation Proposal that describes the proposed research to the Interdisciplinary Doctoral Committee.
- Present and successfully (no "fail" votes) defend the dissertation to the Interdisciplinary Doctoral Committee.

A copy of the Ph.D. in Engineering Program Procedures may be obtained from the office of the Dean of the College of Engineering.

Doctoral Student's Responsibilities

Doctoral students are completely responsible for all aspects of their graduate education. Specifically, these responsibilities include:

- Understanding, adhering to, and implementing the procedures of the Graduate School, as described in The University of Akron *Graduate Bulletin*, and the Interdisciplinary Doctoral Procedures of the College of Engineering.
- Selecting an interdisciplinary program, Dissertation Director, and Interdisciplinary Doctoral Committee.
- Arranging, through the Dissertation Director, all Interdisciplinary Doctoral Committee meetings.
- Initiating, through the Dissertation Director, the forms that monitor their progress toward the doctoral degree.
- Proposing and executing an accepted Plan of Study.
- Proposing a Research Proposal and executing the proposed research.
- Preparing a scientifically acceptable and comprehensive dissertation whose format meets all the accepted standards of the Interdisciplinary Doctoral Committee, the College of Engineering, and the Graduate School.

Interdisciplinary Fields of Study

The proposal to establish a doctoral program in the College of Engineering, which was approved by the Board of Trustees of The University of Akron and the Ohio Board of Regents in 1967-68, defines the four undergraduate departments (as of 1999, a Biomedical Engineering undergraduate program was approved by the Ohio Board of Regents), Chemical, Civil, Electrical, and Mechanical, as the basic disciplines for the interdisciplinary programs in Environmental Engineering, Materials Engineering, Mechanics, Systems Engineering, and Transport Processes. The

objectives of the proposal were to allow doctoral students access to the infrastructure resources of the entire college and permit the interdisciplinary programs to adapt to the changing research and funding environment. Since the approval of the proposal, the interdisciplinary areas have expanded from the original five programs to ten interdisciplinary programs. These interdisciplinary programs are broadly defined as follows.

Environmental Engineering includes the study of water and air pollution, environmental health, chemical disposal, waste management, noise control, resource engineering, and appropriate fields of urban planning.

Mechanics includes the theoretical and experimental study of the stresses, strains, and endurance of structures, machines and various materials, mechanics of solids, fluids, solid, and composite materials.

Systems Engineering include the scientific prediction, control, and evaluation of the performance of integrated operational systems, and interaction effects among the components of engineering systems. It includes system analysis and design, operations research, linear and dynamic programming.

Materials Engineering studies the materials from the physical, chemical, and engineering standpoints. Its purpose is to develop a better understanding of the composition, properties, and performance of various materials, and to develop new materials, manufacturing methods, and applications.

Transport Processes include the theoretical and experimental study of the transfer of mass, energy, and power, as related to engineering systems and processes.

Biomedical Engineering studies the theoretical and experimental application of engineering principles to biomedical problems. Some typical areas of interest are signal and image processing, biomechanics, and biomaterials.

Polymer Engineering combines fundamental engineering principles with the structure and rheological properties of polymers to design and analyze polymer processes and equipment.

Engineering Applied Mathematics applies advanced mathematics to technologically significant engineering problems.

Chemical Reactions and Process Engineering studies chemical reactions, homogeneous chemical reactions, heterogeneous chemical reactions, and catalysis as applied to process engineering.

Microscale Physicochemical Engineering studies small particles, surface science, agglomeration, and separation as applied to process engineering.

The interdisciplinary doctoral program has succeeded in providing doctoral students access to the resources of the entire college while providing an economically sound administration for a program that deals with a doctoral population that is much smaller than those for undergraduate or master's degrees.

COORDINATED AND JOINT PROGRAMS

Coordinated Engineering Applied Mathematics program for the Doctor of Philosophy in Engineering degree between the College of Engineering and the Department of Theoretical and Applied Mathematics

Admission Requirements

Applicants for the Engineering Applied Mathematics Program must have their graduate application and credentials evaluated by the College of Engineering Dean's Office and the applied mathematics division of the Department of Theoretical and Applied Mathematics. The Admission Requirements for the Doctor of Philosophy in Engineering, as given in the *Graduate Bulletin*, shall apply to all applicants for the Engineering Applied Mathematics Program.

Degree Requirements

The applicable Degree Requirements for the Engineering Applied Mathematics Program are those given in the *Graduate Bulletin* under the Section **Doctor of Philosophy in Engineering**. These degree requirements include passing a Qualifying Examination, identifying a Dissertation Director, establishing an Interdisciplinary Doctoral Committee, completing a formal Plan of Study, satisfying the University's language and residency requirement, passing a Candidacy Examination, presenting an acceptable Dissertation Proposal, writing a dissertation, and publicly and successfully (no "fail" votes) defending the dissertation before the Interdisciplinary Doctoral Committee.

Students in the Engineering Applied Mathematics Program must pass a departmental Qualifying Examination composed and administered by the participating faculty from the applied mathematics division of the Department of Theoretical and Applied Mathematics and the participating faculty from one of the five departments in the College of Engineering.

The Interdisciplinary Doctoral Committee shall consist of at least six members. It shall have an equal number of faculty with primary appointments in the College of Engineering and participating program faculty from the applied mathematics division of the Department of Theoretical and Applied Mathematics. The participating faculty from the Department of Theoretical and Applied Mathematics must hold joint appointments in the College of Engineering.

Graduate students who elect the Engineering Applied Mathematics Program may proceed directly from their baccalaureate degree to the doctoral degree.

Students participating in the Engineering Applied Mathematics Program must have at least 50 percent of minimum coursework from the College of Engineering and at least 50 percent of minimum coursework from the Department of Theoretical and Applied Mathematics.

Coordinated program for the Doctor of Philosophy in Engineering degree between The University of Akron and Youngstown State University.

The University of Akron and Youngstown State University are engaged in a coordinated program with the objective of facilitating graduate study by engineering students residing in proximity to Youngstown State University. This provides the opportunity and convenience of completing some of the requirements for the Doctor of Philosophy in Engineering at The University of Akron through joint counseling and enrollment at Youngstown State University.

Admission Requirements

When an engineering graduate student at Youngstown State University declares an interest in the joint doctoral program, the student shall prepare a letter of intent, with academic credentials, to the dean of engineering at Youngstown State University. The dean of engineering at Youngstown State University shall forward the letter of intent and academic credentials, together with a recommendation, to the dean of engineering at The University of Akron. The dean of engineering at The University of Akron shall have the graduate faculty in the applicant's discipline evaluate the academic credentials and make a recommendation on the academic acceptability of the applicant. If the recommendation is favorable, the student shall be advised to apply to the Graduate School at The University of Akron for formal admission to the Doctoral Program in the College of Engineering at The University of Akron. The dean of Graduate Studies and Research at Youngstown State University shall be kept informed of the progress of the admission procedure. The applicant from Youngstown State University must satisfy the Admission Requirements for the Doctor of Philosophy in Engineering at The University of Akron.

Degree Requirements

The engineering student from Youngstown State University must satisfy the Degree Requirements for the Doctor of Philosophy in Engineering at The University of Akron subject to the following modifications.

One of the members of the Interdisciplinary Doctoral Committee for the joint doctoral program candidate shall be an engineering faculty member from Youngstown State University and normally would be the student's dissertation director, although this is not necessary. The faculty member from Youngstown State University shall have adjunct status at The University of Akron and qualify for Category II graduate faculty membership.

One-half of the coursework and one-half of the research credits may be taken at Youngstown State University. The parity of courses is decided by the faculty on the Interdisciplinary Doctoral Committee when the student submits a proposed Plan of Study. At the Advancement to Candidacy, the Committee recommends official transfer of credits from Youngstown State University to The University of Akron.

Joint program for the M.D. and Ph.D. in Engineering degree between the College of Engineering at The University of Akron and the Northeastern Ohio Universities College of Medicine.

The College of Engineering and NEOUCOM provide a coordinated program for those desiring both the M.D. and Ph.D. in Engineering degrees. This program integrates the knowledge and skills acquired by the student in each of the programs. Each individual coordinated degree program is tailored to suit the background and research interests of the student. Additional information may be obtained from The University of Akron Department of Biomedical Engineering or NEOUCOM.

Admission Requirements

Applicants with a bachelor's or master's degree in a discipline other than engineering or in engineering will be required to meet the Admission Requirements for the Doctor of Philosophy Degree in Engineering. Applicants will be required to have completed the following courses and to have taken the MCAT prior to admission into the coordinated M.D. and Doctor of Philosophy in Engineering program:

M.D.	Principles of Chemistry I and II
M.D.	Organic Chemistry I and II
M.D.	Principles of Biology I and II
M.D., Ph.D.	Classical Physics I and II
Ph.D.	Statics
Ph.D.	Dynamics
Ph.D.	Strength of Materials (or Material Science)
Ph.D.	Basic Electrical Engineering (or Circuits I & II)
Ph.D.	Calculus I, II, III, and Differential Equations

Degree Requirements

To obtain an M.D. degree from NEOUCOM and a Doctor of Philosophy Degree in Engineering, the student must satisfy NEOUCOM's degree requirements and the College of Engineering's Doctor of Philosophy in Engineering Degree Requirements. This coordinated program does not change the degree requirements for either program.

MASTER OF SCIENCE DEGREES

The degrees of Master of Science in Chemical Engineering, Master of Science in Civil Engineering, Master of Science in Electrical Engineering, Master of Science in Mechanical Engineering, and Master of Science in Engineering are offered.

Admission Requirements

Applicants for any of these master of science programs must hold a bachelor's degree from a program that is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology at the time of graduation, or provide evidence of an equivalent academic background to the Dean of the College of Engineering and the appropriate department chair.

Applicants must submit an official undergraduate transcript, undergraduate grade point average, at least two letters of recommendation, and official results of the verbal, quantitative, and analytical portions of the GRE.

Applicants with a bachelor's degree must have an overall grade-point average of 2.75 or better or 3.00 for the last two years (64 semester credits or equivalent).

Applicants whose native language is not English must have a TOEFL score of at least 550 (paper-based) or 213 on the computer-based TOEFL, and also must submit their score on the Test of Written English (TWE).

Applicants who do not satisfy the requirements for Full Admission may be granted Provisional Admission or Deferred Admission.

Degree Requirements

The University's Academic Requirements (See **Academic Requirements** in this *Graduate Bulletin*), the following College of Engineering requirements and the department's academic requirements must all be satisfied for the master of science degrees in the College of Engineering.

- Identify a three-member Advisory Committee including a major advisor before completion of 9 credit hours of coursework.
- Complete a formal Plan of Study that is acceptable to the Advisory Committee with a minimum of 24 credit hours of coursework of which no more than 6 credits are special topics courses. The formal Plan of Study may be revised upon approval of the Advisory Committee.
- Successfully (no "fail" votes) defend the thesis before the Advisory Committee, or have the Engineering Report approved by the Advisory Committee, or successfully complete the appropriate department's nonthesis option requirements.

Master of Science in Chemical Engineering

Applicants with a bachelor's degree in a discipline other than engineering shall have completed coursework in calculus, differential equations, have one year of classical physics, and must complete:

4200:200	Material and Energy Balances	4
4200:225	Equilibrium Thermodynamics	4
4200:321	Transport Phenomena	3
4200:330	Reaction Engineering	3
	Total	14

An overall GPA of 3.0 must be maintained for these courses. These undergraduate engineering courses may be taken prior to graduate admission, or concurrently if the student has Full Admission or Provisional Admission and is enrolled for at least 9 graduate credits.

Thesis Option

4200:600	Transport Phenomena	3
4200:605	Chemical Reaction Engineering	3
4200:610	Classical Thermodynamics	3
	Chemical Engineering Electives*	6
	Approved Electives**	6
	Approved Mathematics	3
	Master's Thesis	6
	Total	30

Nonthesis Option

4200:600	Transport Phenomena	3
4200:605	Chemical Reaction Engineering	3
4200:610	Classical Thermodynamics	3
4200:697	Chemical Engineering Report	3
	Chemical Engineering Electives*	6
	Approved Electives**	15
	Approved Mathematics	3
	Total	36

*Chemical Engineering students in both degree options are expected to attend and to participate in the department's seminars.

**Students without BS in Chemical Engineering are required to take 4200:535, 4200:541.

Five Year BS/MS Chemical Engineering Program

The five year BS/MS program in Chemical Engineering provides superior undergraduate students with the opportunity to complete an M.S. in Chemical Engineering with one additional year of study beyond their B.S. Chemical Engineering degree at The University of Akron. The program is only available to B.S. Chemical Engineering students at The University of Akron. Applications are accepted in the Spring of the junior year.

Master of Science in Civil Engineering

Applicants with a bachelor's degree in a discipline other than engineering shall have completed coursework in calculus, differential equations, have one year of classical physics, and must select and complete undergraduate coursework from one of four undergraduate disciplines. These undergraduate engineering courses may be taken prior to graduate admission, or concurrently if the student has *full admission* or *provisional admission*, and is enrolled for at least 9 graduate credits.

4300:306	Theory of Structures	3
4300:313	Soil Mechanics	3
4600:310	Fluid Mechanics	3
4300:323	Water Supply and Wastewater Disposal	4
4300:341	Hydraulics	3
4300:361	Transportation Engineering	3
4300:401	Steel Design	3
4300:403	Reinforced Concrete Design	3
	Total	25

Areas of study in the department include structural mechanics, geotechnical, hydraulic, transportation, and environmental engineering.

Thesis Option

	Civil Engineering Courses	15
	Approved Mathematics or Science	3
	Approved Electives	6
	Master's Thesis	6
	Total	30

Nonthesis Option

	Civil Engineering Courses	15
	Approved Mathematics or Sciences	3
	Approved Electives	12
	Engineering Report	2
	Total	32

Master of Science in Electrical Engineering

Applicants with a bachelor's degree in a discipline other than engineering shall have completed coursework in calculus, differential equations, have one year of classical physics, and must select and complete undergraduate coursework from one of four undergraduate disciplines. These undergraduate engineering courses may be taken prior to graduate admission, or concurrently if the student has *full admission* or *provisional admission*, and is enrolled for at least 9 graduate credits.

4400:360	Physical Electronics	3
4400:361	Electronic Design	4
4400:363	Switching and Logic	4
4400:384	Energy Conversion I	3
4400:385	Energy Conversion Lab	2
4400:445	Analog Communications	3
4400:453	Antenna Theory	3
4400:472	Control Systems II	4
	Total	26

Areas of study in the department include computer engineering, control system engineering, power system engineering, electromagnetics, and related areas.

Thesis Option

	Electrical Engineering Courses**	15
	Approved Mathematics	6
	Approved Electives	3
	Master's Thesis	6
	Total	30

Nonthesis Option

	Electrical Engineering Courses**	18
--	----------------------------------	----

Approved Mathematics	6
Approved Electives	9
Total	33

Electrical engineering students pursuing the nonthesis option must pass a graduate level oral comprehensive examination which may be taken after 24 credits have been completed.

*The elective chemical engineering courses may not include more than three credits of 500 level courses.

**The required electrical engineering coursework of 18 credits may not include more than six credits of 500-level courses.

Master of Science in Mechanical Engineering

Applicants with a bachelor's degree in a discipline other than engineering shall have completed coursework in calculus, differential equations, have one year of classical physics, and must select and complete undergraduate coursework from one of four undergraduate disciplines. These undergraduate engineering courses may be taken prior to graduate admission, or concurrently if the student has *full admission* or *provisional admission*, and is enrolled for at least 9 graduate credits.

4600:300	Thermodynamics I	4
4600:301	Thermodynamics II	3
4600:310	Fluid Mechanics	3
4600:315	Heat Transfer	3
4600:336	Analysis of Mechanical Components	3
4600:340	Systems Dynamics and Response	3
4600:380	Mechanical Metallurgy	2
4600:444	Fundamentals of Mechanical Vibrations	3
4600:441	Control System Design	3
Total		27

Main areas of graduate study in mechanical engineering include systems and controls, engineering mechanics, and thermal-fluid sciences. Students in the department are encouraged to take at least one mechanical engineering course outside the main area of interest to develop some breadth in their graduate education.

Thesis Option

Mechanical Engineering Courses*	15
Approved Mathematics	3
Approved Electives	6
Master's Thesis	6
Total	30

Nonthesis Option

Mechanical Engineering Courses*	15
Approved Mathematics	3
Approved Electives	12
Engineering Report	2
Total	32

Master of Science in Engineering

This program is intended for the student whose educational objectives cannot be met by the four departmental master of science programs or those who wish to specialize in biomedical engineering, polymer engineering, or engineering management.

Admissions

Except for students in biomedical engineering and polymer engineering, students should declare in writing to the Dean of Engineering of their intention to study toward the Master of Science in Engineering degree. Upon admission, the dean will appoint an advisory committee consisting of three faculty members who are selected from at least two different departments.

Thesis Option

Engineering Courses	12
Approved Mathematics or Science	3
Approved Electives	9
Master's Thesis	6
Total	30

The thesis must be successfully (no "fail" votes) defended before the Advisory Committee.

Nonthesis Option

Engineering Courses	18
Approved Mathematics or Science	3
Approved Electives	9
Engineering Report	2
Total	32

The engineering report must receive the approval of the Advisory Committee.

Biomedical Engineering Specialization

4800:601	Biomedical Instrumentation	4
4800:611	Biometry	3
3100:695	Physiology for Engineers and Lab	5
Approved Electives		15

Master's Thesis	6
Total	33

The thesis must be successfully (no "fail" votes) defended before the Advisory Committee.

Polymer Engineering Specialization**

Polymer Engineering Core	12
Polymer Engineering Electives	11
Approved Engineering and Science Elective	3
Thesis	6
Total	32

The thesis must be successfully (no "fail" votes) defended before the Advisory Committee.

*The program is limited to not more than three 500-level courses in engineering. Not more than two of the 500-level courses can be applied to the 15 credits of mechanical engineering coursework.

**The specific courses for the Polymer Engineering Core Courses, Polymer Engineering electives, and Approved Engineering and Science Courses are listed under the College of Polymer Science and Polymer Engineering.

Engineering Management Specialization

This is an evening program which is intended primarily for practicing engineers who are working full-time and wish to upgrade their engineering and management skills.

Engineering Courses ¹	21
Management Courses	15
Engineering Management Report	2
Total	38

Required Courses (3 credit hours each)

4100:697	Engineering Management Report ²
6200:601	Financial Accounting ³
6400:602	Managerial Finance ⁴
6500:600	Management and Organizational Behavior ³
6600:600	Marketing Concepts ³

Elective

Choose three credits of 600 level College of Business Administration courses.

¹ Engineering courses can be taken from any engineering department with approval of engineering advisor.

² The Engineering Management Report must be approved by the advisor and Advisory Committee. One member of the committee shall be from the College of Business Administration.

³ More advanced graduate business courses shall be required of students who have completed similar undergraduate courses. This determination shall be made by the Assistant Dean and Director of Graduate Programs, College of Business Administration.

⁴ 6200:601 is a prerequisite for 6400:602.

College of Education

Patricia A. Nelson, Ed.D., *Dean*
 Sharon D. Kruse, Ph.D., *Interim Associate Dean*
 Robert K. Eley, Ed.D., *Assistant Dean for Student Affairs*
 Charlene K. Reed, Ph.D., *Assistant Dean for Administration and Strategic Initiatives*

Mission Statement

The University of Akron's College of Education is a community of professionals whose purpose is to provide leadership for community well-being through standard-setting programs that enhance teaching, learning, and human development; research and inquiry; and outreach. We develop ourselves and others through continuous improvement and through a commitment to these core components of professional practice and scholarship: knowledge, technology, diversity, and ethics.

The aim of the College of Education is to meet the comprehensive charge of our mission through initial and advanced teacher education programs as well as programs in administration, counseling, technical education, higher education, sport and exercise science, athletic training for sports medicine, community health, and several teacher education programs housed outside the College. Programs include a balanced offering of a foundation in general education, intensive study in the content area, and those professional courses and other learning experiences which attempt to combine theory and practice.

The education program and courses presented in the bulletin reflect the most current courses and program offerings. For further information about specific programs and requirements, contact the College of Education Office of Student Affairs Advisement Office. (330) 972-6970.

DOCTOR OF PHILOSOPHY DEGREE

The program leading to the Doctor of Philosophy degree in the Department of Curricular and Instructional Studies is offered through the College of Education.

Two degrees are offered, the Ph.D. in Elementary Education, and the Ph.D. in Secondary Education. The degree will be awarded to the student who, in addition to filling the general requirements of the Graduate School, has met the following specific requirements:

- Successful completion of all Departmental Admission Requirements.
- Completion of the Miller Analogies Test or the Graduate Record Examination (GRE).
- A minimum of 92 graduate credits including the doctoral dissertation. A student considered deficient in any area may be required to take additional courses.
- Completion of a foundation studies program designed to prepare the student before specialization.
- Successful completion of a test in a language judged not to be the student's native tongue and excluding English:
 - a student in the Department of Curricular and Instructional Studies may elect to develop appropriate research skills prescribed by the advisor, subject to review by the department chair, in lieu of the foreign language requirement. (See section on **Additional Research Competency**.)
- Completion of a least six credits in cognate area.
- Completion of a comprehensive written and oral examination.
- Completion of a dissertation comprising not more than 20 credits. Credits beyond the 20 hours may not be applied to the degree. The oral examining committee must be constituted of at least five full-time graduate faculty members, one of whom must be from outside the College.
- Pass the general requirements for the Doctor Philosophy degree.

Doctoral Residency Requirements

The minimum residency requirement for a doctoral candidate in all programs is at least two consecutive semesters of full-time study and involvement in departmental activities. Full-time study is defined as 9-15 semester credits, except for graduate teaching and research assistants for whom full-time is specified by assistantship agreements. The summer session may count as one semester, provided that the candidate is enrolled for a maximum of 10 consecutive weeks of full-time study and for a minimum of six semester hours per five-week session.

Continuous Doctoral Program Enrollment

All students admitted to the doctoral program must register for a minimum of one semester hour of graduate credit as approved by their advisors during each fall and

spring semester. Individual departments may exceed this minimum requirement. Doctoral students should consult their advisors about additional requirements.

Doctor of Philosophy Degree in the Department of Curricular and Instructional Studies

The Doctor of Philosophy degrees offered by the Department of Curricular and Instructional Studies are designed to meet the needs and interests of persons in pre-K, elementary, middle, secondary, postsecondary, higher education, and other institutions or agencies that might have educational/learning programs. A qualified student can, through consultation with an advisor and within the expertise and resources of the department, design a specialization to meet his/her career objectives.

Program Description

The program is predicated on the belief that an effective instructor evolves from a well-planned program containing exposure in three basic areas:

1. Common core foundational studies
2. A specialization
3. Professional education in Curricular and Instructional Studies
4. Other contributing disciplines (cognate)

With this philosophy in mind, the program provides study in a common core of study, a selected discipline, professional education, and cognate fields. Listed below and of particular significance are the two sequential steps necessary in the program:

1. Written and Oral Comprehensive

These Comprehensive Examinations should be taken after the completion of the first two-thirds of work and prior to the completion of three-fourths of the program with the approval of the student's advisor. Written comprehensive examinations are offered each semester.

2. Dissertation

The dissertation proposal must receive approval of the Dissertation Committee prior to advancement to candidacy.

Admission Requirements

Admission to the Curricular and Instructional Studies Ph.D. program is limited to a select number of students each Spring Semester. More candidates apply for admission than the Department has the resources and capacity to admit. Therefore, applying for admission to the doctoral program is no guarantee of admission, and applicants to the program must recognize the possibility of denial. Criteria for admission to the Curricular and Instructional Studies Ph.D. program are as follows:

1. Graduate and undergraduate degrees from accredited universities and in programs considered to offer adequate preparation for the Ph.D. in Curricular and Instructional Studies (Ph.D., Elementary Education; Ph.D., Secondary Education).
2. Acceptable grade point averages in a completed graduate degree (at least a 3.50 GPA on a scale of 4.0).
3. Demonstration of doctoral level writing ability as evidenced by a Miller Analogies Test score of 45 or higher, (or a 550 on the verbal portion of the GRE), and a prescribed and evaluated writing sample.

The following statements govern use of the Miller Analogies Test/GRE and a controlled writing sample as part of the Admissions criteria:

- a. Applicants who score less than 45 on the MAT (or 550 on the verbal portion of the GRE) and receive three or more failing evaluations on the controlled writing assignment shall be denied admission to the program.
 - b. Applicants who score less than 45 on the MAT (or 550 on the verbal portion of the GRE) but receive passing evaluations on the writing sample will have their application deferred pending a faculty interview and reevaluation. The MAT may be repeated subject to The Psychological Corporation's rules for repeated testing.
 - c. Applicants who score 45 or higher on the MAT (or 550 on the verbal portion of the GRE) and receive three or more failing evaluations on the controlled writing sample shall have their application deferred pending a faculty interview and reevaluation.
 - d. All doctoral applicants must take the MAT or the GRE. A MAT or GRE taken within the last five years will be accepted.
4. Intended area of specialization is compatible with departmental resources and goals.
 5. Obtain faculty sponsorship through completion of the "Agreement to Advise" form that is included with this information.

All doctoral applicants must do the following:

1. Complete all the admission materials, as specified in Requirements and Pro-

cedures of the Doctoral Programs in Education by March 1. Admissions are only processed once a year.

2. Complete the Miller Analogies Test or Graduate Record Exam. A MAT or GRE taken within the last five years will be accepted.
3. Complete a controlled writing sample offered in March.
4. Complete the "Agreement to Advise" form and secure faculty signatures by March 1. The major advisor must be from the Department of Curricular and Instructional Studies; the minor advisor must be from the College of Education.
5. If requested by the Department, interview with committee of departmental Graduate Faculty. Candidates may also be judged on depth and breadth of knowledge, poise, thinking ability, ability to communicate verbally, relevant educational work experience, uniqueness, potential success in desired field, and motivation and commitment to a position of educational leadership.
6. In certain cases an applicant may be required to take course work on the graduate level at The University of Akron before a final decision on his/her application for admission is made.
7. Candidates must have at least three years of teaching experience. (This does not apply to postsecondary/technical adult education area candidates.)

Additional Research Competency

In addition to successfully completing the approved program of courses, the Ph.D. student must display competency in one of the following areas. Course work taken to develop the competency may not be applied to the total number of hours required in the Ph.D. program.

- a. Foreign Language
A reading knowledge of one foreign language. The Department will work cooperatively with the Department of Modern Languages to determine that the student does in fact demonstrate the ability to read in a foreign language *i.e.*, a language other than the student's native language and excluding English.
- b. Statistics/Research Methods
Students will successfully complete a minimum of 9 hours of additional advanced statistical/research methods courses approved by student's advisor.
- c. Professional Publication
The preparation of a research or position paper accepted for publication by a refereed professional journal. The student may serve as senior or co-author. The advisor must file a letter of approval of the published writing. This letter shall present the advisor's review of the academic integrity of the published article in terms of adequacy in meeting this requirement. A letter of acceptance for publication shall be considered as published.

Curricular and Instructional Studies Ph.D. Course Requirements

Social-Philosophical Foundations (15)

5100:600	Philosophies of Education (or 602 or 604)	3
5100:620	Psychology of Instruction for Teaching and Learning (or 624 or 5400:500)	3
5100:701	History of Education in American Society (or 703)	3
5100:705	Seminar in Social/Philosophical Foundations of Education	3
5100:723	Teaching Behavior and Instruction (or 721 or 710)	3

Research Foundations (18)

5100:640	Techniques of Research	3
5100:740	Research Design	3
5100:741	Data Collection Methods	3
5100:742	Statistics in Education	3
5100:801	Seminar I: Exploratory/Qualitative	3
5100:801	Seminar: Empirical or Seminar II: Ethnographic/Historical or Case Study Research or Legal Research and Writing or another advisor-approved course	3

Curricular and Instructional Studies Core (15)

5500:800	Professional Doctoral Seminar in Curricular and Instructional Studies	3
5500:880	Seminar in Curricular and Instructional Studies	3
5500:600	Concepts of Curriculum & Instruction	3
5500:605	Seminar in Trends and Issues in Curriculum & Instruction	3

Three additional hours will be selected in the area of Curricular and Instructional Studies with advisor approval.

Area of Specialization: 18 credit hours

Cognate Area Outside of Education: 6 credit hours

Dissertation: 20 credit hours

Total Program: 92 credit hours

Additional coursework taken to develop a competency area may not be applied to the total number of hours required in the Ph.D. program.

Doctoral Programs in Counseling

Collaborative Ph.D. Program in Counseling Psychology

The Collaborative Program in Counseling Psychology allows the student a choice of entry points. Students with a master's degree in counseling, guidance and counseling, psychology, school psychology, or a related field may enter through the Counseling Department of the College of Education. Students with a baccalaureate degree may enter through the Psychology Department of the Buchtel College of Arts and Sciences. Students receive exposure to both colleges through shared coursework and faculty involvement with dissertations. Students of both departments are expected to attain a level of broad scientific competence in the core areas of psychology; the biological, social, cognitive-affective, and individual bases of human behavior. Practicum and internship experiences are required of all students and range from skill building in basic psychological assessment and counseling to a year-long, full-time internship in an applied setting. The Collaborative Program in Counseling Psychology is accredited by the American Psychological Association.

The Department of Counseling offers a four-year, full-time Counseling Psychology program leading to a doctoral degree. Program emphasis is strongly placed on a scientist-practitioner model of training. Beyond the basic core areas of psychology students are expected to establish specific competencies in theory, research, and practice of Counseling Psychology. Academic preparation incorporates the study of theoretical approaches to counseling and psychotherapy, theory and practice of assessment, diversity issues in counseling psychology, supervision, vocational psychology, professional issues and ethics, statistics, and research design. Research and publication are strongly encouraged. Graduates typically seek teaching, research, and training positions in academia, as well as positions in counseling centers and other mental health agencies.

Admission to the Collaborative Program in Counseling Psychology is handled through the department associated with the student's chosen entry point. Students must fulfill both departmental and Graduate School admission requirements.

Admission Requirements—College of Education Ph.D.

- A Graduate School application and an official transcript of all undergraduate and graduate coursework from each college or university attended must be completed and returned to the Graduate School
- A minimum combined score on the Graduate Record Examination (GRE) General Test (verbal and quantitative sections) of 1100 is recommended. All students must also complete the GRE Psychology Subject Test and have these results reported to the Department of Psychology, Buchtel College of Arts and Sciences.
- A grade point average of 2.75 or above earned on all completed undergraduate work or a 3.0 or above on the most recent 64 semester hours of undergraduate work is required. A grade point average of 3.25 or above on all graduate work is required.
- Applicants are required to submit a vita outlining educational and professional experiences.
- Applicants are required to submit a declaration of intent outlining their occupational goals and their interest in and commitment to the counseling psychology program.
- Applicants must submit a minimum of three letters of reference attesting to success in the field and probable academic success at the doctoral level.
- Finalists are required to interview with program faculty, either in person or via telephone.

Departures from the program may be made only with the approval of the counseling psychology program faculty. Students may be considered for admission to counseling psychology only if they have earned a master's degree in counseling, guidance and counseling, psychology, school psychology, or a related field.

Required Courses

5100:648	Individual and Family Life-Span Development	3
5100:742	Statistics in Education	3
5100:743	Advanced Educational Statistics	3
5600:651	Techniques of Counseling	3
5600:675/676	Practicum in Counseling I/II	8
3750:610	Core I: Social Psychology	2
3750:620	Core II: Cognitive Psychology	2
3750:630	Core III: Individual Differences	2
3750:640	Core IV: Biopsychology	2
3750:650	Core V: Social-Cognitive Psychology	2
3750:750	Advanced Psychological Test and Measures	2
5600:702	Advanced Counseling Practicum I	4
5600:702	Advanced Counseling Practicum II	4
5600:707	Supervision in Counseling Psychology	4
5600:709	Introduction to Counseling Psychology	2
5600:710	Theories of Counseling and Psychotherapy	4
5600:711	Vocational Behavior	4
5600:712	Principles and Practice of Intelligence Testing	4
5600:713	Professional, Ethical and Legal Issues in Counseling Psychology	4
5600:714	Objective Personality Evaluation	4

5600:715	Research Design in Counseling I	3
5600:717	Issues of Diversity in Counseling Psychology	4
5600:718	History and Systems in Psychology	2
5600:796	Counseling Psychology Practicum I	4
5600:796	Counseling Psychology Practicum II	4
3750/5600----	Required Electives	8
5600:899	Doctoral Dissertation (minimum)	15
	Language Requirement	8
	Minimum Total Credit Hours Required	114

Students register for dual listed courses (3750/5600) under their home department code.

The comprehensive written examination is prepared, administered, and graded by program faculty. At least one core Counseling Psychology faculty member from each department is required to participate in the oral portion of the comprehensive examination.

At least one core Counseling Psychology faculty member from each department is required to participate on the student's dissertation committee.

Internship sites must be approved by the Collaborative Program Internship Committee. Internships must include 2,000 post-master's hours and be completed in less than two years.

Ph.D. in Guidance and Counseling

The doctoral program in Guidance and Counseling is designed for students who hold a master's degree in counseling or a related field. The program has two tracks: (a) Counselor Education and Supervision, and (b) Marriage and Family Therapy. Students in each track are expected to attain advanced level competencies in the core areas of their track, research, and supervision. Practica and internship experiences are required. In addition, the cognate/elective option allows students some flexibility in designing a program that is consistent with career goals. Each track requires completion of a residency year (the last year of course work); passing of the doctoral written and oral comprehensive examinations; and completion of a dissertation. With the proper selection of courses, graduates of the program can meet the requirements for licensure in Ohio as a Professional Clinical Counselor, Clinical member of AAMFT, or supervisor in training for AAMFT.

The Graduate Record Examination (General Test) is used as the qualifying examination.

The Ph.D. Program in Guidance and Counseling is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Education (COPA). In addition, Marriage and Family Counseling/Therapy has Candidacy Status from the Commission of Marriage and Family Therapy Education (COAMFTE) of the American Association of Marriage and Family Therapy (AAMFT).

Ph.D. in Guidance and Counseling Requirements:

Course Requirements

5100:705	Social-Philosophical Foundations	3
5100:635	Emerging Technologies for Instruction	3
5100:742	Statistics in Education	3
5100:743	Advanced Educational Statistics	3
5600:715	Research Design in Counseling I	3
5600:716	Research Design in Counseling II	3

(The following may not be taken until all entry-level requirements are completed)

5600:702	Advanced Counseling Practicum (3 semesters; 4 credits each semester)	12
5600:707	Supervision in Counseling Psychology I	4
5600:708	Supervision in Counseling Psychology II	4
5600:710	Theories of Counseling and Psychotherapy or	4
5600:669	System Theory in Family Therapy	3
5600:725	Professional and Legal Issues in Counselor Education	3
5600:730	Topical Seminar: Use of Assessment Data	4
XXXX	Cognates (minimum of 3 credits taken outside of the College and dependent upon specific track)	6-10
5600:785	Internship Counselor Education (minimum of 2 semesters/600 clock hours) or	6
5600:785	Internship Marriage and Family (must graduate with 1000 program clinical hours, see program guidelines for details)	6
5600:899	Doctoral Dissertation (minimum)	15

In addition students enrolled in the Marriage and Family Doctoral Track must complete the following requirements:

5600:720	Topical Seminar: Topical Issues in Marriage and Family Therapy	3
5600:667	Marital Therapy	3
	Minimum Total Credit Hours Required	120

Master's Degree Coursework: Students must have completed entry-level course work in all the following areas before beginning doctoral program course work:

Counseling Theory (Individual or Marriage and Family)

Assessment

Career Counseling

Techniques of Counseling

Group Counseling

Techniques of Research

Multicultural Counseling

Individual and Family Development

DSM-IV

Foundation Course in Community, School, or Marriage and Family Counseling

Counseling Practicum (Community, School, or Marriage and Family Counseling)

Counseling Internship (a minimum total 600 hours/240 client contact hours)

Counselor Education Program only - Counseling Children

Marriage and Family Program only - Students must have completed standard curriculum approved by AAMFT

A minimum of 60 semester hours of the total 120 hours must be taken after the student is admitted into the doctoral program in Guidance and Counseling. For further program details and specific admission requirements, contact the Department of Counseling.

DOCTORATE IN EDUCATIONAL ADMINISTRATION

The Department of Educational Foundations and Leadership bears a special responsibility for preparing school leaders to the degree that its graduates have unique opportunities to shape organizational goals, to influence the character of educational programs, and to affect institutional performance. The department's programs are based on the strengths of the total College and University. The professional skills of administration are developed as they relate to larger issues of educational policy and educational purpose. At all degree levels there is emphasis upon research and clinical inquiry as a means of enhancing administrative performance.

The curriculum in this Doctor of Education program is delivered in a sequenced, cohort model. The program is designed around four categories of standards found in the National Council for the Accreditation of Teacher Education (NCATE) Curriculum Guidelines for Advanced Programs in Educational Leadership approved by NCATE in October 1995, namely, (1) strategic leadership, (2) instructional leadership, (3) organizational leadership, and (4) political and community leadership. The courses are built upon the 21 domains outlined by the National Policy Board for Educational Administration (NPBEA).

Behavioral, Historical, and Social-Philosophical Studies (12)

5100:701	History of Education in American Society	3
5100:705	Seminar: Social-Philosophical Foundations of Education	3
5100:710	Adult Learning, Development and Motivation	3
5100:721	Learning Processes	3

Research (22)

5170:899	Doctoral Dissertation (student must take at least 10 semester dissertation hours but may count up to 20 toward the degree)	10
----------	--	----

Students will select any combination of the following research courses for a minimum of 12 semester hours depending upon their research interests and career goals.

5100:740	Research Design	3
5100:741	Data Collection Methods	3
5100:742	Statistics in Education	3
5100:743	Advanced Educational Statistics	3
5100:801	Research Seminar: Exploratory/Qualitative	3
5100:801	Research Seminar: Ethnographic/Historical	3
5100:801	Research Seminar: Case Study Research	3
5100:801	Research Seminar: Legal Research and Writing	3
5100:801	Research Seminar: Empirical Studies	3

Educational Administration (29)

5170:704	Advanced Study of Educational Leadership	3
5170:705	Decision Making in Educational Leadership	3
5170:708	Economics in Education	3
5170:716	Advanced Evaluation of Educational Organizations	3
5170:730	Residency Seminar	3
5170:732	Public and Media Relations in Educational Organizations	3
5170:745	Seminar: Urban Issues	3
5170:746	Politics of Education or	3
5170:710	Advanced School Law	3
5170:795	Internship	5

Curriculum and Supervision (6)

5170:740	Theories of Educational Supervision	3
5170:709	Advanced Principles of Curriculum	3

Cognate (12)

(Must be graduate level coursework outside the field of education.)

General Electives (9)

Total Program:

90

MASTER'S DEGREE

Programs leading to the degree of M.A. in education, M.S. in education, and M.S. in postsecondary technical education are offered.

The student who expects to earn the master's degree for advancement in the field of teaching must meet the general requirements for admission to the Graduate School and must be qualified to hold a standard teaching certificate. Exceptions to this latter requirement will be made for the qualified student who does not wish to teach or perform duties in the public schools provided the student presents or acquires an appropriate background of study or experience. The student who expects to earn the master's degree in guidance and administration also should have had successful teaching experience. A physical examination may be required if and when indicated. Any student who exhibits a deficiency in English or other skills may be required to correct it before recommendation for an advanced degree. The student must receive a pass grade on the relevant Master's Comprehensive Exam if required.

No more than six credits of workshops or institutes can be used to satisfy degree requirements.

The student must complete a minimum of nine credits in foundation studies in education.*

5100:600	Philosophies of Education	3
	or	
5100:602	Comparative and International Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3

*Students in some counseling programs may choose other options – see advisor.

Outreach Master's in Education Programs

The University of Akron's College of Education believes that improvement in teacher education and continuing professional development is the direct result of collaboration at many different levels and sites with local school personnel. This collaboration evolves through a wide variety of cooperative activities, including master's in education cohort programs currently offered at Akron Public Schools, Medina County Schools, Summit County Educational Service Center, and other district locations.

The goal of the outreach master's program is to offer graduate-level courses leading to a master's degree for teachers on-site or via distance learning, specifically in the areas of elementary education, literacy, secondary education, educational administration, and instructional technology. For more information, please send e-mail to <outreach@uakron.edu>.

Programs

Counseling

Selected program offerings in the Department of Counseling are available to a person with or without a teaching certificate. Interdisciplinary programs offered lead to licensure by the Ohio State Department of Education and/or a master's degree. The person who meets program prerequisites and who has earned a master's degree may matriculate as a non-degree graduate student and pursue a program that leads, in selected areas, to licensure.

The Graduate Record Examination (General Test) will be used as the qualifying examination in all Counseling master's programs. Admissions to the master's programs will be twice a year (application deadline of March 15 for summer and fall semesters and October 1 for spring semester)

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), has conferred accreditation on the Community, Marriage and Family, and School Counseling programs. In addition, the Marriage and Family Counseling/Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Associate of Marriage and Family Therapy.

Classroom Guidance for Teachers

This course of study leads to an expanded knowledge of how guidance and counseling services benefit students and others in public school settings. Note that numerous areas of concentration are available to students. This is not a licensure program. Any changes in the agreed-upon program must be approved by the student's advisor.

• Foundations Courses (Select one course from each area)

– Behavioral Foundations	
5100:620	Psychology of Instruction for Teaching and Learning
	or

5100:624	Seminar: Educational Psychology	3
	or	
5600/5100:648	Individual and Family Development Across the Lifespan	3
	– Humanistic Foundations	
5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
	or	
5600/5100:646	Multicultural Counseling	3
	– Research	
5100:640	Techniques of Research	3
	Minimum Foundation Hours Required	9

• Required Departmental Courses

5600:631	Elementary/Secondary School Counseling	3
5600:647	Career Development and Counseling Across the Lifespan	3
5600:645	Tests and Appraisal in Counseling	4
5600:610	Counseling Skills for Teachers	3
5600:663	Developmental Guidance and Emotional Education	3
5600:695	Field Experience (MUST be taken before or concurrently with 663)	1
5610:540	Developmental Characteristics of Exceptional Individuals	3
	or	
5610:604	Education and Management Strategies for Parents of Exceptional Individuals	3
	Minimum Department Hours Required	20

• Area of concentration

An area of concentration with a minimum of six (6) hours may be selected from one of the following areas (the student may, with advisor approval, propose an area of concentration not listed):

Middle School Education
Early Childhood Education
School and Community Relations
Curriculum and Instruction
Physical Fitness and Well-Being
Special Education
Computers in Education
Family Ecology
Communicative Disorders
Outdoor Education

Total Area of Concentration Hours Required	6
Minimum Semester Hours Required for Graduation	35

Community Counseling

The course of study leads to eventual employment in community mental health centers and a wide variety of other community agencies. Note that a counselor license is usually required by most agencies. (Check counselor licensure elsewhere in this handbook.) Any changes in the agreed upon program must be approved by the student's advisor.

• Foundations (Select one course from each area)

– Behavioral Foundations	
5600:648	Individual and Family Development
	3
– Humanistic Foundations	
5600:646	Multicultural Counseling
	3
– Research	
5100:640	Techniques of Research
	3

Minimum Foundation Hours Required 9

• Required Counseling Department Courses

– Professional Orientation	
5600:600	Seminar in Counseling
5600:635	Community Counseling
	Subtotal
	4
– Counseling Theory	
5600:643	Counseling Theory & Philosophy*
5600:647	Career Development and Counseling Across the Lifespan
	Subtotal
	6
– Appraisal	
5600:645	Tests and Appraisal in Counseling (prerequisite: 5100:640)
	Subtotal
	4
– Counseling Process	
5600:651	Techniques of Counseling*
5600:653	Group Counseling (prerequisites 5600:651 and 5600:643)
5600:675	Practicum in Counseling**† (prerequisite 5600:653)
	Subtotal
	12
– Internship	
5600:685	Internship in Counseling‡ (prerequisite 5600:675)
	Subtotal
	6
	6
Minimum Department Hours Required	35

• Specialized Studies		
5600:620	Issues in Sexuality for Counselors	3
• Clinical Counseling Component		
5600:720	Topical Seminar: Guidance and Counseling - Personality & Abnormal	3
5600:714	Objective Personality Evaluation	4
5600:720	Topical Seminar: Guidance and Counseling - DSM-IV	3
5600:720	Topical Seminar: Guidance and Counseling - Treatment in Counseling	3
Also, choose one of the following three courses:		
5600:655	Marriage and Family Therapy: Theory and Techniques	3
5600:732	Addiction Counseling I: Theory and Assessment	3
5600:734	Addiction Counseling II: Treatment Planning and Intervention Strategies	3
Minimum Semester Hours Required for Program		60

*Counseling Theory and Philosophy and Techniques of Counseling may be taken concurrently.
 **Must sign up with secretary one year in advance.
 †Must sign up with Internship Coordinator no later than second week of term preceding internship.
 ‡Practicum and Internship require closed class permission. You must request one from the Department prior to registering.

School Counseling

This course of study leads to eventual licensure as a school counselor in the State of Ohio. Any changes in the agreed upon program must be approved by the student's advisor.

Admission Requirements:

For those with a teaching license and two years teaching experience:

- GRE
- 2.75 undergraduate grade point average
- Statement of good moral character
- Three letters of reference
- Departmental supplemental application

For those without a teaching license:

- GRE
- 2.75 undergraduate grade point average
- BCI check
- Speech and hearing test
- Computer literacy test
- Three letters of reference
- Departmental supplemental application

There are ten credit hours of co-requisite coursework for students without a teaching license and two years teaching experience:

5600:663	Seminar in School Counseling	3
5600:695	Field Experience: Master's	1
One of the following: 5600:660; 5600:640; or 5600:622 (3 credit hours)		
One of the following: 5610:567 or 5620:559 (3 credit hours)		

• Foundations (select one course from each area)

– Behavioral Foundations		
5600:648	Individual and Family Development Across the Life Span	3
– Humanistic Foundations		
5600:646	Multicultural Counseling	3
– Research		
5100:640	Techniques of Research	3
Minimum Foundation Hours Required		9

• Required Counseling Department Courses

– Professional Orientation (select one course from each area)		
5600:600	Seminar in Counseling	1
5600:631	Elementary/Secondary School Counseling	3
5600:659	Organization & Administration of Guidance Services	3
Subtotal		7
– Counseling Theory		
5600:643	Counseling Theory & Philosophy*	3
5600:647	Career Development and Counseling Across the Lifespan	3
Subtotal		6
– Appraisal		
5600:645	Tests and Appraisal in Counseling (prerequisite: 5100:640)	4
Subtotal		4
– Counseling Process (all required)		
5600:651	Techniques of Counseling*	3
5600:653	Group Counseling (prerequisites 5600:651 and 5600:643)	4
5600:675	Practicum in Counseling***† (prerequisite 5600:653)	5
Subtotal		12
– Internship		
5600:685	Internship in Counseling†‡ (prerequisite 5600:675)	6
Subtotal		6

Minimum Department Hours Required		35
• Specialized Studies (both required)		
5610:540	Developmental Characteristics of Exceptional Individuals	3
5600:621	Counseling Youth At Risk	3
Subtotal		6
Total Semester Hours Required for Graduation		50

*Counseling Theory and Philosophy and Techniques of Counseling may be taken concurrently.
 **Must sign up with Secretary one year in advance.
 †Must sign up with Internship Coordinator no later than second week of term preceding internship.
 ‡Independent Study, Field Experience, Practicum, and Internship require closed class permission. You must get one from the Department office prior to registering.

Marriage and Family Counseling/Therapy

This course of study leads to eventual employment in family-based mental health settings. Note that in order to practice counseling in Ohio you must possess a counselor license. Any changes in the agreed upon program must be approved by the student's advisor.

• Foundations (select one course from each area)

– Behavioral Foundations		
5600:648	Individual and Family Development	3
– Humanistic Foundations		
5600:646	Multicultural Counseling	3
– Research		
5100:640	Techniques of Research	3
5100:741	Statistics in Education	3
Minimum Foundation Hours Required:		
Subtotal		9

• Required Counseling Department Courses (all required)

– Professional Orientation		
5600:600	Seminar in Counseling***	1
5600:655	Marriage and Family Therapy: Theories and Techniques	3
5600:623	Marriage and Family Therapy Couns/Therapy Ethics & Prof Identity	3
Subtotal		7
– Counseling Theory		
5600:667	Marital Theory (prerequisite 5600:655)	3
5600:669	Systems Theory in Family Therapy (prerequisite 5600:655)	3
5600:643	Counseling Theory and Philosophy	3
5600:647	Career Development and Counseling Across the Life Span	3
Subtotal		12
– Appraisal		
5600:645	Tests and Appraisal in Counseling	4
Subtotal		4
– Counseling Process		
5600:651	Techniques of Counseling ^a	3
5600:653	Group Counseling (prerequisites 5600:651 and 655)	4
5600:675	Practicum in Counseling (prerequisite 5600:653) ^b	5
Subtotal		12
– Internship		
5600:685	Internship in Counseling (2 terms, prerequisite 5600:675)**	6
Subtotal		6

Minimum Department Hours Required 38

• Specialized Studies

– Family Studies		
5600:720	Topical Seminar:Guidance & Counseling/DSM IV	3
5600:720	Topical Seminar:Guidance & Counseling/Personality & Abnormal Behavior	3
5600:755	Assessment and Treatment Issues in Marriage and Family Therapy	3
7400:602	Family in Life-Span Perspective	3
7400:605	Developmental Parent-Child Interactions	3
– Sexuality (choose one)		
5600:620	Issues in Sexuality for Counselors	3
7400:542	Human Sexuality	3
– Human Development and Individual Differences (choose one)		
3750:520	Abnormal Psychology	4
3750:530	Psychological Disorders of Children	4
Minimum Specialized Studies Required		13-16
Minimum Hours for Marriage and Family Therapy		62-63

**A minimum of 500 client contact hours must be completed by the end of internship.
 ***Must be taken no later than the second term of the program.
^a Counseling Theory and Philosophy and Techniques of Counseling may be taken concurrently.
^b Must sign up with Secretary one year in advance.

School Psychologist**(admissions temporarily suspended)*

• College requirements:

5100:640	Techniques of Research	3
5620:694	Research Project	2
	or	
5620:698	Master's Problem	2-4
	or	
5620:699	Master's Thesis	4-6

Departmental requirements:

5600:643	Counseling: Theory and Philosophy	3
----------	-----------------------------------	---

• Program requirements:

3750:530	Psychological Disorders of Childhood	4
3750:700	Survey of Projective Techniques	4
3750:712	Principles and Practice of Individual Intelligence Testing	4
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:624	Seminar in Human Learning	3
5100:741	Statistics in Education	3
5620:600	Seminar: Role and Function of School Psychology	3
5620:602	Behavioral Assessment	3
5620:610	Educational Diagnosis for the School Psychologist	4

Sixth-Year School Psychology Master's Degree and Certification Program

• Foundations requirements:

5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3
5100:741	Statistics in Education	3

• Professional requirements:

3750:700	Survey of Projective Techniques	4
3750:530	Psychological Disorders of Childhood	4
3750:712	Principles and Practices of Individual Intelligence Testing	4
5600:643	Counseling: Theory and Philosophy	3
5620:600	Seminar: Role and Function of School Psychology	3
5620:602	Behavioral Assessment	3
5620:610	Educational Diagnosis for the School Psychologist	4
5620:694	Research Project in Special Area	2-3
	or	
5620:698	Master's Problem	2-4
	or	
5620:699	Master's Thesis	4-6

The student completing the master's program who desires Ohio certification must additionally complete the following listed certification/professional course requirements including the full academic year internship experience:

3750:500	Personality	4**
5610:543	Developmental Characteristics of Learning Disabled Individuals	3
	or	
5500:626	Reading Diagnosis for School Psychologists and Support Personnel	3
5610:540	Developmental Characteristics of Exceptional Individuals	3**
	or	
3750:520	Abnormal Psychology	3**
5620:601	Cognitive Function Models: Principles of Educational Planning	3
5620:603	Consultation Strategies for School Psychology	3
5620:611	Practicum in School Psychology	4
	(this course is repeated once for a total of eight credits)	

The nine-month, full-time internship, and the associated seminars entail the following registration:

5620:630	Internship: School Psychology	3
5620:631	Internship: School Psychology	3
5620:640	Field Seminar I: Professional Topics/Issues in School Psychology	3
5620:641	Field Seminar II: Low Incidence/Related Inquiries	3

The student who does not hold a valid Ohio teaching certificate must additionally complete the following course pattern:

5200:630	Elementary School Curriculum and Instruction	2
5620:695/696	Field Experience: Master's	3
5700:631	Elementary School Administration	3
	or	
5170:601	Principles of Educational Administration	3

The student completing the above listed program will be recommended for Ohio certification if his/her credit pattern numbers 60 graduate semester credit hours, counting no more than 15 semester hours at the 500 level, and including the 10 hours credit for the internship and the associated intern seminars.

*Program admission is competitive, based upon state internship allocations. Selection procedures and criteria are available upon request by calling the school psychology program director in the Department of Counseling and Special Education. For recommendation for certification as a school psychologist in Ohio, the master's student must additionally complete the program prescribed under "Certification."

**Required as part of Special Education master's.

Curricular and Instructional Studies**Elementary Education (M.A.)**

This program leading to a Master of Arts in Elementary Education is for elementary school teachers. Students complete foundation courses in education and in curriculum and instruction and an area of concentration such as reading, multicultural, middle, or elementary education. As a culminating activity, students apply theory to practice in their area of concentration through creative critical thinking.

• Foundation studies – nine credits.

• 5500:600	Concepts of Curriculum and Instruction	3
	or	
	basic curriculum and instruction course in one's concentration area in curriculum and instruction.	

• 5500:605	Seminar in Trends and Issues in Curriculum and Instruction	3
	or	
	seminar in trends and issues in one's concentration area in curriculum and instruction or a course that cuts across curriculum and instruction (e.g., 5500:570 Multicultural Education in the United States, 5500:575 Instructional Technology Applications, or 5100:614 Planning for Technology).	

• Area of concentration within curriculum and instruction approved by the advisor – 9 credits.

• 5500:696	Master's Project	3-6
	or	
5500:699	Master's Thesis	6

• 30-36 total hours are required.

• A comprehensive exam is required.

The reading endorsement (or additional endorsements) may be pursued as part of this degree, but coursework beyond the required 36 hours may be necessary in order to be eligible for the endorsement(s).

Elementary Education with Literacy Option (M.A.)

This program leading to a Master of Arts in Elementary Education is for elementary school teachers. Students complete foundation courses in education and in curriculum and instruction, and an area of concentration such as reading, multicultural, middle, or elementary education. As a culminating activity, students apply theory to practice in their area of concentration through creative critical thinking.

• Foundation Studies – 9 credits:

5100:600	Philosophies of Education	3
	or	
5100:602	Comparative and International Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3

• Curricular and Instructional Studies – 6 credits:

5500:600	Concepts of Curriculum and Instruction	3
	or	
	Basic curriculum and instruction course in one's concentration area in curriculum and instruction.	
5500:625	Contemporary Issues in Literacy Instruction	3

• Area of Concentration/Reading – 15 credits*:

5500:622	Children's Literature in the Curriculum	3
	or	
5500:627	Special Topics in Literacy Education: Teaching Young Adult Literature	3
5500:522	Content Area Literacy	3
5500:720	Assessment of Reading Difficulties	3
5500:524	Teaching Reading to Culturally Diverse Learners	3
5500:627	Special Topics in Literacy Education	3

• Final Research Requirement:

5500:696	Master's Project	6
	or	
5500:699	Master's Thesis	6

Minimum credit hours required: 36-42

• Students completing the Master of Arts degree are required to complete the Master's Comprehensive Examination.

*Reading Endorsement requires 18 credit hours in reading and passage of Praxis II: Introduction to the Teaching of Reading (10200).

Elementary Education with Licensure (M.S.)*(admissions temporarily suspended)*

This program is open to highly qualified students who hold the B.A. or B.S. degree in certain fields (see program advisor or department chair). All requirements for certification must be met including the field and clinical/diagnostic experience.

- Foundation Studies – 10 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
5100:642	Topical Seminar in Measurement and Evaluation	3
5100:695	Field Experience: Master's (Section 001)	1
- Curricular and Instructional Studies – 11 credits:

5500:617	Elementary and Secondary Licensure Seminar	3
5500:630	Field Experience (Section 011)	1
5500:575	Instructional Technology Applications	3
5500:618	Advanced Instructional Techniques	3
5500:695	Field Experience (Section 021)	1
- Field Experience (Student Teaching) – 11 credits:

5550:695	Field Experience: Master's (Section 005)	5
5500:695	Field Experience: Master's (Section 005)	5
5550:695	Field Experience: Master's (Section 031)	1
Total Program:		32 credits
- A minimum of 29 additional undergraduate credits will be required for licensure. A comprehensive exam is required. See Department of Curricular and Instructional Studies for complete list of requirements.

Secondary Education (M.A.)

This program leading to a Master of Arts in Secondary Education is for secondary school teachers. Students complete foundation courses in education and in curriculum and instruction and an area of concentration such as English, mathematics, or secondary education. As a culminating activity, students apply theory to practice in their area of concentration through creative critical thinking.

- Foundation studies – nine credits.

• 5500:600	Concepts of Curriculum and Instruction	3
	or	
	basic curriculum and instruction course in one's concentration area in curriculum and instruction.	
- 5500:605 Seminar in Trends and Issues in Curriculum and Instruction

	or	3
	seminar in trends and issues in one's concentration area in curriculum and instruction or a course that cuts across curriculum and instruction (e.g., 5500:570 Multicultural Education in the United States, 5500:575 Instructional Technology Applications, or 5100:614 Planning for Technology).	
- Area of concentration within curriculum and instruction approved by the advisor – 9 credits.
- 5500:696 Master's Project

	or	3-6
5500:699	Master's Thesis	6
- 30-36 total hours are required.
- A comprehensive exam is required.

Secondary Education with Licensure (M.S.)

This program, which leads to the Master's of Science degree as well as licensure in a chosen teaching field, is open to highly qualified students who hold the B.A. or the B.S. degree. It is designed to prepare highly qualified high school teachers (grades 7-12) and multi-age teachers (pre-K through grade 12). The University of Akron offers adolescent/young adult licensure (grades 7-12) in the following teaching fields: Integrated Social Studies, Integrated Language Arts, Life Science and Chemistry, Chemistry and Physics, Earth Science and Chemistry, and Integrated Mathematics. Specializations for P-12 licensure include Foreign Languages, Visual Arts, Family and Consumer Science/Home Economics, Drama/Theatre, and Music, and Intervention Specialist (Early Childhood, Mild/Moderate and Moderate Intensive). All requirements for licensure must be met including the 600 hours of field and clinical/diagnostic experience.

For more complete information about the teacher education program, please consult the Undergraduate Bulletin or the Office of Student Affairs at (330) 972-6970.

Admission Requirements

Students must have a 2.75 grade-point average overall to be fully admitted. Provisional admission may be granted to those students who have a 2.5-2.74 grade point average. All students must meet the following College of Education requirements:

- Completed application
- GPA of 2.5 or better in prerequisite courses in chosen teaching field
- Evidence of competency in reading comprehension, writing, and mathematics
- Speech and hearing test
- Evidence of basic computer literacy
- Two personal recommendations
- BCI (Bureau of Criminal Investigation) clearance

See the Office of Student Affairs, Zook Hall 228, call (330) 972-6970, or visit <http://www3.uakron.edu/education/about/admiss.html> for more information.

Teacher Education Program

The central theme of The University of Akron's Teacher Education Program is "Educator as Decision Maker." This was chosen because the complexity of teaching is increasing and the professional knowledge base is growing. Consequently, the most important skill a future teacher can have is good decision making; knowing "when to do what." Decision-making is stressed in the standards-based programs that prepare teachers and other school personnel for professional practice. At the initial preparation level, programs are aligned with the Praxis Pathwise domains, Specialized Program Associations (SPA Standards), and principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC).

Program

- Foundation Courses (10 credits):

5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
5100:642	Topical Seminar in Measurement and Evaluation	3
5100:695	Field Experience: Master's	1
 - Curricular and Instructional Studies (19):

5500:575	Instructional Technology Applications	3
5500:617	Elementary and Secondary Licensure Seminar (a)	3
5500:618	Advanced Instructional Techniques	3
5500:619	Instructional and Management Practices (b)	3
5500:629	Reading Programs in Secondary Schools	3
	or	
5500:780	Sem: Curricular/Instr Studies (Reading in K-12 Programs [multi-age])	3
5500:693	Field Experience: Master's with Licensure	1
5500:693	Field Experience: Master's with Licensure	1
5500:xxx	Elective in curriculum or teaching practices approved by advisor	2
 - Area of Concentration (9):
 - Select 9 credits at 500-level or above.
 - Field Experience (Student Teaching) (7 credits):

5500:694	Field Experience: Classroom Instruction (c)	6
5500:692	Field Experience: Colloquium	1
 - A comprehensive examination is required.
- Total Program: 45

(a) Prerequisite: Admission to the Master's with Licensure program and teacher education program
 (b) Prerequisite: Admission to the Master's with Licensure program and teacher education program and 5500:617
 (c) Prerequisite: Approval of Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio

Teaching Field Requirements

Candidates in the Master's with Licensure program must also meet teaching field requirements as established by departmental faculty and approved by the appropriate learned societies. For additional information about specific program requirements please consult the Office of Student Affairs at (330) 972-6970.

Student Portfolio

Students admitted to their College of Education program and beginning their professional education coursework Fall 2002 and thereafter will complete a student portfolio. Specific portfolio requirements are often completed as part of a course, clinical experience, or field experience, and must be judged acceptable by the instructor before credit is awarded for the experience connected to that particular portfolio entry. The portfolio must also be submitted for acceptance before student teaching and again prior to program completion.

Clinical and Field-Based Experiences

All teacher education students, including those in the master's with licensure programs, are required to participate satisfactorily in clinical and field-based experiences for a minimum of 600 hours prior to recommendation for licensure for teaching in Ohio. These clinical and field-based experiences are designed to provide teacher education students with opportunities to apply theory and skills related to their areas of licensure in at least one-half of the clinical and field-based clock hours. Field-based experiences are planned in culturally, racially, and socio-economically diverse settings. Clinical experiences are those planned activities in which teacher education students apply the principles of the field of teaching to individual cases or problems.

Student teaching is an all-day, full-time experience in an approved public or private school for either 11 (adolescent to young adults) or 16 (multi-age license) weeks. Placements are made in appropriate sites at the discretion of the Extended Educational Experiences Office in consultation with program faculty. All students must have approval of the Student Teaching Committee to be placed for student teaching. Committee approval requires that the student submit an approved application for student teaching and also evidence of a passing score or scores on the appropriate Praxis II subject area test or tests, and evidence approval of his/her portfolio.

Licensure

After graduation, students may apply for licensure through the Office of Student Affairs. The State of Ohio requires all applicants for licensure to submit a current BCI (Bureau of Criminal Investigation) clearance and to pass appropriate examina-

tion(s) for intended area(s) of licensure. Information about specific licenses can be obtained from the Office of Student Affairs, College of Education, Zook Hall 228, (330) 972-6970.

Special Education

The 30-33 hour graduate program in special education is designed for those individuals who currently hold an undergraduate degree in special education. [Students seeking to earn initial licensure at the master's level should pursue the Secondary Education with Licensure (M.S.) - Intervention Specialist]. It is designed to provide school personnel with an in-depth knowledge base and advanced skills needed to work effectively in inclusive schools and/or other educational settings providing instructional services for individuals with special needs and their families. An inclusive approach is used with emphasis on collaboration/consultation, curriculum design, evaluation/research applications, supervision, legal and ethical issues in special education, and other clinical experiences.

Prerequisites for professionals who do not hold an undergraduate degree in special education

Professionals who do not hold an undergraduate degree in special education must take 20 prerequisite hours in special education courses in order to be admitted into the master's program. Individuals already possessing specific coursework will not need to retake them. A review of the individual's previous transcript and coursework will determine the precise prerequisite courses and corresponding hours. The 20 prerequisite hours include the following courses:

5610:540	Developmental Characteristics of Exceptional Individuals	3
5610:547	Developmental Characteristics of Individuals with Mild/Moderate Educational Needs	3
5610:640	Developmental Characteristics of Individuals with Moderate/Intensive Educational Needs	3
5610:550	Special Education Programming: Early Childhood	3
5610:552	Special Education Programming: Secondary/Vocational	3
5610:563	Assessment in Special Education	3

Students lacking the above prerequisite coursework should apply for Special Non-Degree admission (SND). Upon successful completion ("B" or better) of the prescribed prerequisite coursework, students may reapply for admittance into the master's program. The prerequisite special education courses may be taken at the same time as the 5100 foundation core but prior to the required 27 hours of departmental coursework.

A signed program plan specifying the student's program, the sequence of course offerings, and timeline for completion must be completed with the student's advisor upon completion of 9 hours of graduate credit. As part of the program degree requirements, the student must pass a written comprehensive examination. All degree requirements must be completed within 6 years after beginning graduate level coursework at The University of Akron or elsewhere. Completion of the master's program at The University of Akron does not lead to licensure in special education. Additional hours are necessary for teacher licensure in special education as an intervention specialist for mild/moderate educational needs or moderate/intensive educational needs. Upon request from the student, his/her advisor can assist in program planning for licensure.

• Foundations core (9 credits):

5100:600	Philosophies of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
5100:640	Techniques of Research	3

• Special Education core: (21 credits)

5610:601	Seminar Special Education Curriculum Planning	3
5610:602	Supervision of Instruction	3
5610:604	Collaboration and Consultation Skills for Special Educators	3
5610:605	Inclusion Models and Strategies	3
5610:606	Research Applications in Special Education	3
5610:611	Seminar: Legal Issues in Special Education	3
5610:612	Seminar: Social/Ethical Issues in Special Education	3
Total Program		30-33

• Option: Student Master's Paper (select one)

5610:694	Research Project in Special Area	3
5610:698	Master's Problem	3
5610:699	Master's Thesis	4-6

Graduate K-12 Technology Endorsement

This endorsement is only available to teachers or teacher candidates who have obtained or who are simultaneously getting an initial Ohio license/certificate (e.g. in early childhood, middle level, adolescent/young adult, special education, etc.) Individual school districts, not the State of Ohio or the University of Akron, determine the extent to which the endorsement is applicable to their needs and requirements.

For further information on this endorsement contact the Department of Curricular and Instructional Studies.

Educational Foundations and Leadership

Educational Administration

The Department of Educational Foundations and Leadership offers a master's degree program in general administration which is not directed toward a particular administrative license. With the help of an advisor and approval of the Graduate School, courses may be substituted and/or waived to create specialized options. Requirements of the standard program and examples of two such specialized programs are listed below:

General Administration (Standard Program)

(Admissions to General Administration currently suspended)

• Foundation – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

• Educational Administration – 15:

5170:601	Principles of Educational Administration	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:613	Administration of Pupil Services	3

• Curriculum and Supervision – 6:

5170:609	Principles of Curriculum Development	3
5170:610	Principles of Educational Supervision	3
Total:		33 credits

The student will be required to pass a portfolio assessment by a three-member full-time faculty panel in order to qualify for graduation.

The Principalship

The Principalship is a program option in educational administration built on two components: the general administration master's and those post-master's courses listed below.

Master's Degree in Educational Administration

• Foundation – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

• Educational Administration – 15:

5170:601	Principles of Educational Administration	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:613	Administration of Pupil Services	3

• Curriculum and Supervision – 6:

5170:609	Principles of Curriculum Development	3
5170:610	Principles of Educational Supervision	3
Total:		33 credits

Post-Master's Requirements – 16 credits:

5170:602	Management of Physical Resources	3
5170:603	Management of Human Resources	3
5170:608	School Finances and Economics	3
5170:620	The Principalship	3
5170:795/6	Internship (fall and spring)*	4

*Students admitted to Educational Administration Internship coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Administrative Specialists

The Department of Educational Foundations and Leadership offers programs leading to Educational Administrative Specialist licenses granted by the Ohio Department of Education.

Each of these specialist licensure programs consists of a general administration master's degree and a post-master's block of required courses.

Administrative Specialist: Educational Research

(Admissions to Educational Research currently suspended)

- Foundation Studies – 18 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3
5100:642	Topical Seminar in Measurement and Evaluation	3
5100:741	Statistics in Education	3

- Educational Administration – 15 credits:

5170:601	Principles of Educational Administration	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:608	School Finance and Economics	3

- Post-Master's Requirements – 16 credits:

5170:704	Advanced Principles of Educational Administration	3
5170:707	The Superintendency	3
5170:743	Advanced Educational Statistics	3
5170:795/6	Internship*	4
5170:801	Research Seminar	3

*Students admitted to Educational Administration Internship Coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Administrative Specialist: Educational Staff Personnel Administration

(Admissions to Educational Staff Personnel Administration currently suspended)

- Foundation Studies – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

- Educational Administration – 21 credits:

5170:601	Principles of Educational Administration	3
5170:603	Management of Human Resources	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:608	School Finance and Economics	3
5170:610	Principles of Educational Supervision	3

- Post-Master's Requirements – 14 credits:

5170:704	Advanced Principles of Educational Administration	3
5170:705	Decision Making in Educational Administration	3
5170:707	The Superintendency	3
5170:795/6	Internship*	4
6500:654	Industrial Relations	3

*Students admitted to Educational Administration Internship Coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Administrative Specialist: Instructional Services (Curriculum, Instruction, and Professional Development)

(Admissions to Instructional Services currently suspended)

- Foundation Studies – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

- Educational Administration – 21 credits:

5170:601	Principles of Educational Administration	3
5170:603	Management of Human Resources	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:608	School Finance and Economics	3
5170:707	The Superintendency	3

- Post-Master's Requirements – 13 credits:

5170:609	Principles of Curriculum Development	3
5170:610	Principles of Educational Supervision	3
5170:613	Administration of Pupil Services	3
5170:795/6	Internship*	4

*Students admitted to Educational Administration Internship Coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Administrative Specialist: Pupil Personnel Administration

(Admissions to Pupil Personnel Administration currently suspended)

- Foundation Studies – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

- Educational Administration – 21 credits:

5170:601	Principles of Educational Administration	3
5170:603	Management of Human Resources	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:608	School Finance and Economics	3
5170:613	Administration of Pupil Services	3
5170:707	The Superintendency	3

- Post-Master's Requirements – 16 credits:

5600:631	Elementary/Secondary School Counseling	3
5600:653	Group Counseling	3
5600:659	Organization and Administration of Guidance Services	3
5170:704	Advanced Principles of Educational Administration	3
5170:795/6	Internship*	4

*Students admitted to Educational Administration Internship Coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Administrative Specialist: School and Community Relations

(Admissions to School and Community Relations currently suspended)

- Foundation Studies – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

- Educational Administration – 21 credits:

5170:601	Principles of Educational Administration	3
5170:603	Management of Human Resources	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:608	School Finance and Economics	3
5170:620	The Principalship	3
5170:707	The Superintendency	3

- Post-Master's Requirements – 16 credits:

5170:604	School-Community Relations	3
5170:704	Advanced Principles of Educational Administration	3
7600:625	Theories of Mass Communication	3
7600:628	Contemporary Public Relations Theory	3
5170:795/6	Internship*	4

*Students admitted to Educational Administration Internship coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

Superintendent Program

Both teaching and administrative experience is required for the superintendent licensure.

- Foundation Studies – 12 credits:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:636	Topical Seminar in Educational Technology	3
5100:640	Techniques of Research	3

- Educational Administration – 15 credits:

5170:601	Principles of Educational Administration	3
5170:604	School-Community Relations	3
5170:606	Evaluation in Educational Organizations	3
5170:607	School Law	3
5170:613	Administration of Pupil Services	3
- Curriculum and Supervision – 6 credits:

5170:609	Principles of Curriculum Development	3
5170:610	Principles of Educational Supervision	3
- Post-Master's Requirements – 22 credits:

5170:602	Management of Physical Resources	3
5170:603	Management of Human Resources	3
5170:608	School Finance and Economics	3
5170:620	The Principalship	3
5170:704	Advanced Principles of Educational Administration	3
5170:707	The Superintendency	3
5170:795	Internship*	4

*Students admitted to Educational Administration Internship Coursework following Spring of 2004 will be required to pass the state licensure exam prior to enrollment in 5170:795/796.

- Electives (5 credits), to bring the program to a total of 60 graduate semester hours.

Higher Education Administration

Specialized Option

All applicants to the program should have previously earned a bachelor's degree. Special admission for concurrent studies toward a master's degree and the higher education certificate may be allowed for persons currently employed in higher education. Students interested in admission should first meet with the program coordinator. Persons wishing to pursue a master's degree in Educational Administration-Higher Education Option must, however, also apply to the Graduate School for admission to the program. Applicants wishing to pursue only the certificate program must apply to the Graduate School for admission as a special non-degree student.

- Foundation studies – nine credits.
- Required courses (25 credits):

5190:500	Introduction to the Study of Higher Education	3
5190:515	Administration in Higher Education	3
5190:521	Law and Higher Education	3
5190:620	Finance and Higher Education	3
5190:526	Student Services and Higher Education	3
5190:527	The American College Student	3
	or	
5190:525	Topical Seminar: Higher Education	3
5190:530	Higher Education Curriculum and Program Planning	3
5190:600	Advanced Administrative Colloquium in Higher Education	3
5190:601	Internship in Higher Education	2
5190:602	Internship in Higher Education Seminar	1

Total Hours Required: 34.
- Electives:

5190:626	Organizational and Policy Development in Higher Education	3
5190:635	Instructional Strategies and Techniques for the College Instructor	3
5190:645	Independent Study in Higher Education	1-3
5190:590	Workshop	3-6

Students must successfully complete a master's comprehensive examination for the Educational Administration-Higher Education Option.

Educational Foundations (M.A.)

Specialized Options:

- Instructional Technology
- Educational Psychology
- Social/Philosophical Foundations of Education
- Research Methodology and Evaluation

This Master's degree program area is designed for either the student interested in improving present educational skills or the student interested in educational or instructional positions in business, industry, and social services. The student's program of study will be determined jointly by the student and advisor. The program consists of:

- College Core Foundation Studies (nine hours)
- Program Requirements for the specialization selected above (minimum of 15 hours)
- Outside Department (minimum of six hours except for Instructional Technology option)
- Master's Comprehensive Examination (electronic portfolio for Instructional Technology)

- Election of master's thesis (5100:699), or master's problem (5100:698), or an additional six semester hours of coursework. Students choosing to do a master's thesis or master's problem require 30 semester credits to graduate. Students choosing to do only coursework require 36 semester credits to graduate.

Instructional Technology Option (30-36 hours)

The graduate program in Educational Foundations emphasizing Instructional Technology has been designed to assist its students in becoming competent, employable professionals, capable of making a significant contribution to the field. The graduate curriculum provides its students with exposure to a wide range of emerging technologies, while still ensuring the basic competencies required of all practitioners. In this way, the program directly addresses the rapidly accelerating changes in the field of interactive and distance learning technologies while still recognizing its roots in instructional design, media, and computer-mediated education.

Master's degree graduates of the Instructional Technology program have found employment as technology coordinators in school districts, technology resource personnel in K-16 educational institutions, training specialists and instructional designers in business, education, and government, as well as multimedia developers and specialists.

- Foundation Studies (9 hours)

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
	or	
5100:637	Philosophies of Educational Technology	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3
- Required Courses (12 hours)

5100:614	Planning for Technology	3
5100:630	Topical Seminar: Advanced Multimedia (may be repeated for up to 9 credits)	3
	or	
5100:631	Instructional Design	3
5100:695	Field Experience: Master's	3
- Electives (choose 9-15 hours from the following)

5100:512	Design and Production of Instructional Materials	3
5100:520	Introduction to Instructional Computing	3
5100:590	Workshop: Instructional Technology (may be repeated for up to 6 credits)	3
5100:632	Web-Based Learning Systems	3
5100:633	Hypermedia	3
5100:634	Visual Literacy	3
5100:635	Emerging Technologies	3
5100:638	Integrating and Implementing Technology	3
5100:639	Strategies for Online Teaching	3
5100:696	Master's Technology Project	3
5100:697	Independent Study: Master's	3
5100:698	Master's Problem	3
5100:699	Master's Thesis	4-6
5100:742	Statistics in Education	3
5170:609	Principles of Curriculum Development	3

Educational Psychology Option (30-36 hours)

The cognitive theory and research underlie much of the reform movement in education and the allied professions. The graduate program in Educational Foundations emphasizing Educational Psychology emphasizes a strong understanding of cognition, motivation, teaching, learning, and individual differences and is designed to assist students to become more competent practitioners in a wide range of contexts in education and allied professions.

- Foundation Studies (9 credits)

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3
- Electives (15-21 hours)

5100:624	Seminar: Educational Psychology (may be repeated for up to 6 credits)	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
5100:636	Topical Seminar in Educational Technology	3
5100:642	Topical Seminar in Measurement and Evaluation	3
5100:695	Field Experience: Master's	3
5100:721	Learning Processes	3
5100:723	Teacher Behavior and Instruction	3
5100:698	Master's Problem	3
5100:699	Master's Thesis	4-6
- Outside Department Requirements (6 hours)

5610:540	Developmental Characteristics of Exceptional Individuals	3
5500:780	Seminar in Curricular and Instructional Studies (Cooperative Learning)	3

Social/Philosophical Foundations of Education Option (30-36 hours)

This interdisciplinary graduate program is designed to facilitate professional educators' developing critical, interpretative, and normative perspectives of the inter-relationships between educational institutions and society. This program includes the academic disciplines of anthropology of education, comparative/international education, cultural studies in education, history of education, philosophy of education, and sociology of education. Students collaborate with their advisers in selecting one or more of the above disciplines to create a graduate program tailored to their needs, interests, and professional aspirations. Students may be either encouraged or required to study with faculty in other departments or institutions to develop interdisciplinary programs and perspectives.

Graduates of the program can earn a Master of Arts in Education degree in preparation for careers in both traditional and non-traditional educational settings and for further doctoral study in anthropology of education, comparative/international education, cultural studies in education, history of education, philosophy of education, and sociology of education. Graduates are more employable in positions that require in-depth understanding of the broader social contexts of educational policy.

- Foundation Studies (9 credits)

5100:600	Philosophies of Education	3	
	or		
5100:604	Topical Seminar in the Cultural Foundations of Education	3	
5100:620	Psychology of Instruction for Teaching and Learning	3	
	or		
5100:624	Seminar: Educational Psychology	3	
5100:640	Techniques of Research	3	
- Electives (15-21 hours)

5100:602	Comparative and International Education	3	
5100:604	Topical Seminar in the Cultural Foundations of Education (may be repeated for up to 9 credits)	3	
5100:637	Philosophies of Educational Technology	3	
5100:701	History of Education in American Society	3	
5100:703	Seminar: History and Philosophy of Higher Education	3	
5100:705	Seminar: Social-Philosophical Foundations of Education (may be repeated for up to 9 credits)	3	
5100:697	Independent Study: Master's	3	
5100:698	Master's Problem	3	
5100:699	Master's Thesis	4-6	

Research Methodology and Evaluation Option (30 hours)

The graduate program in Educational Foundations emphasizing Research Methodology and Evaluation prepares students for careers in research methodology and evaluation. Employment is typically available in government, military, industry and education. These career positions may involve teaching, conducting evaluative research and consulting in a variety of fields.

- Foundation Studies (9 credits)

5100:600	Philosophies of Education	3	
	or		
5100:604	Topical Seminar in the Cultural Foundations of Education	3	
5100:620	Psychology of Instruction for Teaching and Learning	3	
	or		
5100:624	Seminar: Educational Psychology	3	
5100:640	Techniques of Research	3	
- Electives (15 hours)

5100:642	Topical Seminar in Measurement and Evaluation: Introduction to Psychometric Techniques	3	
5100:642	Topical Seminar in Measurement and Evaluation	3	
5100:699	Master's Thesis	4-6	
5100:740	Research Design	3	
5100:742	Statistics in Education	3	
5100:743	Advanced Educational Statistics	3	
5100:798	Research Projects in Special Areas: Advanced Psychometric Techniques and Measurement	3	
5100:801*	Research Seminar: Multiple Regression, Model Building Data Analysis Procedures	3	
5100:801*	Research Seminar: Path Analysis, Multivariate Statistical Techniques	3	
5100:801*	Research Seminar: Qualitative	3	
5100:801*	Research Seminar: SAS or SPSS	3	
5100:801*	Research Seminar: Case Studies	3	
5100:697	Independent Study	1-4	

* Note: Doctoral Research Seminar may be repeated for up to 9 semester hours.

- Outside Department Requirements (6 hours)

5500:696	Master's Project	6	
	or		
5500:699	Master's Thesis	6	
- 36 total hours are required.
- A comprehensive exam is required.

Postsecondary Technical Education

The major objective of the postsecondary technical education program is to prepare the instructor and other educational personnel for postsecondary educational insti-

tutions, industry, and public and private agencies engaged in the education and training of technicians and middle-level workers.

Admission Requirements

- Full Admission:
 - 2.75 grade point average on a completed Bachelor's degree (or 3.0 for last 60 credit hours)
- Provisional Admission:
 - 2.5 (or higher) grade point average on a completed Bachelor's degree

*Those receiving provisional admission must meet with the Technical Education Program Committee to plan the necessary 9 credits of course work that need to be completed at the graduate level with a grade of "B" or better before the student can be upgraded to full admission.

Program

- Foundation Studies – 12 credits:

5100:520	Introduction to Instructional Computing	3	
5100:602	Comparative and International Education	3	
	or		
5100:604	Topical Seminar in Cultural Foundations	3	
5400:500	Postsecondary Learner	3	
5100:640	Techniques of Research	3	
	or		
5100:642	Topical Seminar in Measurements and Evaluation	3	
- Professional Technical Education Courses – 16 credits:

5400:501	Learning with Technology (prerequisite for all courses)	1	
5400:505	Workforce Education for Youth and Adults	3	
5400:530	Systematic Curriculum Design for Postsecondary Instruction	3	
5400:535	Systematic Instructional Design in Postsecondary Education	3	
5400:605	Advanced System Design: Needs Assessment and Evaluation	3	
5400:690	Internship in Postsecondary Education	3	
- A comprehensive examination must be passed.
- A cumulative portfolio will be evaluated as an exit requirement during the internship course.

Options (Select one for a minimum total of 37 credits.)

Teaching Option (9 credits)

An approved schedule of career-related elective graduate courses will be determined by the student's academic and professional background with advisor approval.

5400:600	Survey of Postsecondary Institutions	3	
	Electives (with advisor's approval)	6	

Training Option (9 credits)

An approved schedule of career-related elective graduate courses will be determined by the student's academic and professional background with advisor approval.

5400:515	Training in Business and Industry	3	
5400:620	Postsecondary Teacher Leadership	3	
	Electives (with advisor's approval)	3	

Instructional Technology Option (9 credits)

An approved schedule of career-related elective graduate courses will be determined by the student's academic and professional background with advisor approval.

5100:630	Topical Seminar in Computer-Based Education	3	
	or		
5100:636	Topical Seminar in Educational Technology	3	
5100:614	Planning for Technology	3	
5400:660	Postsecondary Distance Learning	3	

Guidance Option (9 credits)

An approved schedule of career-related elective graduate courses selected from the Graduate School offerings. Course selection will be determined by the student's academic and professional background with advisor approval.

5600:635	Community Counseling	3	
5600:647	Career Development and Counseling	3	
	Electives (with advisor's approval)	3	

Sport Science and Wellness Education

The student who expects to earn a master's degree in the Department of Sport Science and Wellness Education is expected to meet the criteria for admission of the Graduate School. In addition, the criteria includes completion of the MAT or GRE prior to acceptance into the Department of Sport Science and Wellness Education

Outdoor Education

(Admissions to Outdoor Education currently suspended)

The outdoor education program, requiring 32 credits, is designed for those students having an undergraduate background in elementary or secondary education, biology, environmental studies, health, physical education or recreation. Students may become involved with existing outdoor education programs in the public schools,

metropolitan, state and national park programs, or private and public agencies which conduct outdoor/environmental education programs.

- Foundation Studies – nine credits.
- Required Foundation Courses:

5100:640	Techniques of Research	3
----------	------------------------	---

Remaining six (6) credits to be chosen, with approval of advisor, from 5100:5xx or 5100:6xx course offerings or 5550:606 *Statistics: Qualitative and Quantitative Methods*.

- Required courses:

5560:550	Application of Outdoor Education to the School Curriculum	4
5560:552	Resources and Resource Management for the Teaching of Outdoor Education	4
5560:556	Outdoor Pursuits	4
	or	
5560:605	Outdoor Education: Special Topics	2-4
5560:600	Outdoor Education: Rural Influences	3
5560:695	Field Experience (at least 2 credits if only option selected)	2-6
	or	
5560:698	Master's Problem	2-4
	or	
5560:699	Master's Thesis	4-6

With the approval of the advisor, the student will select additional courses and/or workshops related to the graduate program.

Physical Education

The graduate program in physical education, requiring 33 credits, is designed for post-baccalaureate and in-service physical educators. Training received in this program comes from two (2) areas: the foundations (6 cr.) and the program studies area of physical education (25 cr.). The emphasis in this curriculum is to provide answers to the questions "what I can learn about teaching and what decisions do I face as a professional educator?" Students will be assigned an advisor with whom they should consult on a regular basis. In fact, advisor approval is required on certain course work.

- Required Foundation Courses:

5100:600	Philosophies of Education	3
	or	
5100:604	Topical Seminar in the Cultural Foundations of Education	3
	or	
5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3
	Subtotal	6

- Required Department Courses:

5550:536	Foundations and Elements of Adapted Physical Education	3
5550:601	Sports Administration and Supervision	3
5550:602	Motor Behavior Applied to Sports	3
	or	
5550:604	Current Issues in Physical Education	3
5550:603	Tactics and Strategies in the Science of Teaching and Coaching	3
5550:605	Physiology of Muscular Activity and Exercise	3
5550:606	Statistics: Qualitative and Quantitative Methods	3
5550:609	Motivational Aspects of Physical Activity	3
5570:521	Comprehensive School Health	4
5550:695	Field Experience: Master's	2 (minimum)
	or	
5550:698	Master's Problem	2 (minimum)
	or	
5550:699	Master's Thesis	2 (minimum)
	Total Program	33

With the approval of an advisor, the student may select additional courses and/or workshops related to the graduate program.

Option: Exercise Physiology/Adult Fitness

This graduate program, requiring a minimum of 34 credits, is designed to prepare students for advanced study in exercise physiology and future employment in adult fitness, corporate fitness and cardiac rehabilitation programs. Special attention is also given to knowledge and practical skills necessary for students preparing for American College of Sports Medicine certifications.

- Required Foundation Courses:

5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5100:624	Seminar: Educational Psychology	3
5100:640	Techniques of Research	3
	Subtotal	6

- Required Department Courses:

5550:500	Musculoskeletal Anatomy I	3
	or	
5550:600	Biomechanics Applied to Sports and Physical Activity	4

3100:569	Respiratory Physiology	3
	or	
5550:501	Musculoskeletal Anatomy II	3
3100:565	Advanced Cardiovascular Physiology	3
5550:605	Physiology of Muscular Activity and Exercise	3
5550:606	Statistics: Qualitative and Quantitative Methods	3
5550:680	Special Topics in Health and Physical Education: Laboratory Instrumentation	3
7400:587	Sports Nutrition	3

- At least two (2) credits from among the following:

5550:695	Field Experience: Master's	
	or	
5550:698	Master's Problem	
	or	
5550:699	Master's Thesis	2 (minimum)

- Electives: Select at least one (1) course from among the following and have advisor approval.

5100:520	Introduction to Instructional Computing	3
5100:741	Statistics in Education	3
5100:743	Advanced Education Statistics	3
5550:601	Sports Administration and Supervision	3
5550:609	Motivational Aspects of Physical Activity	3

Option: Sport Science/Coaching

This sport science/coaching graduate program option has been designed to meet the needs of teachers and practicing/prospective coaches. Because this program meets published NASPE National Standards, licensed educators may be able to use this sport science program to meet the master/30 hour requirement for the second renewal of their professional license; however, these individuals must seek renewal from their local professional development committee.

- Required Foundation Courses:

5100:620	Psychology of Instruction for Teaching and Learning	3
	or	
5550:604	Current Issues in Physical Education and	3
	Techniques of Research	3
	Subtotal	6

- Required Courses:

5550:540	Injury Management for Teachers and Coaches	2
	or	
5550:541	Advanced Athletic Injury Management: Upper Extremity	4
5550:553	Principles of Coaching	3
5550:562	Legal/Ethical Issues in Physical and Leisure Activity	2
5550:601	Sports Administration and Supervision	3
5550:602	Motor Behavior Applied to Sports	3
5550:603	Tactics and Strategies in the Science of Teaching and Coaching	3
5550:605	Physiology of Muscular Activity and Exercise	3
5550:609	Motivational Aspects of Physical Activity	3
7400:587	Sports Nutrition	3
	Subtotal	24-27

- At least two (2) credits from among the following:

5550:695	Field Experience: Master's	
	or	
5550:698	Master's Problem	
	or	
5550:699	Master's Thesis	2 (minimum)

- Electives: The following courses are relevant to this degree. The student may select additional courses and/or workshops related to the graduate program:

5550:590	Workshop (e.g., Issues of Student Athletes)	1-5
5550:606	Statistics: Qualitative and Quantitative Methods	3
5550:680	Special Topics (e.g., Coaching Youth Sports)	1-5
5570:521	Comprehensive School Health	4
	Total Program	35

School Nurse License Program

(Admissions to School Nurse License Program currently suspended)

Admission Requirements—Sequence 2

- R.N. License
- B.S.N. Degree
- Admittance to Graduate School
- Admittance to College of Education (Graduate Studies)
- Admittance to College of Nursing (Special/Non-Degree status)
- Selected coursework in College of Education and College of Nursing
- Supervised School Nurse experience
- Course work distributed over the following areas:

Community health; family counseling; mental and emotional health, current topics in health education; methods of teaching/instructional design; learner and learning process; evaluation and measurement of learning; principles, comprehensive school health; advanced pediatric/adolescent assessment; advanced nursing research.

To satisfy the above requirements, an applicant must complete at least the following 12 graduate credits or their equivalents of College of Education core courses listed below:

5570:520	Community Health	2
5570:521	Comprehensive School Health	4
5570:523	Methods and Materials of Teaching Health Education	3
5100:742	Statistics in Education	3
	Subtotal	12

Applicant must also complete 11-16 graduate credits of College of Nursing courses listed below:

8200:650	Advanced Pediatric/Adolescent Assessment	3
8200:613	Nursing Inquiry I	3
8200:553	School Nurse Practicum I (can be waived based upon experience and submission of a portfolio)	5
8200:554	School Nurse Practicum II (required of all school nursing students)	5
	Subtotal	11-16

Optional if continuing on to a master's degree in the College of Nursing:*

8200:608	Pathophysiological Concepts	3
8200:656	Pharmacology for Child and Adolescent Health Nursing	3
	Total graduate credits for licensure	23-28

Admission Requirements—Sequence 3

- Admittance to the College of Nursing MSN Program—Child and Adolescent Track
- Admittance to College of Education (Special/Non-Degree status)
- Completion of the MSN Program in the Child and Adolescent Track
- Plus 12 graduate credits of College of Education core courses:

5570:520	Community Health	2
5570:521	Comprehensive School Health	4
5570:523	Methods and Materials of Teaching Health Education	3
	Elective within College of Education (upon approval of College of Education school nurse licensing advisor)	3
	Total	12

Master's degree plus licensure.

* The school nurse practicum is contained in the MSN program in 8200:651 and 655 which fulfill the requirements of 8200:553 and 554.

College of Business Administration

James W. Barnett, B.B.A., *Dean*

James R. Emore, D.B.A., *Associate Dean*

James J. Divoky, D.B.A., *Assistant Dean and
Director of Graduate Programs*

Mission Statement

The MBA program is the principle graduate program of UA's College of Business Administration. The objective of the MBA program is to provide a diverse group of men and women with the skills, leadership, vision, and innovative spirit needed to rise to positions of organizational leadership in a global business environment characterized by intense competition and rapid rates of technological change. Graduates of UA's MBA program should possess:

The analytical and conceptual abilities needed to identify and cope successfully with ambiguous and unstructured business problems;

A solid grounding in the basic business functions, with an emphasis on the integration of those functions and an understanding of how those functions are linked in the formulation and execution of business strategy;

A strong ethical perspective, an appreciation of cultural diversity, and an ability to communicate in an effective, persuasive manner;

An understanding of the legal, political, regulatory, economic and technological environment; and,

An awareness of the global economy in which business operates and an understanding of the forces that shape competitiveness in that economy.

In order to accomplish these goals, the graduate faculty of the College of Business Administration commits itself to providing a quality graduate business experience. That experience will have a strong professional focus, characterized by team work among students. The faculty is dedicated to creating an intense and stimulating environment that emphasizes the application of theory to real managerial problems and that is permeated by the basic concepts of globalization, ethics, leadership, and planned change.

We recognize that there are many skills students need to acquire in their MBA program in addition to technical competencies in their field of concentration. These include communication and interpersonal skills, analytical reasoning and leadership skills. Eight of these "expanded" competencies to be intertwined throughout the program are as follows:

Communication

1. Ability to present views and concepts clearly in writing;
2. Ability to read, critique, and judge the value of written work;
3. Ability to present views and concepts clearly through oral communication.

Group work and people skills

4. Ability to understand group dynamics and work effectively with people from diverse backgrounds;
5. Ability to manage conflict;
6. Ability to organize and delegate tasks.

Critical thinking and creative and effective problem solving

7. Ability to solve diverse, structured and unstructured problems;
8. Ability to deal effectively with imposed pressures and deadlines.

The basics for most of these skills may be taught in prior bachelor degree programs and are taught in the foundation core courses. Experiences are provided to students throughout the program in a variety of ways to develop these skills. A student's progress is to be documented and evaluated by self evaluation, peer evaluation, and faculty evaluation.

MASTER'S DEGREE

The College of Business Administration (CBA) offers graduate programs which lead to the degrees of Master of Business Administration, Master of Science in Management, Master of Taxation, and Master of Science in Accountancy. The University has offered programs of study in business since 1919, initially through the Department of Commerce and since 1953 through the College of Business Administration. In 1958, graduate studies in business were begun. Both the undergraduate and master's programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB).

During its long tradition, the college has sought to fulfill the educational and professional needs of its 450 graduate students, the community and regional business organizations. To meet its urban objectives, the college offers most graduate

courses only between 5:20 p.m. and 10:40 p.m. The master's programs are designed to serve those who work full-time and wish to pursue a master's program on a part-time basis. However, many students enroll full-time to complete the master's program in a shorter period.

Admission

Policy

The applicant must meet one (1) of the following eligibility requirements which are in conformity with the Graduate School and the college's accrediting agency (AACSB).

- Hold a domestic baccalaureate degree from a regionally accredited college or university and have a total index score of 1,000 or more points based upon the overall undergraduate grade-point average (GPA)(A=4.0) times 200 plus the Graduate Management Admissions Test (GMAT) score.
- Hold a domestic baccalaureate degree from a regionally accredited college or university and have a total index score of 1,050 or more points based on the junior-senior (i.e., last 64 semester or 96 quarter credits) GPA (A=4.0) times 200 plus the GMAT score.
- Hold a degree from outside the United States and have an academic standing of first or high second class, satisfactory evidence of competence in English (i.e., TOEFL score of 550 or above) and a score of at least 450 on the GMAT.

Even though an applicant is eligible for consideration, an offer of admission is not guaranteed. Since staff, facilities and resources are limited, a determination must be made as to the number of applicants who can be adequately served among those eligible. As a result, offers of admission may be limited to only the most qualified of the eligible applicants as determined by the CBA Graduate Admissions Committee. The committee will consider the following in making decisions: the difficulty of the applicant's undergraduate program; the length of time and activities since graduation; and the percentile ranking on the GMAT. For example, students admitted into the graduate business programs since January 1, 2004, had an average GMAT of 570 and an average point index of 1200.

In rare instances, the applicant who has taken the GMAT but does not meet requirements may be considered for admission. Also, those who have previously been denied admission may, upon presentation of new information, be reconsidered. In either case, the applicant must petition, in writing, the CBA Graduate Admissions Committee giving those reasons relevant to the situation which demonstrate the likelihood of success – the burden of proof is on the applicant.

Under the regulations of the Graduate School, eligible applicants who have been extended an offer of admission by the CBA Graduate Admissions Committee are recommended to the dean of the Graduate School for either "full" or "provisional" graduate status. Those admitted with the classification "provisional status" who have not attained an overall 3.00 GPA upon the completion of 12 graduate credits will be dismissed from the program. Students admitted as special non-degree are restricted to enrolling in foundation courses only.

Procedure

GMAT scores should be sent to the Director of Graduate Programs in Business, College of Business Administration, The University of Akron, Akron OH 44325-4805 (institution code 1829). The GMAT test is administered world-wide and the applicant should register for it sufficiently in advance to the filing of the graduate application, so evaluation for admission will not be delayed. GMAT registration bulletins can be obtained from the Graduate Programs in Business Office or the Educational Testing Service, Box 966-R, Princeton, NJ 08540. Those who have taken the GMAT more than five years ago are normally required to retake it.

All applications and accompanying documentation are evaluated simultaneously by the Graduate Admissions Committee (GAC). The GAC meets monthly and the applicant will be informed in writing of the GAC's decision within one week of the meeting.

Requirements

To be awarded any master's degree from the College of Business Administration, a student must:

- Meet the time and grade-point requirements of the Graduate School.
- Complete the minimum credits in each of the degree descriptions.
- Complete all course requirements of applicable master's program.

Questions regarding these Policies, Procedures, and Requirements may be sent via e-mail to gradcba@uakron.edu. Further information may be found at the College of Business Administration website: <http://www.uakron.edu/cba/grad>.

Transfer Policy

The College of Business Administration will permit nine credits of comparable graduate credits to be transferred into any of the graduate business programs (10 law school credits into the J.D./M.Taxation program). These credits must be pre-approved by the director of graduate programs in the C.B.A. This nine credit policy also applies to second degree applicants.

Second Degree

For a student who has already obtained one master's degree in business, it is possible to pursue another degree in the college provided that: (1) no second M.B.A. is to be obtained; (2) the degree sought is not in the same functional discipline; (3) the desired program (degree curriculum) is specifically approved in advance by the director of graduate programs in business; and (4) not fewer than 21 new credits are earned for the second degree.

Master of Business Administration

The Master of Business Administration program is designed to give the student a general knowledge of the functional areas of business and permit the concentration of study in one of the 13 following areas: accounting, electronic business, entrepreneurship, finance, global sales management, health care management, international business, international finance, management, management of technology and innovation, strategic marketing, or supply chain management. The program consists of 58 graduate credits. Foundation courses may be waived for those who have had recent study in the areas. Foundation and advanced courses can be taken concurrently provided that all prerequisites have been met. Beginning with the Fall 1999 semester, some foundation level courses are available over the World Wide Web. Students should contact the graduate programs office for more information about web-based courses.

• Foundation Courses:

All are required unless waived at the time of admission. Foundation courses may not be used as concentration or elective courses.

3250:600	Foundation of Economic Analysis	3
6200:601	Financial Accounting	3
6400:602	Managerial Finance	3
6400:655	Government and Business	3
6500:600	Management and Organizational Behavior	3
6500:601	Quantitative Decision Making	3
6500:602	Computer Techniques for Management	3
6600:600	Marketing Concepts	3

• Functional Core (16 credits):

6200:610	Process Analysis and Cost Management	3
6400:674	Strategic Financial Decision Making	3
6500:670	Management of Operations	3
6600:620	Strategic Marketing Management	3
6700:696	Special Topics in Professional Development: Leadership	1
6800:605	International Business Environments	3

• Concentration (12 credits):

The student must select 12 credits in a field of concentration (accounting, electronic business, entrepreneurship, finance, global sales management, health care management, international business, international finance, management, management of technology and innovation, strategic marketing, or supply chain management).

• Free Electives (3 credits):

The student must select 3 credits of free electives outside the area of concentration. 500-level courses may be used but the student may not count more than 6 credits of 500-level courses in total toward the fulfillment of degree requirements. Accounting students may take only 3 credits of 500-level coursework. Approval of Director is required.

• Integrative (3 credits)

6500:695	Business Strategy and Policy: Domestic and International	3
----------	--	---

• Program Summary

Foundation Core	24
Functional Core	16
Concentration	12
Free Electives	3
Integrative	3
Total Program	58

If the Foundation Core Courses are all waived, the program is 34 credits in length.

Concentration in Accounting

The MBA (Accounting Concentration) consists of 12 graduate credit hours of accounting course work. The School of Accountancy recommends that students select courses that allow them to focus on their concentration in one of the three broad areas of accounting-financial reporting, taxation, or accounting information systems.

Concentration in Electronic Business (E-Business)

• Required:

6500:620	E-Business Foundations	3
6500:622	E-Business Technologies	3

• Choose 6 credits from the following:

6200:658	Enterprise Risk Assessment and Assurances	3
6400:685	E-Business Legal Issues	3
6400:686	E-Business Financial Strategy and Planning	3
6600:635	E-Business Marketing Strategies and Tactics	3

- Recommended free elective (3 credits): select additional course from the list above

Concentration in Entrepreneurship

Students work with entrepreneurs and venture capitalists in the formulation of business plans based on new products that will be presented at international business plan competitions. Students learn entrepreneurial skills related to starting or buying a small business, working for a fast growth business or corporation, family business, and franchising.

- Required:

6300:640	Financing the Entrepreneurial Venture	3
6300:670	Managing Entrepreneurial Growth	3
6500:608	Entrepreneurship	3
6500:663	Data Analysis for Managers	3

Concentration in Finance

The MBA Finance Concentration provides the student with the decision tools and analytical skills needed for the successful financial management of the firm.

- Required (9 credits)

6400:631	Financial Markets and Institutions	3
6400:645	Investment Analysis	3
6400:678	Capital Budgeting	3
- Choose three credits from the following

6400:538	International Banking	3
6400:650	Techniques of Financial Modeling	3
6400:681	Multinational Corporate Finance	3
6400:690	Selected Topics in Finance	3
6400:691	International Markets and Investments	3
6400:697	Independent Study in Finance	3
6400:698	Independent Study: Business Law	3

Concentration in Global Sales Management

- Required (complete all 6 credits):

6600:575	Business Negotiations	3
6600:580	Sales Management	3
- Electives (choose 6 credits from the following):

3250:671	International Trade	3
6500:656	Management of International Operations	3
6800:685	Multinational Corporations	3
7600:645	Intercultural Communication Theory	3

Concentration in Health Care Management

- Required:

6500:683	Health Services Systems Management	3
6500:663	Data Analysis for Managers	3
- Choose 6 credits from the following:

6500:582	Health Services Operations Management	3
6500:585	Special Topics in Health Services Administration	1-3
6500:686	Health Services Research Project	3
6500:688	Independent Study in Health Services Administration	1-3
3006:680	Interdisciplinary Seminar in Life-Span Development and Gerontology	3
3250:540	Special Topics: Economics (Medical)	3
3850:615	Epidemiologic Methods in Health Research	3
3850:656	Sociology of Health Care	3
3980:622	Urban Planning and Health Care	3
4800:630	Biomedical Computing	3
8200:632	Fiscal Management in Nursing Administration	3

 or three graduate credits approved by the Director.

Concentration in International Business

- Required (choose one of the following courses):

6200:664	Research and Quantitative Methods in Accounting	3
6400:650	Techniques of Financial Modeling	3
6500:662	Applied Operations Research	3
6500:663	Data Analysis for Managers	3
6600:640	Business Research Methods	3
- Plus any 9 credits in International Business:

6800:630	International Marketing Policies	3
6800:685	Multinational Corporations	3
6800:690	Seminar in International Business	3
6800:697	Independent Study in International Business	1-3
6200:680	International Accounting	3
6400:538	International Banking	3
6400:681	Multinational Corporate Finance	3
6400:691	International Markets and Investments	3
6500:656	Management of International Operations	3
6500:659	International Human Resource Management	3
6500:661	Comparative Systems of Employee and Labor Relations	3

International Business students must ALSO select one of the following options:

1. Foreign Language Option: demonstrate reading and conversational proficiency in a language other than English.
2. Cross-Cultural Option: select one course (3 credits) from the following courses:

3250:550	Comparative Economic Systems	3
3250:560	Economics of Developing Countries	3
3250:670	International Monetary Economics	3

3250:671	International Trade	3
3350:550	Development Planning	3
3350:633	Comparative Planning	3
3400:516	Modern India	3
3400:573	Latin America: The Twentieth Century	3
3400:575	Mexico	3
3700:505	Politics in the Middle East	3
3700:512	Global Environmental Politics	3

*Cross-cultural courses may be used for free elective credits.

Concentration in International Business for International Executives

- Required (choose one of the following courses):

6200:664	Research and Quantitative Methods in Accounting	3
6400:650	Techniques of Financial Modeling	3
6500:662	Applied Operations Research	3
6500:663	Data Analysis for Managers	3
6600:640	Business Research Methods	3
- Plus any 9 credits in International Business:

6800:630	International Marketing Policies	3
6800:685	Multinational Corporations	3
6800:690	Seminar in International Business	3
6800:697	Independent Study in International Business	1-3
6200:680	International Accounting	3
6400:538	International Banking	3
6400:681	Multinational Corporate Finance	3
6400:691	International Markets and Investments	3
6500:656	Management of International Operations	3
6500:659	International Human Resource Management	3
6500:661	Comparative Systems of Employee and Labor Relations	3

International Business students must ALSO select one of the following options:

1. Foreign Language Option: demonstrate reading and conversational proficiency in a language other than English.
2. Cross-Cultural Option: select one course (3 credits) from the following courses:

3250:550	Comparative Economic Systems	3
3250:560	Economics of Developing Countries	3
3250:670	International Monetary Economics	3
3250:671	International Trade	3
3350:538	World Metropolitan Areas	3
3350:550	Development Planning	3
3350:633	Comparative Planning	3
3400:516	Modern India	3
3400:573	Latin America: The Twentieth Century	3
3400:575	Mexico	3
3700:505	Politics in the Middle East	3
3700:512	Global Environmental Politics	3

 or
 any cross-cultural course approved by Graduate Program Director

*Cross-cultural courses may be used for free elective credits.

Concentration in International Finance

This program prepares students for careers in international finance with emphasis in corporate banking or investment areas. With the globalization of business, international finance has emerged as a major program for students interested in international business operations.

- Required (9 credits)

6400:681	Multinational Corporate Finance	3
6400:691	International Markets and Investments	3
6400:538	International Banking	3
- Choose three credits from the following

6400:631	Financial Markets and Institutions	3
6400:645	Investment Analysis	3
6400:650	Techniques of Financial Modeling	3
6400:678	Capital Budgeting	3
6400:690	Selected Topics in Finance	3
6400:697	Independent Study in Finance	3
6400:698	Independent Study: Business Law	3

Concentration in Management

- Required:

6500:662	Applied Operations Research	3
	or	
6500:663	Data Analysis for Managers	3
- Choose 9 graduate credits from 6500. No more than 6 credits at the 500 level.

Concentration in Management of Technology and Innovation

This program focuses on enterprise-wide management of technology and innovation in organizations. Value is added by a holistic integration of intellectual capital, manufacturing agility, new product development, knowledge management, and other competencies.

- Required:

6500:656	Management of International Operations	3
----------	--	---

6500:662	Applied Operations Research or	3
6500:663	Data Analysis for Managers	3
6500:665	Management of Technology or	3
6500:669	Polymer Management Decisions	3
6600:540	Product and Brand Management	3

• Recommended free elective (3 credits):

Select one course from the following courses.		
6500:608	Entrepreneurship	3
6600:575	Business Negotiations	3
6500:640	Management Information Systems	3
6500:650	Human Resource Systems for Managers	3
6500:678	Project Management	3

Concentration in Strategic Marketing

• Required (9 credits)

6600:640	Business Research Methods	3
6600:645	Innovative Marketing Strategies	3
6600:670	Competitive Business Strategies	3

• Choose three credits from the following:

6600:540	Product and Brand Management	3
6600:630	Marketing of Services	3
6600:635	E-Business: Electronic Marketing	3
6600:655	Marketing Communications	3

Concentration in Supply Chain Management

• Required:

6500:675	Supply Chain Management	3
6500:662	Applied Operations Research	3

• Choose 6 credits from the following:

6500:676	Management of Production and Operations	3
6500:678	Project Management	3
6500:673	Quality and Productivity Techniques	3
6500:651	Management of Organization Change	3
6500:642	Systems Simulation	3
6500:641	Business Database Systems	3

or three graduate credits approved by the Director.

Master of Science in Accountancy

The Master of Science in Accountancy (MSA) program allows students to concentrate their study in one of two areas: Professional Accounting or Accounting Information Systems. The Professional Accounting option is designed to provide students with the background that will enable them to sit for the Uniform CPA Examination under the Ohio 150-hour Legislation. The Professional Accounting option allows students without an undergraduate degree in accounting to combine their undergraduate interests with professional accounting credentials. The Accounting Information Systems option is designed to provide students, who have an undergraduate background in accounting or equivalent, with substantive knowledge and skills in the area of information systems risk assessment, control, and assurances services. Given the rapid diffusion and ease of use of computer technologies, knowledgeable and well-educated accountants and information systems auditors are needed to ensure that effective controls are in place to maintain integrity and minimize risks in information systems.

• Foundation Courses*:

6600:600	Marketing Concepts	3
6400:602	Managerial Finance	3
6500:600	Management and Organizational Behavior	3
6200:601	Financial Accounting	3
6200:603	Business Systems with Processing Applications or	3
6500:602	Computer Techniques for Management	3
6500:601	Quantitative Decision Making	3
6400:623	Legal Aspects of Business Transactions	3
3250:600	Foundations of Economic Analysis	3

*Foundation courses will be waived for students with recent study in the subject areas.

• Required of all MSA Students:

6200:655	Advanced Information Systems	3
3300:675	Writing for MBAs or	3
6200:660	Information Systems Audit and Control Project**	3

**Students who elect the AIS option must choose 6200:660.

MSA Students will select either the Professional Accounting option or the Accounting Information Systems option.

Professional Accounting (PA) Option

• Required of MSA (PA) students without undergraduate degrees in Accounting:

6200:621	Corporate Accounting and Financial Reporting I	3
----------	--	---

6200:622	Corporate Accounting and Financial Reporting II	3
6200:610	Process Analysis and Cost Management	3
6200:627	Survey of Federal Taxation	3
6200:520	Advanced Accounting	3
6200:531	Taxation II	3
6200:540	Auditing	3
Electives: two 600-level non-accounting courses		6

The advanced program for students with non-accounting undergraduate degrees consists of 33 hours, of which 27 are required and 6 are elective. For a student entering with no business background the total program, including foundation course work, is 57 hours.

• Required of MSA (PA) students with undergraduate degrees in Accounting:

6200:637	Advanced Accounting Theory	3
6200:531	Taxation II ^a	3
6200:520	Advanced Accounting ^b	3
6200:640	Advanced Auditing	3
Electives: one 600-level accounting courses		3
Electives: three, not more than one of which may be at the 500 level		9

^a Students who have taken 6200:431 as undergraduates will select another 600-level tax class.

^b Students who have taken 6200:420 as undergraduates will select another 500- or 600-level accounting elective. The Advanced program for undergraduate accounting majors consists of 30 hours of which 18 are required and 12 are electives.

Accounting Information Systems (AIS) Option

An undergraduate degree in accounting or equivalent from an accredited college or university is required to pursue this option. Students who are admitted into this option will have completed prior course work in the following areas in their undergraduate accounting or equivalent programs:

- Accounting Information Systems (at least 3 credits)
- Intermediate Accounting
- Auditing (at least 3 credits)
- Cost and Management Accounting (at least 3 credits beyond principles)

• Required of MSA (AIS) students:

6200:606	Applications Development for Financial Systems	3
6200:607	Financial Data Communications and Enterprise Integration	3
6200:615	Enterprise Resource Planning and Financial Systems	3
6200:658	Enterprise Risk Assessment and Assurances	3
6200:659	Assurance Services with Data Warehousing and Data Mining	3
6500:643	Analysis and Design of Business Systems	3
6500:648	Management of Telecommunications	3
6500:605	Business Applications Development	3

Including the 6 credits of required courses for all MSA students, students with an undergraduate degree in accounting or equivalent will complete the AIS option in 30 credits.

Master of Taxation

The Master of Taxation Program is a professional degree designed to provide intensive training for individuals planning to enter the field and for experienced accountants and attorneys.

The program provides a framework of conceptual, technical and professional knowledge that will assist students in developing expertise needed to examine and understand many aspects of the tax structure. Through an integrated curriculum with emphasis on tax concepts, substantive knowledge of federal and state taxation, tax research, communication skills, and tax planning, students develop an ability to identify and solve tax problems.

The Master of Taxation curriculum consists of a set of foundation courses and a set of required taxation courses. A minimum of 30 semester credits is required for the degree. Foundation courses may be waived for those who have had recent study in the subject areas.

• Foundation Courses:

6200:601	Financial Accounting	3
6200:621	Corporate Accounting and Financial Reporting I	3
6200:622	Corporate Accounting and Financial Reporting II	3
6200:623	Legal Aspects of Business Transactions	3
6200:530	Taxation I	3
6200:531	Taxation II	3

• Required Master of Taxation Courses:

6200:628	Basic Tax Research	2
6200:631	Corporate Taxation I	3
6200:632	Taxation of Transactions in Property	3
6200:633	Estate and Gift Taxation	3

• Electives: 19 credits of graduate taxation courses, selected from the list below:

6200:641	Taxation of Partnerships	3
6200:642	Corporate Taxation II	3
6200:643	Tax Accounting	2

6200:644	Income Taxation of Decedents, Trusts, and Estates	2
6200:645	Advanced Individual Taxation	3
6200:646	Consolidated Tax Returns	2
6200:647	Qualified Pension and Profit-Sharing Plans	3
6200:648	Tax Practice and Procedure	2
6200:649	State and Local Taxation	3
6200:650	Estate Planning	2
6200:651	United States Taxation and Transnational Operations	2
6200:652	Tax Exempt Organizations	2
6200:653	Business Planning	2
6200:654	Independent Study in Taxation	1-3
6200:656	Nonqualified Executive Compensation	2
6200:661	Advanced Tax Research and Policy	3
6200:690	Seminar in Taxation	3
6200:693	Selected Topics in Taxation:	
	Limited Liability Companies	2
	S Corporations	3
	Mergers and Acquisitions	2
	Advanced Partnership Tax Planning	2
Total Required Taxation Courses		30-48

In exceptional situations, subject to the approval of the Chair of the G.W. Daverio School of Accountancy, up to six credits of approved graduate College of Business Administration courses may be allowed as electives.

6500:644	Knowledge Management and Business Intelligence	3
6500:646	Process Redesign with Enterprise Resource Planning	3
6500:651	Management of Organizational Transformation	3
6500:665	Management of Technology	3
6500:678	Project Management	3

Human Resource Option (HRM)

- HRM Required Concentration Courses (12 credits)

6500:650	Human Resource Systems for Managers	3
6500:658	Strategic and Global Human Resource Management	3
6500:660	Staffing and Employment Regulation	3
6500:652	Organizational Behavior	3
	or	
6500:653	Organizational Theory	3
- HRM Restricted Electives (select 6 credits)

6500:651	Management of Organization Change	3
6500:654	Management of Employee and Labor Relations	3
6500:655	Compensation and Performance Management	3
6500:659	International Human Resource Management	3
6500:661	Comparative Systems of Employee and Labor Relations	3

Total concentration 18
Total program 33**

*Has to be taken if business application development proficiency requirement has not been satisfied. If proficiency is satisfied, a different elective must be taken for credit.

**57 total credits if foundation courses are required; see Graduate Director.

Master of Science in Management

The Master of Science in Management program allows students to concentrate their advanced study in one of the two areas: human resource management or information systems management. Because of the complex nature of these specializations, they are not normally offered as options in traditional MBA programs. They are designed for individuals who know what they want to do or to help them apply what they already know more effectively. For example, computer science majors may choose to concentrate in information systems while psychology majors would benefit from the human resource management option. The introductory coursework for this program is termed a foundation core and consists of 24 credits which may be waived if the student has completed prior study in the area. The remaining 33 credits of coursework consists of 12 credits of general management coursework, 18 credits of specialization courses and one 3-credit free elective. If all foundation courses are waived, the program is 33 credits in length.

• Foundation Core:

All are required unless waived at time of admission:

3250:600	Foundations of Economic Analysis	3
6200:601	Financial Accounting	3
6400:602	Managerial Finance	3
6400:655	Government and Business	3
6500:600	Management and Organizational Behavior	3
6500:601	Quantitative Decision Making	3
6500:602	Computer Techniques for Management	3
6600:600	Marketing Concepts	3

• Management Core Courses (12 credits):

6500:640	Management Information Systems	3
6500:663	Data Analysis for Managers	3
6500:652	Organizational Behavior	3
	or	
6500:653	Organizational Theory	3
6500:662	Applied Operations Research	3
	or	
6500:670	Operations Management	3

• Free Elective (3 credits):

The student must select 3 credits of free electives from outside the area of concentration. A 500-level course may be used but the student may not count more than 6 credits of 500-level courses in total toward the fulfillment of degree requirements. Approval of Director is required.

Options:

Choose a concentration from the following:

Information Systems Management (ISM)

- ISM Required Concentration Courses (12 credits)

6500:641	Business Database Systems	3
6500:643	Analysis and Design of Business Systems	3
6500:648	Management of Telecommunications	3
6500:645	Advanced Management Information Systems	3
- ISM Restricted Electives (6 credits)

6500:605	Business Applications Development*	3
6500:620	E-Business Foundations	3
6500:622	E-Business Technologies	3
6500:642	Systems Simulation	3

Joint Programs

The School of Law and the College of Business Administration (CBA) offer a joint program in legal and administrative studies (J.D./M.B.A.), a joint program in legal and taxation studies (J.D./M.Tax.) and a joint program in legal and human resource studies (J.D./M.S.M). These combinations are open to the student preparing for a career in such areas as corporate law, tax accounting, human resource management or legal practice in government. The amount of time required to complete a joint degree program is shorter than the time required to complete both programs independently. To pursue either one of these cooperative programs, the student must apply to and be accepted by both the School of Law and the Graduate School. The student should contact each school independently for information covering admission criteria and procedures (for further information on School of Law admissions, write: Director of Admissions, School of Law. The University of Akron, Akron, OH 44325-2901). A baccalaureate degree is required.

Degree Requirements

A student is required to fulfill the requirements of the School of Law, 87 credits, which includes 10 credits transferred from the CBA. The requirements of the CBA may be met by fulfilling the requirements previously listed which include the common body of knowledge (Foundation) courses (unless waived because of prior undergraduate credits earned), and 25 credits for M.B.A. (24 for the M.S.M.-HR) of advanced courses in the CBA plus nine credits transferred from the School of Law. The Master of Taxation program consists of 20-24 credits of advanced courses in the CBA plus 10 credits transferred from the School of Law. The reciprocal acceptance of course credits by each school is the essence of the joint programs. All law courses used to fulfill CBA requirements must be approved by the director of Graduate Programs in Business prior to completion. To earn both degrees, a total of 97 (J.D./M.Tax.), 102 (J.D./M.B.A.), or 101 (J.D./M.S.M.-HR) credits is required, depending on the master's program pursued. More credits may be required for the master's degree if Foundation courses are required.

Upon the approval of the director of Graduate Programs in Business, 10 credits of School of Law courses may be applied toward the Masters of Taxation degree. No more than six credits from the School of Law may be in non-tax courses. The other four credits taken in the School of Law must be in tax courses which substitute for equivalent tax courses in the CBA.

J.D./M.B.A. students may transfer nine credits of School of Law courses into the M.B.A. program. Six credits must be in their area of concentration and must be selected from the courses listed below. Related courses not listed under concentrations may transfer with approval of the director of graduate programs in Business Administration. Three credits of free electives may be chosen from other business-related law courses and must be approved by the director of graduate programs in Business Administration.

J.D./M.S.M.-HR students may transfer nine credits of School of Law courses into the M.S.M. program. Six credits must be in their area of concentration and must be selected from the courses listed below. Three credits of free electives may be chosen from other business-related law courses and must be approved by the director of graduate programs in Business Administration.

Law Courses to be used as MBA Concentration Courses

Choices for Concentration Electives:

Accounting (choose 6 credits)

9200:639	Estate and Gift Taxation
9200:640	Individual Taxation
9200:641	Corporate Taxation
9200:665	Taxation of Partnerships
9200:680	Qualified Pensions and Profit Sharing
9200:685/686	Wills, Trusts and Estates I, II

Finance (choose 6 credits)

9200:629	Commercial Law II
9200:635	Bankruptcy Law
9200:639	Estate and Gift Taxation
9200:652	Land Use Planning
9200:671	Securities Regulation
9200:675	Special Problems in Estate Planning
9200:680	Qualified Pensions and Profit Sharing
9200:685/686	Wills, Trusts and Estates I, II
9200:691	International Investments

International Business (choose 6 credits)

9200:649	International Law
9200:676	International Trade
9200:691	International Investments and Commercial Transactions

Management (choose 6 credits)

9200:637	Equal Opportunity Law
9200:650	Labor Law and Collective Bargaining
9200:651	Employment Law
9200:659	Lawyer as Negotiator
9200:660	Workers' Compensation
9200:672	Seminar in Business Planning
9200:679	Labor Law

Marketing (choose 6 credits)

9200:627	Commercial Law I
9200:659	Lawyer as Negotiator
9200:662	Media Law
9200:667	Patent Law
9200:672	Seminar in Business Planning
9200:683	Seminar in Product Liability
9200:684	Sports and Entertainment Law

Law Courses to be used as MSM-HR Concentration Courses

9200:637	Equal Opportunity Law
9200:650	Labor Law and Collective Bargaining
9200:651	Employment Law
9200:659	Lawyer as Negotiator
9200:660	Seminar in Workers' Compensation
9200:679	Seminar in Labor Law

College of Fine and Applied Arts

Mark S. Auburn, Ph.D., *Dean*James M. Lynn, Ph.D., *Associate Dean*Julia A. Spiker, Ph.D., *Associate Dean*

Mission Statement

The College of Fine and Applied Arts is dedicated to enhancing the quality of life of the individual, the University, and the community. Through instruction, research, creative activity, and outreach programs, the College fosters artistic and social inquiry and direct application of knowledge to self, family, and society. Students are supported in their quest for knowledge of their chosen fields and encouraged to shape their artistic and social environments.

Doctor of Audiology Program (Au.D.)

The Au.D. is a four-year post baccalaureate professional doctoral degree program. Doctors of Audiology are independent professionals who specialize in the diagnosis, management and treatment of hearing and balance disorders.

The Au.D. program, which is known as the Northeast Ohio Au.D. Consortium (NOAC), is a joint degree program administered by The University of Akron and Kent State University. NOAC is a single unified program of faculty, students, facilities, and resources. Students take classes and participate in clinic at both The University of Akron and Kent State University with half of the classes offered at each university. Students must choose to be admitted to NOAC either through The University of Akron or Kent State University and they will register for courses on the campus where they are admitted. All classes are cross-listed.

Admission Requirements:

- Bachelor's degree from an accredited college or university
- Grade point average of 3.0 or higher
- Three letters of recommendation
- Graduate Record Examination scores
- Personal statement of purpose as to why the applicant wishes to become an audiologist

Degree Requirements - Doctor of Audiology

The Au.D. curriculum is a continuous 48 month post-baccalaureate course of study designed to integrate classroom, laboratory, and clinical experiences. All students will attend full-time and take the same courses in appropriate sequence. The emphasis of the program is on the principles and practices underlying evaluation, treatment, and provision of hearing care services.

For progression and graduation, students must meet the following degree requirements:

- Maintain an overall grade point average of 3.0
- Complete a minimum of 134 semester credits
- Accrue 2000 clock hours of clinical experience
- Meet the requirements for provisional Ohio licensure in Audiology
- Pass academic and clinical competency-based examinations
- Complete the following required courses:

7700:701	Basic and Applied Acoustics in Audiology	4
7700:702	Anatomy and Physiology of the Peripheral Auditory & Vestibular System	3
7700:703	Acoustic Phonetics	4
7700:704	Critical Analysis of Research in Audiology	2
7700:741	Directed Observation in Audiology I	1
7700:705	Auditory Disorders	2
7700:706	Anatomy and Physiology Underlying Neuro-Otology	4
7700:707	Psychoacoustics	3
7700:708	Critical Analysis of Research in Audiology II	2
7700:742	Directed Observation in Audiology II	1
7700:709	Audiologic Assessment	3
7700:710	Industrial and Community Noise	3
7700:743	Clerkship I	1
7700:711	Speech-Language Pathology for the Audiologist	4
7700:712	Diagnosis of Auditory Disorders	3
7700:713	Hearing Aid Technology	4
7700:714	Gerontological Issues in Audiology	3
7700:744	Clerkship II	1
7700:715	Central Auditory Processing: Evaluation and Management	3

7700:716	Adult Hearing Aid Fitting and Selection	3
7700:717	Pediatric Audiology	3
7700:718	Cochlear Implants	2
7700:745	Internship I	2
7700:719	Counseling in Audiology	3
7700:720	Pediatric Amplification	3
7700:746	Internship II	2
7700:721	Evaluation and Management of Balance Disorders	3
7700:722	Audiologic Management of the School-Aged Child	3
7700:723	Audiologic Rehabilitation of Adults	4
7700:724	History of Audiology	1
7700:747	Graduate Audiologist I	3
7700:725	Medical Management of Auditory Disorders	2
7700:726	Electrophysiological Techniques in Audiology	3
7700:727	Cultural Issues in Deafness	2
7700:728	Seminar in Audiology	2
7700:748	Graduate Audiologist II	3
7700:729	Research Project in Audiology	3
7700:730	Practice Management in Audiology	4
7700:749	Graduate Audiologist III	3
7700:750	Supervised Professional Experience I	14
7700:731	Seminar: Supervised Professional Experience	1-6
7700:751	Supervised Professional Experience in Audiology II	14
7700:731	Clinical Seminar in Audiology	1

MASTER'S DEGREE

Family and Consumer Sciences

A program of study is offered leading to the Master of Arts in Family and Consumer Sciences degree offers options in child and family development; child life; clothing, textiles and interiors; and food science. Students must meet the following admission requirements for acceptance in the program:

- Minimum GPA of 2.75 for four years of undergraduate study or 3.00 for the last two years of undergraduate study.
- Completion of general Graduate Record Examination within the five years preceding application, with the following score:
800 combined on verbal and quantitative with at least a 4.5 on analytical writing;
OR
900 combined on verbal and quantitative with at least a 4.0 on analytical writing
- Submission of a letter of personal career goals, sent to the director of graduate studies in the School of Family and Consumer Sciences.

Two letters of recommendation may be submitted, if desired.

The graduate faculty of the School of Family and Consumer Sciences may require an interview with any applicant.

Accepted students will be expected to comply with the following requirements:

- Complete the course of study in one of the four options, with a minimum of 40 credits.
These credits will include:
– foundation courses to prepare for research in family and consumer sciences as an interdisciplinary field;
– core courses in the area of specialty;
– option electives and cognate electives, selected in consultation with academic advisor, from within School or in another discipline. These are chosen to strengthen student's professional goals.
- Pass a written comprehensive examination over major and minor areas after the completion of at least 24 credits of graduate work.
- Complete a master's thesis or a master's project. The thesis option involves the design and evaluation of original research in an appropriately related area commensurate with the student's background and area of pursuit. The project option involves the design, development, implementation, and evaluation of original and creative programs and/or resource materials. A written proposal for the thesis or project cannot be submitted until successful completion of the comprehensive examination.
- Apply for advancement to candidacy upon successful completion of 24 credits of graduate study, the written comprehensive examination, and an approved prospectus or proposal for a thesis or project.
- Pass an oral examination covering the thesis or project report.

Foundation Courses

7400:604	Orientation to Graduate Studies in Family and Consumer Sciences	1
7400:680	Historical and Conceptual Bases of Family and Consumer Sciences	3
7400:685	Research Methods in Family and Consumer Sciences	3

Child and Family Development Option

• Core Courses:

7400:602	Family in Lifespan Perspective	3
7400:605	Developmental Parent-Child Interactions (online)	3
7400:610	Child Development Theories	3
7400:665	Development in Infancy and Early Childhood	3

• Option Electives

Select 9 credits from the following courses with approval of advisor (if a course has been taken at the undergraduate level, other courses must be selected):

7400:501	American Families in Poverty	3
7400:504	Middle Childhood and Adolescence	3
7400:506	Family Financial Management	3
7400:540	Family Crisis	3
7400:542	Human Sexuality	3
7400:546	Culture, Ethnicity, and the Family	3
7400:548	Before and After School Child Care	2
7400:560	Organization and Supervision of Child-Care Centers	3
7400:596	Parent Education	3
7400:603	Family Relationships in the Middle and Later Years	3
7400:688	Practicum in Family and Consumer Sciences	3

• Cognate Electives

Select 7 credits with approval of advisor from within the School of Family and Consumer Sciences OR from a cognate area outside the School, OR from a combination of the two.

• Thesis or Project (select one):

7400:694	Master's Project	5
7400:699	Master's Thesis	5
	Total	40

Child Life Option

• Core Courses:

7400:546	Culture, Ethnicity, and Family	3
7400:500	Nutrition Communication and Education or	4
5600:651	Techniques of Counseling	3
7400:551	Child in the Hospital	4
7400:555	Practicum Experience in a Child Life Program	3
7400:584	Hospital Settings, Children, and Families	3
7400:585	Children, Illness, and Loss	3
7400:595	Child Life Internship	5

• Cognate:

5600:622	Introduction to Play Therapy and	3
----------	----------------------------------	---

Select three credits with approval of advisor within the School of Family and Consumer Sciences OR from a cognate area outside of the School.

• Thesis or Project (select one):

7400:694	Master's Project	5
7400:699	Master's Thesis	5

Nonthesis (two courses must be 600 level): 9

7400:501	American Families in Poverty	3
7400:504	Middle Childhood and Adolescence	3
7400:540	Family Crisis	3
7400:585	Seminar: FCS (Child Life Topic)	3
7400:596	Parent Education	3
7400:605	Developmental Parent-Child Interactions (online)	3
7400:610	Child Development Theories	3
7400:665	Development in Infancy and Early Childhood	3
7400:695	Internship: Advanced Programming	5

	Total for Master's Project or Master's Thesis	42
	Total for Nonthesis Option	46

Clothing, Textiles and Interiors Option

• Core Courses:

7400:634	Material Culture Studies	3
7400:639	Theories of Fashion	3
7400:677	Social Psychology of Dress and the Near Environment	3

• Options Electives:

7400:518	History of Interior Design I	4
7400:519	History of Interior Design II	4
7400:523	Professional Image Analysis	3
7400:525	Advanced Textiles	3
7400:527	Global Issues in Textiles and Apparel	3
7400:535	Principles and Practices Interior Design	3
7400:536	Textile Conservation	3
7400:537	Historic Costume	3
7400:538	History of Fashion	3
7400:631	Problems in Design	1-6
7400:688	Practicum in Family and Consumer Sciences	3
7400:696	Individual Investigation in Family and Consumer Sciences	1-6

- Cognate Electives:

Select 6 credits with approval of advisor from courses within the School of Family and Consumer Sciences OR from a cognate area outside the School OR from a combination of the two.

Total	40
-------	----

Food and Consumer Science Option *(admissions temporarily suspended)*

- Core Courses:

7400:575	Analysis of Food	3
7400:576	Developments in Food Science	3
7400:520	Experimental Foods (if taken at the undergraduate level, choose 3 additional credits from option electives)	3

- Option Electives:

Select 9-12 credit hours with the approval of advisor from among the following (if a course has been taken at the undergraduate level, other courses must be selected):

3100:500	Food Plants	2
3250:540	Special Topics: Economics/World Food Problems	4
7400:574	Cultural Dimensions of Food	3
7400:585	Seminar in Family and Consumer Sciences (Food Science topic)	2-3
7400:570	The Food Industry: Analysis and Field Study	3
7400:503	Advanced Food Preparation	3
7400:524	Nutrition in the Life Cycle	3
7400:624	Advanced Human Nutrition I	3
7400:625	Advanced Human Nutrition II	3
7400:688	Practicum in Family and Consumer Sciences	3

- Cognate Electives:

Select 5-8 credits with approval of advisor from the School of Family and Consumer Sciences OR from a cognate area outside the School OR from a combination of the two.

- Thesis or Project (select one):

7400:694	Master's Project	5
7400:699	Master's Thesis	5
Total		40

Note: Students in all of the options who are working on a master's thesis may elect to take the course 7400:690 Thesis Research/Reading. This course will not, however, count as part of the required 40-42 credits in the program.

Nutrition and Dietetics

(admissions temporarily on hold—please contact School for more information)

A program of study is offered leading to the Master of Science in Nutrition and Dietetics. Students must meet the following admission requirements for acceptance in the program:

- Meet the minimum GPA of 2.75 for four years of undergraduate study or 3.00 for the last two years of undergraduate study.
- Completion of general Graduate Record Examination within the five years preceding application, with the following score:

800 combined on verbal and quantitative with at least a 4.5 on analytical writing;	OR
900 combined on verbal and quantitative with at least a 4.0 on analytical writing	
- Submit a letter of personal career goals.
- Offer two letters of recommendation if desired.

The graduate faculty of the School of Family and Consumer Sciences may require an interview with any applicant.

In addition to the above, the student will be expected to comply with the following requirements:

- Complete the course of study with a minimum of 40 credits. These credits will include:
 - foundation courses to prepare the student for research in family and consumer sciences as a discipline;
 - core courses in the area of specialty;
 - electives selected from within the department or from another discipline to strengthen student's professional goals. These courses will be selected in consultation with and approval from the student's graduate faculty advisor.
- Pass a written comprehensive examination over major and minor areas after the completion of at least 24 credits of graduate work.
- Apply for advancement to candidacy upon successful completion of 25 credits of graduate study, the written comprehensive examination, and an approved prospectus for a thesis or project.

- Complete a thesis or a project. The thesis option involves the design and evaluation of original research in an appropriately related area commensurate with the student's background and area of pursuit. The project option involves the design, development, implementation and evaluation of original and creative programs and/or resource materials. A written proposal for the thesis or project option cannot be submitted until the successful completion of a comprehensive examination.

- Pass an oral examination covering the thesis or project.

Foundation Courses

- Required by all program options:

7400:604	Orientation to Graduate Studies in Family and Consumer Sciences	1
7400:680	Historical and Conceptual Bases of Family and Consumer Sciences	3
7400:685	Research Methods in Family and Consumer Sciences	3

- Core Courses:

7400:624	Advanced Human Nutrition I	3
7400:625	Advanced Human Nutrition II	3

Electives (9 to 12 credits required)

Select with the approval of advisor from among the following. At least 2 courses must be selected from Biology (3100) or Chemistry (3150). If a nutrition course has been taken at the undergraduate level, it may not be used at the graduate level.

3100:565	Cardiac Physiology	3
3100:584	Pharmacology	3
3100:670	Medical Physiology, Pathophysiology, and Pharmacology	3
3100:686	Research in the Biology of Aging	3
3150:501	Biochemistry Lecture I	3
3150:502	Biochemistry Lecture II	3
7400:500	Nutrition Communication and Education Skills	4
7400:520	Experimental Foods	3
7400:524	Nutrition in the Life Cycle	3
7400:574	Cultural Dimensions of Foods	3
7400:576	Developments in Food Science	3
7400:580	Community Nutrition I - Lecture	3
7400:582	Community Nutrition II - Lecture	3
7400:587	Sports Nutrition	3
7400:588	Practicum in Dietetics	1-3
7400:589	Professional Preparation for Dietetics	1
7400:640	Nutrition in Diminished Health	3
8200:561	Advanced Physiological Concepts in Health Care I	3
8200:562	Advanced Physiological Concepts in Health Care II	3

Cognate Electives (8 to 11 credits required)

Select with the approval of advisor from among the following or other courses that strengthen the student's goals.

3470:664	Statistics for the Health Sciences	4
3850:678	Social Gerontology	3
5600:651	Techniques of Counseling	3
6500:600	Management and Organizational Behavior	3
6500:602	Computer Techniques for Management	3
Total		40

Note: The M.S. in Nutrition and Dietetics is not a route to becoming a Registered Dietitian (R.D.). Students interested in becoming R.D.s should contact the School for proper course selection, some of which can be done at the graduate level.

Music

The degree Master of Music is offered by the School of Music with options in music education, performance, composition, theory, music history and literature, and accompanying. Entrance requirements for each program are as follows:

- The standard requirements for an undergraduate major in the area of proposed graduate specialty or performance which the school director approves as equivalent to an undergraduate major.
- The Graduate School's requirements for admission.
- The performance and accompanying options require an audition on the student's major instrument/voice. Please contact the coordinator of Graduate Studies for an audition time.
- For the composition option, compositions representing the applicant's techniques are required.
- The options in music education, music theory, and music history and literature require an interview with faculty in the appropriate area.

The student should consult with the coordinator of Graduate Studies in Music for additional information regarding the individualized nature of each option.

For the performance option in voice, a proficiency equal to two semesters each of Italian, German and French are required for completion of the Master of Music Degree in Voice Performance.

After completion of all course work, the student must pass an examination covering the graduate program. This examination is individualized for each candidate's unique program.

Composition Option

- Music core courses – eight credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:619	Theory and Pedagogy	2
- Major required courses – 21-23 credits:

7500:601	Choral Literature	2
7500:618	Musical Styles and Analysis IV (20th Century)	2
7500:624	Music History Survey: Music Since 1900	2
7500:647	Master's Chamber Recital	1
7500:699	Master's Thesis/Project	4-6
7510:6—	Ensemble (participation in two ensembles required)	2
7520:642	Applied Composition	8
- Additional music courses – zero to two credits.
 Graduate-level (music) courses, workshops, applied lessons (other than in composition) and/or advanced problems to be selected by the student and advisor.
- Electives – three credits.
 To be selected by student and advisor, Areas include graduate-level courses in other disciplines, such as theatre arts, in which the student obtains permission of instructor, or 7520:642 *Applied Composition*.
 Degree total: 34-36 credits.

Music Education Option

Thesis Option – 32 credits

- Required Music Education Core Courses – 13-15 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
7500:699	Master's Thesis/Project	4-6
- Additional music/education courses – select 23 credits with approval music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education	9
7500:697	Advanced Problems in Music Education	4
7500:590	Music Workshops	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

Non-Thesis Option – 34 credits

- Required Music Education Core Courses – 9 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
- Additional music/education courses – select 25 credits with approval of music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education	9
7500:697	Advanced Problems in Music Education	4
7500:590	Music Workshops	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

Music Education Option: Instrumental Emphasis

Thesis Option – 32 credits

- Required Music Education Core Courses – 13-15 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
7500:699	Master's Thesis/Project	4-6
- Additional music/education courses – select 23 credits with approval music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8

5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to instrumental music.

Non-Thesis Option – 34 credits

- Required Music Education Core Courses – 9 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
- Additional music/education courses – select 25 credits with approval of music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to instrumental music.

Music Education Option: General Music Emphasis

Thesis Option – 32 credits

- Required Music Education Core Courses – 13-15 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
7500:699	Master's Thesis/Project	4-6
- Additional music/education courses – select 23 credits with approval music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to general music.

Non-Thesis Option – 34 credits

- Required Music Education Core Courses – 9 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
- Additional music/education courses – select 25 credits with approval of music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to general music.

Music Education Option: Choral Emphasis

Thesis Option – 32 credits

- Required Music Education Core Courses – 13-15 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3
7500:699	Master's Thesis/Project	4-6
- Additional music/education courses – select 23 credits with approval music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8

5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to choral music.

Non-Thesis Option – 34 credits

• Required Music Education Core Courses – 9 credits

7500:611	Foundations of Music Education (summer)	3
7500:612	Practices and Trends in Music Education (fall)	3
7500:614	Measurement and Evaluation in Music Education (spring)	3

• Additional music/education courses – select 25 credits with approval of music education and graduate advisors. Choices may include the following:

7500:675	Seminar in Music Education*	9
7500:697	Advanced Problems in Music Education*	4
7500:590	Music Workshops*	6
7520:5—/6—	Applied Ensemble	8
7510:6—	Ensemble	2
7500:5—/6—	Other music courses	8
5100:5—/6—	Educational Foundations and Leadership	4
5170:5—/6—	General Administration	4
55—:5—/6—	Curricular and Instructional Studies	4
5500:780	Seminar in Curricular and Instructional Studies	1-3

* Topics related to choral music.

Music Education Option: Choral Conducting

• Required Music Education Core (13 credits)

7500:611	Foundations of Music Education	3
7500:612	Practices and Trends in Music Education	3
7500:614	Measurement and Evaluation in Music Education	3
7500:699	Master's Thesis/Performance*	4

• Required Choral Options (17 credits)

7500:556	Advanced Choral Conducting	4
7500:573	Studies in Choral Literature (20th Century)	2
7500:574	Integrative Conducting Workshop	2
7520:676	Workshop in Choral Music Education	2
7510:620/621	Choral Ensemble	3
7500:624	Applied Voice	4

• Electives (6 credits)

7500:570	Studies in Choral Literature I (Med/Ren)	2
7500:571	Studies in Choral Literature II (Baroque)	2
7500:572	Studies in Choral Literature III (Class/Rom)	2
7500:615	Musical Styles and Analysis I	2
7500:616	Musical Styles and Analysis II	2
7500:617	Musical Styles and Analysis III	3
7500:697	Advanced Problems	1-2
	Total credits	36

*Performance option may be exercised (conducting a choral concert) along with a major research paper which focuses on the repertoire to be performed in lieu of a thesis.

Music History and Literature Option

• Music core courses – eight credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:618	Musical Styles and Analysis IV (20th Century)	2
7510:6—	Ensemble (participation required in two ensembles)	2
7500:697	Advanced Problems in Music	4

• Major required courses – 20-22 credits:

7500:551	Introduction to Musicology	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2
7500:625	Graduate Bibliography and Research in Music	2
7500:697	Advanced Problems in Music	4
7500:699	Master's Thesis/Project	4-6

• Additional music courses – two to four credits.

• Graduate-level (music) workshops, applied music and/or courses to be selected by the student and advisor.

• A minimum reading proficiency in German is required. If a student lacks background in this language, completion of undergraduate courses is required.

• Electives – two to four credits. To be selected by the student and advisor. Areas include graduate-level courses in other disciplines in which student obtains permission of instructor.

Degree Total: 34-36 credits.

Music Technology Option

The Master of Music, Music Technology Option is designed to give the student additional exposure to the functional areas of music plus an advanced concentration in music technology and related business. The program provides a framework of conceptual, technical and professional knowledge which will assist the student in career opportunities of fields related to music technology. Students will leave the program with a portfolio of tutorials, recorded works, and/or computer software.

• Music core courses – six credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I	2
7500:616	Musical Styles and Analysis II	2
7500:617	Musical Styles and Analysis III	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2

• Major required courses – 25 credits:

7500:553	Music Software Survey and Use	2
7500:613	Instructional Programming in Music for the Microcomputer	3
7500:618	Musical Styles and Analysis IV (20th century)	2
7500:627	Computer Studio Design	2
7500:653	Electronic Music	3
7500:699	Master's Thesis/Project	4-6
7510:6—	Ensemble (participation in two ensembles sequences)	2
7520:542	Composition (electronic music)	4
7600:697	Graduate Research in Communication	3

• Electives – 2 credits. To be selected by the student and advisor.

Degree Total: 33 credits.

Performance Option in Accompanying

• Music core courses – Eight credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:618	Musical Styles and Analysis IV (20th Century)	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2

• Major required courses – 23-26 credits:

500:562	Repertoire and Pedagogy: Organ	3
	or	
7500:633	Teaching and Literature: Piano and Harpsichord	2
7500:640	Advanced Accompanying I	1
7500:641	Advanced Accompanying II	1
7500:642	Advanced Accompanying III	1
7500:643	Advanced Accompanying IV	1
7500:666	Advanced Song Literature	3
7500:698	Graduate Recital (to be completed in a minimum of two performance media)	2
7510:614	Keyboard Ensemble (participation in two ensembles required)**	2-4
7510:618	Small Ensemble - Mixed	2
7520:6—	Applied Music (piano, organ and/or harpsichord)	8

• Additional music courses – two to three credits.

Graduate-level (music) courses, advanced problems, workshops and/or applied lessons, to be selected by the student and advisor.

Note: A minimum pronunciation proficiency is required in Italian, German and French. If the student lacks background in any of these language requirements, completion of undergraduate courses is required.

All candidates for this degree must accompany a minimum of three solo ensemble recitals (instrumental and vocal). These can be done as part of 7500:697

**Two semesters ensemble participation required for degrees completed in two semesters. Four semesters ensemble participation required for degrees completed in four semesters.

• Elective – two credits.

Areas may include graduate-level courses in other disciplines, such as theatre arts, for which the student obtains permission of instructor, or additional music courses, as determined by the student and advisor.

Degree total: 33-36 credits

Performance Option in Winds, String Percussion

• Music core courses: eight credits to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:621	Music History Survey: Middle Ages and Renaissance	2

7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2
• Major required courses – 16-18 credits:		
7500:618	Musical Styles and Analysis IV (20th Century)–	2
7510:6—	Ensemble (participation in two ensembles required)**	2-4
7520:6—	Applied Music (select appropriate instrument)	8
• Select one of the following as appropriate to major instrument:		
7500:630	Teaching and Literature: Brass Instruments	2
7500:631	Teaching and Literature: Woodwind Instruments	2
7500:632	Teaching and Literature: Percussion Instruments	2
7500:634	Teaching and Literature: String Instruments	2
7500:698	Graduate Recital	2

- Additional music courses – six credits.*
Graduate-level (music) workshops, applied lessons, advanced problems and/or courses to be selected by student and advisor.
- Electives – four credits.*
Areas may include graduate-level courses in other disciplines, such as theatre arts, in which the student obtains permission of instructor, or additional music courses, as determined by the student and advisor.
Degree total: 34-36 credits.

Note: No more than a total of 16 credits of 7520 courses may be applied to the degree.

Performance Option in Voice

- Music core courses: eight credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2
- Major required courses – 20-22 credits:

7500:618	Musical Styles and Analysis IV (20th Century)	2
7500:665	Vocal Pedagogy	3
7500:666	Advanced Song Literature	3
7500:698	Graduate Recital	2
7510:6—	Ensemble (participation in two ensembles required)**	2-4
7520:624	Applied Voice	8
- Additional music courses – two credits (suggested minimum).
Graduate-level (music) courses, workshops, advanced problems and/or applied lessons, to be selected by student and advisor.
- Electives – four credits.
Areas may include graduate-level courses in other disciplines, such as theatre arts, in which the student obtains permission of instructor, or additional music courses, as determined by the student and advisor.
Degree total: 34-36 credits.

Performance Option in Keyboard

- Music core courses: eight credits (to be selected):

7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2
- Major required courses – 18-21 credits:

7500:618	Musical Styles and Analysis IV (20th Century) (Select either 7500:562 or 7500:633)	2
7500:562	Repertoire and Pedagogy: Organ	2
	or	
7500:633	Teaching and Literature: Piano and Harpsichord	2
7500:697	Advanced Problems in Music	2
7500:698	Graduate Recital	2
7510:614	Keyboard Ensemble (participation in two ensembles required)**	2-4
7520:6—	Applied Music (piano, organ and/or harpsichord)	8
- Additional music courses – three to four credits.
Graduate-level (music) courses, advanced problems, workshops and/or applied lessons, to be selected by the student and advisor.
- Electives – four credits.

Areas may include graduate level courses in other disciplines, such as theatre arts, for which the student obtains permission of instructor, or additional music courses, as determined by the student and advisor.

Degree total: 34-36 credits.

*It is recommended that each student's graduate committee recommend the appropriate elective credits.

**Two semesters ensemble participation required for degrees completed in two semesters. Four semesters ensemble participation required for degrees completed in four semesters.

Performance Option: Choral Conducting

- Major Required Courses (22 credits)

7500:556	Advanced Choral Conducting	6
7500:570	Studies in Choral Literature (Med/Ren)	2
7500:571	Studies in Choral Literature (Baroque)	2
7500:572	Studies in Choral Literature (Class/Rom)	2
7500:573	Studies in Choral Literature (20th Century)	2
7500:574	Integrative Conducting Workshop	2
7520:676	Workshop in Choral Music Education	2
7510:620/621	Choral Ensemble	2
7500:624	Applied Voice	4
- Electives (6 credits)

7500:570	Foundations of Music Education	3
7500:571	Practices and Trends in Music Education	3
7500:572	Measurement and Evaluation in Music Education	3
7500:615	Master's Thesis/Performance*	4
7500:616	Musical Styles and Analysis II	2
7500:617	Musical Styles and Analysis III	3
7500:697	Advanced Problems	1-2
- Graduate Recital (2 credits)

7500:698	Graduate Recital	2
----------	------------------	---
- Electives (3 credits)
Graduate level music courses, workshop, advanced problems and/or applied lessons, to be selected by student and advisor. Areas may include graduate-level courses in music education, languages, or other disciplines with the approval of the advisor. Students are strongly advised to have 2 credits in choral ensemble in addition to the above requirements.
- Master's Paper (1-2 credits)
- Electives (3 credits)
Total credits 36

Theory Option

- Music core courses – six credits (to be selected):

7500:553	Bibliography and Research	2
7500:555	Advanced Conducting: Instrumental	2
7500:556	Advanced Conducting: Choral	2
7500:621	Music History Survey: Middle Ages and Renaissance	2
7500:622	Music History Survey: Baroque	2
7500:623	Music History Survey: Classic and Romantic	2
7500:624	Music History Survey: Music Since 1900	2
- Major required courses – 26-28 credits:

7500:615	Musical Styles and Analysis I (Chant through Palestrina)	2
7500:616	Musical Styles and Analysis II (Baroque through early Beethoven)	2
7500:617	Musical Styles and Analysis III (Late Beethoven through Mahler/Strauss)	2
7500:618	Musical Styles and Analysis IV (20th Century)	2
7500:619	Theory and Pedagogy	2
7500:697	Advanced Problems in Music	8
7500:699	Master's Thesis/Project	4-6
7510:6—	Ensemble (participation in two ensembles required)**	2
7520:642	Applied Composition	2
- Additional music courses – zero to two credits.
Graduate-level (music) workshops, applied music (other than composition), advanced problems, and/or courses to be selected by student and advisor.
- Electives – zero to two credits.
To be selected by student and advisor. Areas include graduate-level courses in other disciplines in which student obtains permission of instructor or 7520:642 Applied Composition.
Degree total: 34-36 credits.

**Two semesters ensemble participation required for degrees completed in two semesters. Four semesters ensemble participation required for degrees completed in four semesters.

Communication

The School of Communication offers the master of arts degree in a coordinated program of communication arts.

Entrance requirements:

- Meet the general requirements for admission to the Graduate School.
- Possess an undergraduate major in communication, journalism or a related field; or, complete at least 15 semester credits of undergraduate communication coursework approved by the department.

Program requirements:

- Complete 36 credits, distributed as follows:

School core courses – 12 credits:

7600:600	Introduction to Graduate Study in Communication	3
7600:603	Empirical Research in Communication	3
7600:624	Survey of Communication Theory	3
	or	
7600:625	Theories of Mass Communication	3
7600:670	Communication Criticism	3

School coursework – 12 credits.

Graduate electives – 6 credits.

Thesis (699) or Project/Production (698) – 6 credits.

Total – 36 credits.

- Comprehensive examination required for students not pursuing a thesis, project, or production after 24 credits of coursework, including all core courses.
- Advancement to candidacy. Registration for six (6) credits of Thesis (699) or Project/Production (698).
- Presentation and defense of a thesis/project/production:

The thesis, project, or production requirement is designed to be the culmination of the student's academic program and involves the conceptualization, design and execution of an academic, practical, or aesthetic problem in a manner which requires a high level of substantive, methodological, technical, and written skills. These skills may be demonstrated in any of the three types of activities, depending on the student's background and career orientation.

Theatre Arts

The School of Dance, Theatre, and Arts Administration offers a master of arts degree. The following will qualify the student in the field of theatre or arts administration.

- Complete the general requirements for admission to the Graduate School.
- Complete an undergraduate major in the area of proposed graduate work or equivalent work as approved by the coordinator of the graduate theatre program.
- Complete an oral defense of the thesis or thesis project.

Arts Administration Option

- Complete a minimum of 45 credits.

- Required theatre arts courses (30-33) credits:

7800:600	Research and Writing Techniques	3
7800:605	Colloquium in the Arts	3
7800:665	Audience Development	3
7800:666	Principles of Arts Management	3
7800:682	Fund Raising and Grantsmanship in the Arts	3
7800:691	Arts Administration Practices and Policies	3
7800:692	Legal Aspects of Arts Administration	3
7800:698	Internship	3-6
7800:699	Master's Thesis	6

- Required business courses (9 credits):

6200:590	Special Topics in Accounting	3
6500:600	Management and Organizational Behavior	3
6600:600	Marketing Concepts	3
	or	
6600:630	Marketing of Services	3

- Electives in related fields (3-6 credits):

Options here include course work in business, computer science, urban studies, art, music, law, theatre and dance.

- Complete an oral defense of the thesis.
- General electives 0-3

Theatre Option

Complete a minimum of 36 credits distributed as follows:

- School core courses - 24 credits:

7800:600	Research and Writing Techniques	3
----------	---------------------------------	---

7800:641	Problems in Directing	3
7800:645	Seminar in Dramatic Literature	3
7800:646	Graduate Acting: Techniques	3
7800:658	History of Theatre	3
7800:662	Seminar in Scenic Design	3
7800:699	Master's Thesis	6

- Graduate electives:

12 credits (to be selected from Theatre Arts, English, Communication, Music, etc., in consultation with the student's advisor or the graduate program coordinator.

Speech-Language Pathology and Audiology

The School of Speech-Language Pathology and Audiology offers a Master of Arts degree in Speech-Language Pathology. The program in speech-language pathology is designed to lead to professional licensure by the State of Ohio Board of Speech-Language Pathology and Audiology.

Master of Arts degree in Speech-Language Pathology Program

Admission Requirements - Speech-Language Pathology

- Hold an undergraduate major in speech-language pathology or complete undergraduate work before the application can be considered
- Complete requirements for admission and send to Graduate School:
 - *Application with intent to major in speech-language pathology
 - *Official transcript with Fall term grades included
- Submit to School of Speech-Language Pathology:
 - *Three letters of recommendation
 - *Graduate Record Examination scores
 - *Application for Graduate Assistantship (if applying)

Applications for admission in Fall or Spring are accepted and considered only once per year.

Applications for admission for the following academic year should be received by February 10.

Degree Requirements

- The master's thesis is optional for students in speech-language pathology. All students will successfully complete a course of study with a minimum of 56 credits, two of which may be thesis credits for students electing the thesis option. Academic requirements within the school for speech-language pathology majors:

7700:540	Augmentative Communication	3
7700:560	Speech-Language Hearing Disorders in the Public Schools	2
7700:590	Workshop	1-3
7700:585	Developmental Disabilities	2
7700:611	Research Methods in Communicative Disorders I	3
7700:620	Articulation	2
7700:623	Support Systems for Indiv and Families with Communicative Disorders	2
7700:624	Neurogenic Speech and Language Disorders	3
7700:626	Voice and Cleft Palate	3
7700:627	Stuttering: Theories and Therapies	2
7700:628	Topics in Differential Diagnosis of Speech and Language Disorders	2
7700:630	Clinical Issues in Child Language	4
7700:631	Acquired Brain Injury	3
7700:632	Dysphagia	3
7700:633	Professional Issues	2
7700:639	Advanced Clinical Testing	4
7700:650	Advanced Clinical Practicum: Speech-Language Pathology	9
7700:695	Externship: Speech Pathology and Audiology (two registrations)	6 each
7700:696	Externship Seminar	1 each

Completion of 5610:693 *Student Teaching in Speech Pathology* and 5610:691 *Student Teaching Seminar* may be substituted for one 7700:695 registration and one 7700:696 SLP Seminar registration.

- Students must be registered for clinical practicum, externship, or student teaching during any academic period in which they are involved in in-house practicum, externship, or student teaching.

Social Work

The Master of Social Work Program is a joint degree program administered by The University of Akron and Cleveland State University. The Joint MSW Program began in 1995. Distance learning technology, utilizing interactive video and audio systems, links faculty and students at the two institutions. The degree program is accredited by the Council on Social Work Education.

The curriculum of the Joint MSW Program is designed to prepare students for advanced level professional practice in social work. The program provides a rigorous intellectual base, an opportunity for effective skill development, and an edu-

cational perspective that views human diversity as desirable and enriching to society.

The Joint MSW Program offers:

- Preparation for the advanced practice of social work
- A degree program accredited by the Council on Social Work Education
- Part-time study
- Evening/weekend courses
- Regional field placements
- Advanced standing program for qualifying students with a BSW

Admission Requirements:

The Joint MSW Program is committed to diversity in the student body. An applicant for admission as a degree candidate in social work (either full-time, part-time, or advanced standing) must fulfill the general admission requirements of both the Graduate School and the MSW Program prior to admission. The applicant must therefore complete application forms for both the Graduate School and the MSW Program. It is the applicant's responsibility to make sure that all required application materials have been received. Applications for full-time, part-time, and advanced standing close on February 28. All application materials must be received by this date. Full-time and part-time admissions are available only for the fall semester.

The applicant must submit the following to the Graduate School:

- Graduate application form accompanied by an application fee for first-time applicants
- An official transcript from each college or university attended (must include content in human biology as well as liberal arts coursework)

The following must be submitted to the School of Social Work:

- An essay of 3-5 typed pages explaining:
 - a) why he/she wants to be a social worker;
 - b) why a graduate degree is felt to be necessary to fulfill his/her personal or professional objectives;
 - c) his/her views regarding diversity in society;
 - d) a situation in which he/she was the recipient/provider of help, emotionally, socially, or economically, and if/how this situation impacted the desire to pursue an advanced degree in social work.
- A recent resume which highlights social work or human service experience.
- Three letters of reference/recommendation forms (including one from immediate supervisor, if employed).
- A completed Application Checklist.

In addition, applicants to the Joint MSW Program must have:

- Undergraduate degree in social work or a related field.
- Minimum GPA of 3.00 in social and behavioral science courses taken prior to application for admission.
- Well-balanced liberal arts curriculum.
- Interview with a member of the faculty may also be required.

Admission to the master's degree program is on a selective basis and is determined by the academic preparation and personal qualifications of the applicant. Intellectual maturity, emotional stability, motivation, and the capacity to work with people are essential qualifications.

Openings for admission are limited, and competition is considerable. Individuals who have the strongest qualifications in terms of the MSW Program's admission criteria are selected for admission. Students admitted to the MSW Program must register for courses the same calendar year they are accepted. Admission cannot be deferred until the next year. Students must indicate their intention to enroll by the deadline indicated in the letter of acceptance.

Applicants should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining licensure as well as field placements and social work employment.

Students are expected to adhere to the program format under which they were admitted. Any changes in this initial admission status will be based on the program's ability to accommodate the change. Changes must be requested in writing at the beginning of the previous academic year. The Admissions Committee may require an in-person interview at its discretion.

Scheduling of courses depends on the availability of rooms equipped with distance education technology as well as other factors. The days and times courses are offered may vary from year to year. Students enrolled in either full-time, part-time, or advanced standing programs must be prepared to be flexible when the schedule of classes changes.

Transfer Students

An applicant who wishes to transfer from another MSW program must follow the same admission process and meet the same admission requirements as other

degree candidates. A formal written request for transfer must be made at the time of application for admission. A maximum of 20 graduate credit hours may be transferred from another program accredited by the Council of Social Work. The credits must fall within the six-year time limit for degree completion. A grade of "B" or better is required for transfer credit. The Admissions Committee will determine acceptance of transfer credit. Credit will not be given for work or life experience. Transfer students must submit field work evaluations at the time of application for admission.

Program Requirements:

- Complete a minimum of 60 graduate credits of approved courses in social work with an average grade of "B" or better on all classroom courses and satisfactory grades in all field courses. Students must register only for 600-level courses.
- Complete an approved program of courses which include the following required courses:

Full Time Program

First Year Professional Foundation:

– Fall Semester

7750:601	Foundation Field Practicum	3
7750:609	Social Work Practice with Small Systems	3
7750:622	Fundamentals of Research I	3
7750:631	Human Behavior and Social Environment: Small Social Systems	3
7750:646	Social Welfare Policy I	3

– Spring Semester

7750:602	Foundation Field Practicum	3
7750:605	Social Work Practice with Large Systems	3
7750:647	Social Welfare Policy II	3
7750:623	Fundamentals of Research II	3
7750:632	Human Behavior and Social Environment: Large Systems	3

Second Year Concentrations (Direct Practice):

– Fall Semester

7750:603	Advanced Field Practicum	3
7750:607	Advanced Practice with Small Systems I	3
7750:611	Dynamics of Racism and Discrimination	3
7750:663	Psychopathology and Social Work	3
	One elective	3

– Spring Semester

7750:604	Advanced Field Practicum	3
7750:608	Advanced Practice with Small Systems II	3
7750:664	Direct Practice Research	3
	Two electives	6

Second Year Concentrations (Macro Practice):

– Fall Semester

7750:603	Advanced Field Practicum	3
7750:611	Dynamics of Racism and Discrimination	3
7750:674	Community, Economic Systems and Social Policy Analysis	3
7750:673	Community Organization and Planning	3
	One elective	3

– Spring Semester

7750:604	Advanced Field Practicum	3
7750:671	Social Work Administration	3
7750:672	Strategies of Community Organization	3
7750:675	Program Evaluation	3
	One elective	3

Part-Time Program

Professional Foundation:

– Fall Semester (First Year)

7750:631	HBSE: Small Systems	3
7750:646	Social Welfare Policy I	3

– Spring Semester (First Year)

7750:632	HBSE: Large Systems	3
7750:647	Social Welfare Policy II	3

– Fall Semester (Second Year)

7750:622	Fundamentals of Research I	3
7750:609	Social Work Practice with Small Systems	3
7750:601	Foundation Field Practicum	3

– Spring Semester (Second Year)

7750:623	Fundamentals of Research II	3
7750:605	Social Work Practice with Large Systems	3
7750:602	Foundation Field Practicum	3

Concentrations (Direct Practice):

– Fall Semester (Third Year)

7750:611	Dynamics of Racism and Discrimination	3
7750:663	Psychopathology and Social Work	3

– Spring Semester (Third Year)		
7750:664	Direct Practice Research	3
	One elective	3
Fall Semester (Fourth Year)		
7750:607	Advanced Practice with Small Systems I	3
7750:603	Advanced Field Practicum	3
	One elective	3
Spring Semester (Fourth Year)		
7750:608	Advanced Practice with Small Systems II	3
7750:604	Advanced Field Practicum	3
	One elective	3

Concentrations (Macro Practice):

– Fall Semester (Third Year)		
7750:611	Dynamics of Racism and Discrimination	3
7750:674	Community, Economic Systems and Social Policy Analysis	3
– Spring Semester (Third Year)		
7750:675	Program Evaluation	3
	One elective	3
Fall Semester (Fourth Year)		
7750:673	Community Organization and Planning	3
7750:603	Advanced Field Practicum	3
	One elective	3
Spring Semester (Fourth Year)		
7750:672	Strategies of Community Organization	3
7750:671	Social Work Administration	3
7750:604	Advanced Field Practicum	3

Advanced Standing Program**Direct Practice Concentration**

– Summer Semester		
7750:650	Advanced Standing Integrative Seminar	6
– Fall Semester		
7750:611	Dynamics of Racism and Discrimination	3
7750:663	Psychopathology and Social Work	3
7750:607	Advanced Practice with Small Systems I	3
7750:603	Advanced Field Practicum	3
	One elective	3
– Spring Semester		
7750:664	Direct Practice Research	3
7750:608	Advanced Practice with Small Systems II	3
7750:604	Advanced Field Practicum	3
	Two electives	6

Macro Practice Concentration

– Summer Semester		
7750:650	Advanced Standing Integrative Seminar	6
– Fall Semester		
7750:611	Dynamics of Racism and Discrimination	3
7750:673	Community Organization and Planning	3
7750:674	Community, Economic Systems and Policy Analysis	3
7750:603	Advanced Field Practicum	3
	One elective	3
– Spring Semester		
7750:671	Social Work Administration	3
7750:672	Strategies of Community Organization	3
7750:675	Program Evaluation	3
7750:604	Advanced Field Practicum	3
	One elective	6

Testing Out Policy

In order to avoid duplication and redundancy of course content during the foundation year, the MSW Program allows students the opportunity to test out of the following courses:

7750:631	Human Behavior and Social Environment: Small Social Systems
7750:646	Social Welfare Policy
7750:622	Fundamentals of Research I

Students wishing to test out of one or more of the above courses must notify the MSW Program Director at least three weeks prior to the start of the semester in which the course is normally taught. The proficiency exam must be taken prior to classes starting in that semester. There are no fees or penalties associated with taking these exams, however, each exam may be taken only once.

Additional information about the MSW Program may be obtained from the School of Social Work.

College of Nursing

Cynthia F. Capers, R.N., Ph.D., *Dean*
 Kathleen Ross-Alaolmolki, R.N., Ph.D., *Director, Academic Nursing Programs*
 Christine A. Wynd, R.N., Ph.D., *Director, Joint Ph.D. in Nursing Program*
 N. Margaret Wineman, R.N., Ph.D., *Senior Director*

Mission Statement

As an integral part of The University of Akron, the College of Nursing promotes the general mission of The University of Akron. The college offers diverse and comprehensive nursing education programs at the undergraduate and graduate levels. The programs of study, based on professional standards, prepare individuals to provide nursing care in a variety of settings. The College of Nursing supports nursing research that contributes to the health and well-being of society. The college is committed to serving culturally, racially, and ethnically diverse populations. Through academic and community collaboration, the college promotes excellence in nursing education, research, practice, and service.

Goals

- Prepare generalist and advanced practice nurses who are eligible for initial licensure and for certification.
- Prepare scholars in nursing at the doctoral level, focusing on the conduct of nursing research and the dissemination of research findings with their implications for nursing practice and health care policy.
- Provide a foundation for lifelong commitment to professional development and scholarship through continuing education and advanced study at the master's and doctoral levels.
- Prepare nurses who are sensitive in caring for diverse populations in a variety of settings.
- Prepare professional practitioners who integrate leadership roles and ethical standards in a continuously changing health care arena and society.

Philosophy

The College of Nursing faculty believe that the foci of professional nursing are individuals, families and communities.

The Individual is seen as a complex whole whose existence involves patterns, dynamic change, transformation and interdependence. The individual interrelates within the environment in biological, psychological, social, spiritual, cultural and other dimensions. The individual is unique and universal. The individual is a thinking, feeling, interacting, evolving, creating, valuing being.

Families are individuals dynamically connected with each other over time in traditional and nontraditional family configurations.

Communities are groups of people with one or more common characteristics who are in relationship to one another and may or may not interact.

Health is comparative, dynamic, multidimensional and has personal meaning. It includes disease, nondisease and quality of life. People have the right to participate in decisions affecting and effecting personal health.

Environment includes all living and nonliving dimensions with which the individual, family and community have interrelationships. The dynamic environmental interrelations define and establish rules for health and modes of action.

Nursing is an art and a science. The discipline of nursing is concerned with individual, family and community and their responses to health within the context of the changing health care environment. Professional nursing includes the appraisal and the enhancement of health. Personal meanings of health are understood in the nursing situation within the context of familial, societal and cultural meanings. The professional nurse uses knowledge from theories and research in nursing and other disciplines in providing nursing care. The role of the nurse involves the exercise of social, cultural, and political responsibilities, including accountability for professional actions, provision of quality nursing care, and community involvement.

Education is an individualized, life-long process. Learning includes the individual's interrelations with the environment, knowledge and skill acquisition, development of critical thinking, and self awareness. Self-expression enables the student to respond to clients who have unique human values and cultural heritage. Each nursing student brings attitudes, beliefs, values, feelings, knowledge and experience into the learning environment. These variables influence learning that occurs through continual construction and reconstruction of experience in relation to environmental influences.

Nursing education at the baccalaureate level synthesizes knowledge from nursing,

humanities, social, cultural, physical and natural sciences to operationalize clinical decision-making. The student is prepared to function as nurse generalist in a variety of settings. Faculty and student continually seek to refine the commitment to and understanding of the relationship between theory and practice. Students are encouraged to become self-directed, collaborative, interdependent and independent. These variables are the foundation for life-long learning and professional development.

Nursing education at the master's level builds upon baccalaureate nursing education and provides a foundation for doctoral study. Graduate education at this level prepares advanced practice nurses with expertise in critical thinking and decision making, effective communication, and therapeutic interventions. Through a variety of learning experiences, master of science in nursing students analyze and use theoretical formulations and research findings in advanced practice.

Nursing education at the doctoral level prepares nurses for full participation in the discipline as scholars and researchers. Emphasis is placed on the development of nurses who are informed about the many dimensions of scholarship, including research, practice and teaching, and the integration of the three. Through various didactic, collaborative and research opportunities, doctoral students learn how to develop and test knowledge about health, illness and nursing care, and how to use this knowledge to enhance teaching, improve patient care, and influence health care policy.

JOINT PROGRAM FOR THE DOCTOR OF PHILOSOPHY IN NURSING

Kent State University and The University of Akron offer the Joint Ph.D. in Nursing (JPDN), a single doctoral program with a single, unified doctoral nursing faculty and doctoral student body. Students may choose which university will grant their degree. The diploma will be issued from the student's university of record and will recognize the Joint Doctor of Philosophy program. JPDN courses will be cross listed and scheduled at each university.

Program Purpose and Description: Preparation of Scholars in Nursing

The JPDN program is characterized by excellence through scholarship, integrity, and caring. The primary purpose of the JPDN is to produce nurse scholars. This purpose will be realized through: the development and testing of theories and models of nursing science and nursing practice, the consideration of the social, political, legal, and economic implications of health care policies and practices, and the dissemination of knowledge.

Graduates will be characterized by their leadership and their ability to conduct and apply research, to integrate and extend knowledge through teaching, and to develop and implement health care policy. Interdisciplinary collaboration and community outreach will be emphasized throughout the program.

Admission, Progression, and Graduation

Students may apply to the joint program through the Graduate Colleges or the Colleges of Nursing at either Kent State University or The University of Akron. Completed applications should be returned to the addresses indicated on the application forms. Applications will be reviewed by the JPDN admissions committee with a single set of JPDN admission criteria.

Each applicant for admission into the Ph.D. in Nursing Program must meet the following criteria:

- Evidence of successful completion of a master's degree in nursing at an accredited program with a minimum graduate grade point average of 3.0 on a 4.0 scale.
- Evidence of current licensure, or eligibility for licensure, by the Ohio Board of Nursing.
- Official evidence of scores on the Graduate Record Examination.
- A clear and succinct statement about the applicant's need for the doctorate and its application toward clearly defined career goals.
- A sample of written work that indicates the logic and writing skills of the applicant, for example, by an essay, term paper, thesis, published article, or professional report.
- Three (3) letters of reference from professionals or professors who can adequately evaluate the applicant and the applicant's previous work or potential for success.
- At the request of the JPDN admission committee, successfully complete a personal interview with a graduate faculty member which will assess research interests and motivation for successful completion of doctoral study in the JPDN program.
- Register for courses within two (2) years of acceptance into the JPDN, or otherwise the acceptance is void.

Students wishing to transfer into the Ph.D. in Nursing Program must comply with the university standards for acceptance and are referred elsewhere in this catalog for that information.

International students will be considered for admission. In addition to the above admission criteria, international students must demonstrate a high level of competence in English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). International students must comply with university procedures for accepting international students.

Students will be assigned an academic advisor based on mentoring and mutual research interests. Advisor and student will develop an academic program plan customized to student interest, subject to advisor approval. Target dates for successfully completing the qualifying examination and the completion of the dissertation will be developed early in the program plan. Students may change advisors for academic or dissertation purposes, subject to the approval of the JPDN directors.

For progression and graduation, students must meet the following degree requirements:

- maintain an overall grade point average of 3.0 on a four-point scale (or be liable to dismissal according to University policies);
- adhere to criteria concerning enrollment, residency, and leaves of absence;
- complete degree requirements within 9 years of enrollment;
- complete 42 semester hours of required course work;
- successfully complete the qualifying examination and dissertation requirements;
- successfully complete and orally defend a dissertation based upon original investigation and critical scholarship.

Students who do not meet the criteria for successful progression and graduation will be notified in writing.

Program Description and Curriculum

The JPDN is a post master's degree, requiring 72 semester credit hours including the dissertation. It consists of five components, with selected customization to student interests. The *nursing knowledge component* examines knowledge and theory development as well as courses in selected domains of nursing knowledge related to student interest and faculty expertise. *Research methods, designs, and statistics* examines approaches to both qualitative and quantitative research. Students must select at least one advanced research methods course to promote their research agenda: *i.e.*, program evaluation, advanced qualitative or quantitative methods, or grantsmanship. *Cognates* will be chosen from courses outside nursing which support the student's research interest. *Health care policy* courses focus on health care and nursing issues. These four components culminate into the fifth component, the *dissertation*, which follows the successful completion of the qualifying examination. The course work in each of these five components follows.

Structure and content of nursing knowledge:

Five required courses (15 credits)		
8200:810	History and Philosophy of Nursing Science	3
8200:815	Theory Construction and Development in Nursing	3
8200:820	Introduction to Nursing Knowledge Domains	3
8200:840	Nursing Science Seminar I	3
8200:850	Nursing Science Seminar II	3

Research methods, designs, and statistics:

Three required methods/design courses (9 credits)		
8200:825	Quantitative Research Methods	3
8200:830	Qualitative Research Methods	3
8200:845	Advanced Methods for Research (1 advanced nursing research methods course selected with the approval of the student's academic adviser.)	3

Two required statistics courses (6 credits)		
8200:827	Advanced Health Care Statistics I	3
8200:837	Advanced Health Care Statistics II	3

Cognates:

Three required courses (9 credits)		
Cognates		
		9
(Three courses are selected with the approval of the student's academic advisor from a discipline outside of nursing to support the student's research interest.)		

Electives:

8200:892	Field Experience in Nursing	1-12
8200:895	Special Topics in Nursing	1-6
8200:896	Individual Investigation in Nursing	1-3
8200:898	Research in Nursing	1-15

Health Care and nursing policy:

One required course (3 credits)		
8200:835	Nursing and Health Care Policy	3

Doctoral dissertation

30 credit hours required		
8200:899	Doctoral Dissertation	30
8200:800	Doctoral Dissertation II	1

Qualifying for Candidacy for the Doctoral Dissertation

- All students in the JPDN Program are required to successfully complete a qualifying examination before proceeding to conduct dissertation research. To be eligible for candidacy for the dissertation, students must have completed 42 hours of required courses, have maintained a minimum GPA of 3.0 on a 4.0 scale in the doctoral program, have successfully completed the qualifying examination, and have been approved by the appropriate administrative bodies of the program.
- *Dissertation Prospectus.* The dissertation prospectus is a written document that includes an outline of the parameters of the projected dissertation topic with a rationale and statement of the problem to be researched, the methodology and design of the study, a preliminary review of the literature substantiating the need for the study, and the principle sources of information for the dissertation. Approval of the prospectus permits the student to proceed with the dissertation.
- *Dissertation.* The dissertation is based upon original investigation and demonstration of mature scholarship and critical judgment in the theoretical and methodological approaches to development of nursing knowledge. The dissertation is expected to be the first step in the development of a program of research and scholarly activity. A minimum of 30 dissertation credit hours are required.
- *Oral defense.* When the dissertation is completed a meeting will be scheduled for the student's defense of the dissertation. The candidate is expected to respond to substantive and methodological questions related to the dissertation.
- *Dissertation committee.* A four person doctoral dissertation committee will guide and approve the acceptability of the dissertation. The Chair must be a member of the JPDN faculty, as must be two committee members. The remaining member must be selected from outside the program. Other qualifications of members will be consistent with the student's area of research and with the requirements for doctoral committees as stated in the policies and general catalogs of both universities.

Innovative Curriculum Pathways to the Joint Ph.D. in Nursing Program for BSN Graduates and for Students Enrolled in MSN Option

The Innovative Pathways into the Joint Ph.D. in Nursing Program (JPDN) is an accelerated program that allows individuals with a BSN and students enrolled in the RN-MSN program direct admission into the JPDN program. Acceleration is accomplished by restructuring MSN and Ph.D. curricula to recognize the mastery of specific content, thereby facilitating graduate study. There are two pathways: one for BSN graduates and one for RN-option students. Since existing acceleration pathways differ at The University of Akron and Kent State University, individuals applying for admission to this program must apply for admission through the Graduate School of The University of Akron.

BSN Graduates:

BSN students within one semester of graduation and professional nurses with a BSN degree may apply in December prior to the fall in which admission is desired. Admission criteria include:

- Enrollment in an accredited BSN program within one semester of graduation or hold the BSN degree.
- Provide evidence of successful completion (or the potential to complete the BSN by the following fall semester) of a baccalaureate degree program in nursing at an accredited school with a minimum grade point average of 3.0 on a 4.0 scale.
- Provide evidence of current licensure, or eligibility for licensure, by the Ohio Board of Nursing.
- Provide evidence of acceptable scores on the Graduate Record Examination.
- Submit a statement about nursing career interests and goals.
- Give a sample of written work. This may include, for example, a scientific term paper, a research paper, an honor's project, a professional report, or a published article.
- Submit three (3) letters of recommendation from professors or other professionals who can adequately evaluate previous work and potential for success in the Ph.D. program. One of the three letters must be from a Doctoral Faculty Council member who has worked closely with the student.
- Satisfactorily complete a personal interview with a Doctoral Faculty Council member.
- Register for full-time study during the fall semester after acceptance into the Ph.D. program, or otherwise the acceptance is void.
- Enroll in full-time study for four calendar years for students who are entering directly from the BSN program or full-time study for two academic years plus two calendar years for post-BSN applicants.

Students receive a maximum of 12 credit hours of by-passed credit for master's level courses after successfully completing 12 credit hours of doctoral level courses. Bypass credit is given in accordance with applicable University of Akron policy.

Upon successful completion of 8200:815, 8200:825, 8200:830, and 8200:835, students receive a maximum of 12 hours of by-passed credit for master's level courses.

Internship: Students entering directly from the BSN program will be required to complete two 10-week internships with the Co-op program (paid positions).

- Internship in generalist practice during Summer Session I
- Internship in advanced nursing practice during Summer Session II

MSN-Option Students:

Currently enrolled RN-option students at The University of Akron may apply for admission following completion of the RN-option bridge courses. Admission criteria include:

- Enrollment in The University of Akron RN-option program.
- Minimum grade point average of 3.0 on a 4.0 scale for all previous coursework.
- Provide evidence of current licensure, or eligibility for licensure, by the Ohio Board of Nursing.
- Provide evidence of current malpractice insurance.
- Provide evidence of acceptable scores on the Graduate Record Examination.
- Submit a statement about nursing career interest and goals.
- Give a sample of written work. This may include, for example, a scientific term paper, a research paper, an honor's project, a professional report, or a published article.
- Submit three (3) letters of recommendation from professors or other professionals who can adequately evaluate previous work and potential for success in the Ph.D. program. One of the three letters must be from a Doctoral Faculty Council member who has worked closely with the student.
- Satisfactorily complete a personal interview with a Doctoral Faculty Council member.
- Register for full-time study during the fall semester after acceptance into the Ph.D. program, or otherwise the acceptance is void.

Students enrolled in The University of Akron RN-Option receive a maximum of six (6) by-passed credits after successfully completing six credit hours of doctoral level courses. By-passed credit is given for Nursing Inquiry I (8200:613) and Nursing Inquiry II (8200:618) after the student successfully completes Quantitative Research Methods (8200:825) and Qualitative Research Methods (8200:830) in accordance with applicable University of Akron policy. Students admitted to this innovative pathway are required to take the RN-BSN research course 8200:436, rather than receive by-passed credits for it.

MASTER OF SCIENCE IN NURSING

Accreditation

The master's degree programs are fully accredited by the National League for Nursing Accreditation Commission (NLNAC) and has preliminary approval from the Commission on Collegiate Nursing Education (CCNE). NLNAC is a resource of information regarding tuition, fees, and length of program and can be contacted at: 350 Hudson Street, New York, New York 10014, 1-888-669-9656 extension 153. CCNE can be contacted at One Dupont Circle, N.W., Suite 530, Washington, D.C., 20036

Characteristics of the Graduate

Upon completion of the program graduates will be able to:

- Incorporate theories and advanced knowledge into nursing practice.
- Demonstrate competence in selected role(s).
- Identify researchable nursing problems and participate in research studies in advanced nursing practice.
- Use leadership, management, and teaching knowledge and competencies to influence nursing practice.
- Assume responsibility for contributing to improvement in the delivery of health care and influencing health policy.
- Assume responsibility for contributing to the advancement of the nursing profession.

Admission

- Baccalaureate degree in nursing from an NLNAC or CCNE accredited nursing program.**
- 3.00 GPA on a 4.00 scale for all previous college work.

- Miller Analogies Test taken within the last five years with a minimum score of 50 or GRE taken within the last five years for Nurse Anesthesia track.
- GRE required for students with a GPA of 2.99 and below.
- Three (3) letters of reference from a recent employer; a member of the nursing profession; a former faculty member.
- 300-word essay describing professional goals.
- Interview prior to admission to the program.
- Current state of Ohio license to practice nursing and evidence of malpractice insurance.
- Prerequisite course requirements: Undergraduate Statistics, Nursing Research, Basic Health Assessment and Computer Skills. Graduate Level Statistics.

A one year experience in an area where critical care and emergencies occur is required for all students admitted to the nurse anesthesia specialty.

Applicants who are certified nurse practitioners will be evaluated and have their program planned on an individual basis.

Admission Procedures

The student secures application for Graduate School from the Office of the Dean of the Graduate School, The University of Akron, or the Office of Student Affairs, College of Nursing. Criteria specific for admission to the Graduate Nursing Program may be secured from the Coordinator of the Graduate Program in Nursing or the Office of Student Affairs.

A graduate admissions committee of the College of Nursing will review all applications and make recommendations to the Coordinator of the Graduate Program regarding the applicant's status. The Coordinator will send a recommendation to the dean of the Graduate School, who will notify the student of admission status.

Applications received in the graduate office of the College of Nursing will be reviewed when the file is complete to facilitate the admission process.

*National League for Nursing Accreditation Commission.
 **A baccalaureate degree in nursing from a foreign university which is recognized by The University of Akron.
 Preliminary approval from Commission on Collegiate Nursing Education.

Instructional Program

The Master of Science in Nursing curriculum includes a minimum of 36 credit hours of study depending on the specialty track. The advanced practice tracks include Adult/Gerontological Health Nursing, Behavioral Health Nursing, Child and Adolescent Health Nursing, and Nurse Anesthesia. Graduates are prepared for advanced practice as clinical nurse specialists, nurse practitioners, or nurse anesthetists, or for roles as administrators or educators. The curriculum is based on theory and research both in nursing and in related disciplines. It provides the foundation for doctoral study and for ongoing professional development.

The Master of Science in Nursing with a focus on Nurse Anesthesia prepares the graduates to sit for the national certification examination that upon successful completion allows the individual to use the title of Certified Registered Nurse Anesthetist (CRNA).

Nursing Core

The curriculum consists of a core of 17 credit hours. These courses encompass advanced theory, research, computers in nursing, health policy, and pathophysiological concepts.

Nursing Research

All students enroll in a research core for a total of 7 credits: 8200:613, *Nursing Inquiry I* and 8200:699 *Master's Thesis* or 8200:618 *Nursing Inquiry II*.

RN Sequence

(This sequence is limited to registered nurse graduates of Associate Degree and Diploma nursing programs)

The RN program is designed for registered nurses who hold a diploma or associate degree in nursing or a baccalaureate degree in another field. It is specifically designed for RN's who are interested in obtaining the baccalaureate degree in nursing and/or continuing on to a master's degree in nursing. Students must complete 68-69 hours of prerequisite undergraduate coursework prior to acceptance into the sequence. The RN program consists of 32 credit hours of upper-division baccalaureate coursework. Students wishing to begin work on the Master's degree RN/MSN option may do so while meeting the baccalaureate requirements. Additional admission requirements and a graduate research class (Inquiry I) are part of the RN/MSN option. Continuation in the graduate program is predicated on meeting graduate program requirements and acceptance into the graduate nursing program.

Advanced Practice Options

Options are provided for advanced practice as a clinical nurse specialist, nurse practitioner, or nurse anesthetist, or for advanced roles as an administrator. Requirements for admission include at least one year of practice in the area of interest.

The Master of Science in Nursing curriculum requires from 36 to 60 credits, depending on the Advanced Practice option selected by the student.

Core courses required of all students:

8200:608	Pathophysiological Concepts of Nursing Care †	3
8200:603	Theoretical Basis for Nursing	3
8200:606	Information Management in Advanced Nursing Practice	3
8200:607	Policy Issues in Nursing	2
8200:613	Nursing Inquiry	3
8200:618	Nursing Inquiry II	3
	or	
8200:699	Master's Thesis	1-6

Functional role courses selected by students based upon area of specialty.

• Nurse Anesthesia

The Anesthesia Track (60 credit hours) is accredited by the Council on Accreditation of Nurse Anesthesia Programs.

8200:561	Advanced Physiological Concepts in Health Care I	3
8200:562	Advanced Physiological Concepts in Health Care II	3
8200:637	Nurse Anesthesia Residency I	4
8200:640	Scientific Components of Nurse Anesthesia	3
8200:641	Pharmacology for Nurse Anesthesia I	3
8200:642	Introduction to Nurse Anesthesia	2
8200:643	Principles of Anesthesia I	4
8200:644	Pharmacology for Nurse Anesthesia II	3
8200:645	Principles of Anesthesia II	4
8200:646	Nurse Anesthesia Residency II	4
8200:647	Professional Role Seminar	2
8200:648	Nurse Anesthesia Residency III	4
8200:649	Nurse Anesthesia Residency IV	4

• CRNA-MSN Anesthesia Option

8200:640	Scientific Components of Nurse Anesthesia	3
8200:641	Pharmacology for Nurse Anesthesia I	3
8200:642	Introduction to Nurse Anesthesia	2
8200:643	Principles of Anesthesia I	4
8200:644	Pharmacology for Nurse Anesthesia II	3
8200:645	Principles of Anesthesia II	4
8200:647	Professional Role Seminar	2

• CPNP-MSN Child and Adolescent Health Nurse Practitioner

The Child and Adolescent Health Nurse Practitioner track (45 credits) meets certification requirements through ANCC or PCBPNP/N.

7400:585	Nutrition for Pediatric Nurse Practitioners	2
8200:650	Pediatric/Adolescent Assessment	3
8200:651	Child and Adolescent Health Nursing I	3
8200:652	Child and Adolescent Health Nursing I Practicum	2
8200:653	Child and Adolescent Health Nursing II Practicum	2
8200:654	Child and Adolescent Health Nursing III Practicum	2
8200:655	Child and Adolescent Health Nursing II	3
8200:656	Pharmacology for Child and Adolescent Health Nursing	3
8200:657	Child and Adolescent Health Nursing III	3
8200:658	Child and Adolescent Health NP Internship (elective only)	1-4
8200:659	Practicum: Child and Adolescent Health Nursing	5

• Behavioral Health Nursing

Behavioral Health Nursing Track (49 credit hours and meets eligibility requirements for certification through American Nurses Credentialing Center (ANCC) as psychiatric clinical nurse specialist or psychiatric nurse practitioner).

5600:720	Topical Seminar: Guidance and Counseling (DSM IV)	3
8200:610	Advanced Adult/Gerontological Assessment	3
8200:612	Advanced Clinical Pharmacology	3
8200:660	Behavioral Health Nursing I Practicum	2
8200:661	Behavioral Health Nursing I	3
8200:662	Clinical Psychopharmacology	3
8200:663	Behavioral Health Nursing Internship (elective only)	1-4
8200:664	Behavioral Health Nursing II Practicum	2
8200:665	Behavioral Health Nursing II	3
8200:667	Behavioral Health Nursing III	3
8200:668	Behavioral Health Nursing III Practicum	2
8200:669	Practicum: Behavioral Health Nursing	5

• Adult Gerontological Health Nursing Clinical Nurse Specialist Track (39 credits)

Meets eligibility requirements for certification through American Nurses Credentialing Center (ANCC) or Clinical Nurse Specialist in selected areas.

8200:610	Advanced Adult/Gerontological Assessment	3
8200:612	Advanced Clinical Pharmacology	3
8200:671	Adult/Gerontological Health Nursing CNS I	2
8200:674	Adult/Gerontological Health Nursing CNS I Practicum	2
8200:675	Adult/Gerontological Health Nursing CNS II	2
8200:676	Adult/Gerontological Health Nursing CNS II Practicum	2
8200:677	Adult/Gerontological Health Nursing CNS III	2
8200:678	Adult/Gerontological Health Nursing CNS III Practicum	2
8200:679	Practicum: Adult/Gerontological Health Nursing CNS	4

- Adult Gerontological Health Nurse Practitioner Track (47 credits and meets eligibility requirements for certification through American Nurses Credentialing Center [ANCC] and American Academy of Nurse Practitioners).

8200:610	Advanced Adult/Gerontological Assessment	3
8200:612	Advanced Clinical Pharmacology	3
8200:620	Adult/Gerontological Health Nursing NP I	2
8200:621	Adult/Gerontological Health Nursing NP II	2
8200:622	Adult/Gerontological Health Nursing NP III	2
8200:623	Adult/Gerontological Health Practicum NP	3
8200:627	Adult/Gerontological Health Nursing NP I Practicum	2
8200:628	Adult/Gerontological Health Nursing NP II Practicum	2
8200:629	Adult/Gerontological Health Nursing NP III Practicum	2
8200:690	Clinical Management I	3
8200:692	Clinical Management II	3
8200:694	Clinical Management III	3

Advanced Role Option

- Administration (36 credits)

8200:630	Resource Management in Nursing Settings	3
8200:632	Fiscal Management in Nursing Administration	3
8200:633	Nursing Leadership in Organizations	3
8200:634	Nursing Leadership in Organizations II	3
8200:635	Organizational Behavior in Nursing Settings	3
8200:638	Practicum Nursing Administration I	2
8200:639	Practicum Nursing Administration II	2

†Cognate electives may be substituted for 8200:608 in the Administration option

Graduate Degree Completion Program for the Certified Registered Nurse Anesthetist

The Graduate Degree Completion Program for Certified Registered Nurse Anesthetist (CRNAs) is designed to give practicing CRNAs the opportunity to complete additional course work that integrates their current clinical expertise within the framework of advanced practice nursing at the master's level. This program allows CRNAs to advance their current status to be congruent with the master's level education mandated for all current nurse anesthesia educational programs.

Admission Requirements:

- Evidence of successful completion of an accredited program of nurse anesthesia
- Evidence of successful completion of an accredited BSN program
- Current certification/recertification as a CRNA
- Current employment as a CRNA
- Three professional recommendations
- Satisfactory completion of a graduate-level statistics course

Curriculum

- Professionalism Core:

8200:603	Theoretical Basis	3
8200:607	Policy Issues in Nursing	2

- Inquiry Core:

3470:689	Statistics	3
8200:606	Information Management in Advanced Nursing Practice	3
8200:613	Inquiry I	3
8200:618	Inquiry II	3

- Additional Courses:

8200:612	Advanced Clinical Pharmacology	3
8200:632	Fiscal Management in Nursing	3
8200:630	Resource Management in Nursing	3
8200:635	Organizational Behaviors in Nursing	3
	or	
8200:xxx	Elective	3

Portfolio		7
-----------	--	---

Total		36
-------	--	----

MASTER OF PUBLIC HEALTH

The Northeastern Ohio Universities Master of Public Health (NEOUMPH) program is a multidisciplinary, interdepartmental, and inter-institutional organization that provides opportunities for graduate studies in public health. As a consortium-based program, the Master in Public Health degree is awarded by The University of Akron and utilizes faculty at The University of Akron, Cleveland State University, Kent State University, Northeastern Ohio Universities College of Medicine, and Youngstown State University. This program focuses on enabling public health and health care practitioners to better serve the community.

Students take core courses as a cohort at distance learning sites on participating campuses using interactive videoconferencing. Core courses are scheduled on Saturdays from 9:00 a.m. to 4:00 p.m. (including an hour for lunch). Electives are taken on the campus where they are being offered and may be taken at any time during the program.

Mission Statement

The mission of the Northeastern Ohio Universities Master of Public Health program is to preserve and enhance the health and well-being of the community by providing an educational program that fosters collaboration among the participating academic institutions, students, public health practitioners, and the public health system, and that prepares graduates in the knowledge, skills, and analytic capabilities required to improve the health of diverse populations at the local, state, and national levels via community practice, research, and service.

Goals

- Provide an MPH program that fosters diversity through collaboration among academicians, researchers, public health practitioners, and students from each member institution and the Northeast Ohio community.
- Provide graduates with a foundation of public health skills and knowledge, including community assessment methods, research strategies, program implementation, evaluation, and policy development.
- Provide students with opportunities to apply public health concepts and skills to assess and improve the health status of residents of Ohio.
- Foster ongoing professional development of faculty and students, and the advancement of public health practice in the community through the development and implementation of continuing education programs.
- Conduct at least an annual evaluation of program activity to assure that it continues to meet the needs of both students and the Ohio community, and is based on the most current concepts and skills in public health research and practice.

Admission

Applications are sent to Northeastern Ohio Universities Master of Public Health, Division of Community Health Sciences, Northeastern Ohio Universities College of Medicine, 4209 State Route, P.O. Box 95, Rootstown, Ohio 44272.

Students must meet the following admission requirements:

- Submit completed application by the required date
- Possess a bachelor's degree from an accredited college or university
- Provide official transcripts from each institution of higher education attended
- A minimum undergraduate GPA of 2.75
- Three letters of recommendation from individuals familiar with applicant's academic or professional background, submitted to: NEOUMPH Admissions Committee, Division of Community Health Sciences, NEOUCOM, 4209 State Route, P.O. Box 95, Rootstown, Ohio 44272-0095. Letters should include assessments of the applicant's work quality and estimation of her/his ability to succeed in the program.
- Successful completion of a college-level mathematics or statistic course and a college-level social or natural science course
- Acceptable GRE taken within the last five years (may be waived if applicant has a professional degree [master's or doctoral] in a relevant area)
- International candidates for whom English was not the language of instruction must achieve a minimum score of 550 on the TOEFL
- Two years work experience in a relevant field is highly recommended
- Cover letter (maximum two pages) explaining candidate's educational and professional history, area of interest in public health, interest and motivation for seeking the MPH, and professional or academic career plans upon completion of the program
- \$35 non-refundable application fee

Admitted students are assigned to an "enrollment university" based on preference. Questions may be directed in writing to the above address or applicants may contact the Program Director by telephone (330) 325-6179, fax (330) 325-5907, or e-mail at pubhlth@neoucom.edu. The Program Co-Director on The University of Akron campus may be reached at (330) 972-8299.

Curriculum

The MPH program contains five core areas basic to public health: biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences.

- Core courses:

Prerequisite for all core courses is admission to the MPH Program.

8300:601	Public Health Concepts	3
8300:602	Social and Behavioral Sciences in Public Health	3
8300:603	Epidemiology in Public Health	3
8300:604	Biostatistics in Public Health	3
8300:605	Health Services Administration in Public Health	3
8300:606	Environmental Health Sciences in Public Health	3
	Subtotal	18

- Additional program requirements:

8300:697	Capstone Project	3-6
	Electives	15-18
	Total	39

A "grant" project, capstone project, portfolio, and exit presentation is required of each student.

College of Polymer Science and Polymer Engineering

Frank N. Kelley, Ph.D., *Dean*

Ernst D. von Meerwall, Ph.D., *Associate Dean*

HISTORY

The University of Akron has been a focus for education and research in polymer science since 1910 when Professor Charles M. Knight began offering courses in rubber chemistry. Master's theses treating rubber chemistry on the University library shelves date to 1920. The University began developing major laboratories in 1942 under the leadership of Professor G.S. Whitby, and the UA program played a significant role in the synthetic rubber industry of the U.S. government during World War II. An Institute of Rubber Research under the direction of Professor Maurice Morton was created in 1956, which became an Institute of Polymer Science in 1964. A Ph.D. program in Polymer Chemistry was introduced in 1956. In 1967, a Department of Polymer Science in the College of Arts and Sciences was formed which awarded M.S. and Ph.D. degrees in Polymer Science.

A Center for Polymer Engineering was created in 1983 and a Department of Polymer Engineering in the College of Engineering in January 1984 with Professor James L. White as director and department chair to give thrust to polymer processing and engineering applications.

In 1988 the College of Polymer Science and Polymer Engineering was established to consolidate the administration of the two academic departments, the Institute of Polymer Science and the renamed Institute of Polymer Engineering.

MISSION STATEMENT

The mission of the College of Polymer Science and Polymer Engineering is to serve its students through a high quality educational experience, incorporating both classroom and laboratory learning, as well as a stimulating research environment. Its graduates and former research associates provide a well-trained workforce for employers throughout the world, but especially for the State of Ohio. With the generation of new knowledge from research and the application of that knowledge, the College serves society with benefits to both the economy and the environment.

- The primary purpose of the College is to educate its students in the science and engineering of polymers. Since the College is involved principally in graduate level education (M.S. and Ph.D.), its students are taught the skills of research by the faculty; occasionally assisted by visiting scientists, and post-doctoral associates.
- The involvement of the College faculty, students and associated staff in research provides a further purpose, *i.e.*, to develop new knowledge concerning polymeric materials and processes, and to disseminate that knowledge to the broader community of researchers, technologists, and manufacturers who employ that knowledge to their own aims.
- The College provides a variety of services through its institutes and centers to aid the economic and cultural development of our society. Individual faculty members provide services as consultants to industry, government, and civic institutions, concerning the developments in knowledge and applications of polymers.
- An additional function of the College is to provide training for those individuals who wish to improve their skills and knowledge concerning various types of polymers, their properties, processes and uses. Undergraduate students from other colleges within the University participate in specialized courses taught by the polymer college faculty as they pursue their traditional degree programs. Also, a variety of non-credit offerings are presented as continuing education, intensive short courses, and seminars.

DESCRIPTION

The College of Polymer Science and Polymer Engineering carries out a program of research and education, primarily at the graduate level, and serves as a major intellectual resource for the scientific and technological development of polymers and related materials and processes. The college consists of the Department of Polymer Science, the Department of Polymer Engineering, the Maurice Morton Institute of Polymer Science and the Institute of Polymer Engineering.

The Department of Polymer Science and The Institute of Polymer Science, emphasize polymer synthesis, the physical chemistry, physics and mechanical behavior and technology of polymers, and many of their applications. The Department of Polymer Engineering and the Institute of Polymer Engineering, emphasize polymer processing (including reactive processing), solid state structure/morphology and properties of polymers as related to process history as well as engineering analysis and design. Collaborative research among the faculty in the two departments

is common and provides a unique environment and capability for solving modern-day problems. This provides a fertile environment for students to obtain multidisciplinary training.

ADMISSION REQUIREMENTS

Admissions to the graduate program in the college are competitive. The departmental admission committees carefully consider each applicant. Early application is suggested.

DEPARTMENT OF POLYMER SCIENCE

Students with an undergraduate degree in chemistry, physics, or engineering and a grade point average of 2.75/4.0 or better are admissible. Students holding a degree in biology or natural sciences usually need additional courses on the undergraduate level in physics, physical and analytical chemistry. For such students, a special non-degree admission may be given for one or two semesters, followed by a full admission upon a student's successful completion of the remedial undergraduate courses. All applications must be supported by at least one letter of recommendation from a teacher or supervisor that the candidate is able to handle independent scientific research. GRE scores are recommended with each application.

A student with a M.S. in the sciences from another university can be admitted to the Ph.D. program. Two letters of recommendation are required in such cases to be certain that the student is likely to be successful in doctoral research.

DEPARTMENT OF POLYMER ENGINEERING

Students with an undergraduate degree in Chemical Engineering, Mechanical Engineering or related degrees with a grade point average of 2.75/4.0 or better are admissible. Students holding a degree in the natural sciences usually need additional undergraduate engineering courses, which are required prerequisites for core courses. For such students, depending upon their background, a special non-degree admission may be given followed by full admission upon successful completion of a series of required remedial courses.

A student with a M.S. in Mechanical or Chemical Engineering from another university can be admitted to the Ph.D. program. Two letters of recommendation are required in such cases to be certain that the student is likely to be successful in doctoral research.

DOCTOR OF PHILOSOPHY

Students may pursue the Doctor of Philosophy degree in either Polymer Science or Polymer Engineering.

Doctor of Philosophy in Polymer Science

An interdisciplinary program leading to the Doctor of Philosophy in Polymer Science is administered by the Department of Polymer Science. Graduates from the three main disciplines (chemistry, physics and engineering) are guided into the appropriate courses of study and research in that field under the supervision of a faculty member. Research facilities of the Institute of Polymer Science are available for dissertation research. Students may be admitted directly to the Ph.D. program upon screening of their qualifications and recommendation by the department chair and dean.

In addition to satisfying the general requirements of the Graduate School, a student working toward the Doctor of Philosophy in Polymer Science must meet the following requirements:

- Complete a course of study prescribed by the student's advisory committee based on the committee's judgment of the student's background and on the result of any special examinations it might impose. This course will consist of a minimum of, but usually more than, 36 credits in graduate courses, or their equivalent, plus sufficient Ph.D. research credits to make a total of 84 credits (exclusive of Master of Science thesis credit). Credits for participation in either Polymer Science or Polymer Engineering seminars do not apply toward the degree. At least 18 credits of graduate course work and all dissertation credits must be completed at the University.

There is a university minimum residence time requiring one year, although graduate students starting with a B.S. or B.A. typically spend 4 years in residence.

- Completion of 18 credits among the following core courses (2 credits each) in polymer science:

4 credits of polymer chemistry courses:

9871:601	Polymer Concepts
9871:602	Synthesis and Chemical Behavior of Polymers
9871:704	Condensation Polymerization
9871:705	Free Radical Reactions in Polymer Science
9871:706	Ionic and Monomer Insertion Reactions

4 credits of polymer physical chemistry courses:

9871:674	Polymer Structure and Characterization
9871:675	Polymer Thermodynamics

4 credits of polymer physical property courses:

9871:631	Physical Properties of Polymers I
9871:632	Physical Properties of Polymers II

4 credits of polymer engineering and technology courses:

9871:701	Polymer Technology I
9871:702	Polymer Technology II
9871:703	Polymer Technology III

3 credits of polymer science laboratory:

9871:613	Polymer Science Laboratory
----------	----------------------------

- Completion of 18 credits of elective courses appropriate to each student's area of interest.
- Pass eight cumulative examinations which are given at monthly intervals during the academic year. The candidate is urged to begin these examinations early in the graduate program.
- Complete 9871:6078 Polymer Science Seminar I and II.
- Attendance at and participation in seminar-type discussions scheduled by the department. Credits for participation in either polymer science or polymer engineering seminars do not apply toward the degree.
- Present a public/departmental seminar on the completed research.
- Pass an oral examination upon completion of a research dissertation.
- Demonstrate competency in computer programming.
- Pass the general requirements for the Doctor of Philosophy degree.
- Satisfy the foreign language requirement for the doctoral degree by meeting the requirements of Plan A, B, or C as specified by the student's advisory committee. Appropriate research skills for Plan C are to be specified by the department on the basis of the student's area of specialization and intended research. These skills include proficiency in computer programming language, special mathematical methods, applied statistical analysis, and special literature search techniques.

Doctor of Philosophy in Polymer Engineering

The Department of Polymer Engineering administers a graduate program in which students, with primarily engineering backgrounds, are guided through a course of study and research under the supervision of a faculty member. Students may be admitted directly to the Ph.D. program upon screening of their qualifications and recommendation by the department chair and dean.

Students in Polymer Engineering will earn the degree of Doctor of Philosophy in Polymer Engineering. Requirements in the interdisciplinary field of Polymer Engineering for that degree are as follows:

- Take a Basic Engineering exam after the first Fall semester of study. The exam will cover heat transfer, fluid mechanics and solid mechanics, as determined by the department. If a student fails the examination or a portion of the examination he/she may be asked to take remedial undergraduate courses or graduate level courses at his/her own expense within one year from the date of the exam. NOTE: Any student who successfully completes course 9841:650, Introduction to Polymer Engineering, with a "B" or better grade is deemed to have satisfied the requirement of the Basic Engineering exam and does not have to take the exam. Students who achieve a "B-" or lower in the course would still be required to take the exam.
- Successfully complete a qualifying examination within three semesters after admission into the program. The examination shall cover graduate courses that the student has completed and basic undergraduate topics.
- Develop a plan of study approved by the student's advisor and the Department Chair.
- Complete courses as developed in the plan of study. A minimum of 96 credits of graduate work must be earned. A total of 36 credit hours of lecture courses and 60 credit hours of research must be completed. Twelve credit hours must be dissertation research.
- A student receiving a Master of Science degree from The University of Akron in Polymer Engineering may use all lecture course credits toward the 36 lecture course credit requirement.
- A student entering with a master's degree or graduate credits from another institution may be given 18 credit hours toward the lecture course requirement.
- All doctoral students must complete the Polymer Engineering core requirements for the Master of Science degree.
- Each candidate must pass a candidacy exam and must present his/her research proposal for approval by the advisory committee and taken after 90% of the course work specified in the plan of study has been completed. The candidacy exam may be based on the research proposal.

- Each candidate must pass an oral examination in defense of the dissertation.
- Submit the written Doctoral Dissertation to the Graduate School by the required deadlines.
- Fulfill a second language requirement.
- Polymer engineering core (12 credits):

9841:611	Structural Characterization of Polymers with Electromagnetic Radiation	2
9841:621	Rheology of Polymeric Fluids	3
9841:622	Analysis and Design of Polymer Processing Operations I	3
9841:631	Engineering Properties of Solid Polymers	2
9841:641	Polymeric Materials Engineering Science	2

- Polymer Engineering (600-level) electives

9841:601	Polymer Engineering Seminar	1
9841:623	Analysis and Design of Polymer Processing Operations II	3
9841:642	Engineering Aspects of Polymer Colloids	2
9841:650	Introduction to Polymer Engineering	3
9841:651	Polymer Engineering Laboratory	3
9841:661	Polymerization Reactor Engineering	3
9841:670	Polymer Nanocomposites	3
9841:675	Carbon-Polymer Nanotechnology	3
9841:680	Polymer Coatings	3

The Committee recommends 9841:651 to be compulsory for all full-time M.S. students, but it may be exempted as an elective for part-time students who are currently employed in polymer and related industries.

- Mathematics electives

3450:	Approved Mathematics	3
-------	----------------------	---
- Technical electives:

3400:xxx:	Approved Mathematics	3
4300:681	Advanced Engineering Materials	3
4600:622	Continuum Mechanics	3
9871:613	Polymer Science Laboratory	3
9871:674	Polymer Structure and Characterization	2
9871:675	Polymer Thermodynamics	2
9841:xxx		3

- Polymer Engineering (700-level) electives:

9841:7xx	Electives	10
----------	-----------	----

A minimum of 36 credits of coursework is required for the Ph.D. in Polymer Engineering.

- Research (60 credits):

Students may take a combination of 9841:898 (Preliminary Research) and 9841:899 (Doctoral Dissertation) to meet this requirement, however, a minimum of 12 credits of the total 60 required must be of 9841:899.

- Foreign Language Requirement:

Additionally, a foreign language or research technique (i.e., computer skill/statistics) is required for the Ph.D. degree in Polymer Engineering, using either Plan A, B, or C (see section under "Language Requirements" as described in this publication)

MASTER'S DEGREE

Students may pursue Master of Science degrees in either Polymer Science or Polymer Engineering.

Master of Science in Polymer Science

- A minimum of 24 credits in appropriate courses in biology, chemistry, mathematics, physics, polymer science and engineering as prescribed by the advisory committee.

Completion of 11 of credits in the following required core courses in polymer science: 9871:601 Polymer Concepts; 613 Polymer Science Laboratory; 631 Physical Properties of Polymers I; 674 Polymer Structure and Characterization; 701 Polymer Technology.

Completion of 13 credit hours of elective courses appropriate to each student's area of interest.

- Completion of a research project (9871:699) and the resulting 6 credits.
- Attendance at and participation in seminar-type discussions scheduled by the department. Credits for participation in either polymer science or polymer engineering seminars do not apply toward the degree.
- Demonstrated competence in computer skills.
- At least 12 credits of graduate coursework and all theses credits must be completed at the University.

Master of Science in Polymer Engineering

The major emphases of the graduate program in polymer engineering are in polymer processing, engineering performance and structural and rheological characterization of polymers.

The academic program requires the completion of 30 credits: 12 credits of core courses, 6 credits of 600-level polymer engineering electives, 3 credits of approved math, 3 credits of technical electives, and 6 credits of Master's Thesis.

- Polymer engineering core:

9841:611	Structural Characterization of Polymers with Electromagnetic Radiation	2
9841:621	Rheology of Polymeric Fluids	3
9841:622	Analysis and Design of Polymer Processing Operations I	3
9841:631	Engineering Properties of Solid Polymers	2
9841:641	Polymeric Materials Engineering Science	2
	Total	12

- Polymer engineering elective:

9841:601	Polymer Engineering Seminar	1
9841:623	Analysis and Design of Polymer Processing Operations II	3
9841:642	Engineering Aspects of Polymer Colloids	2
9841:650	Introduction to Polymer Engineering	3
9841:651	Polymer Engineering Laboratory	3
9841:661	Polymerization Reactor Engineering	3
9841:670	Polymer Nanocomposites	3
9841:675	Carbon-Polymer Nanotechnology	3
9841:680	Polymer Coatings	3

The Committee recommends 9841:651 to be compulsory for all full-time M.S. students, but it may be exempted as an elective for part-time students who are currently employed in polymer and related industries.

- Mathematics elective:

3450:	Approved Mathematics	3
-------	----------------------	---

- Technical electives:

3400:xxx:	Approved Mathematics	3
4300:681	Advanced Engineering Materials	3
4600:622	Continuum Mechanics	3
9871:613	Polymer Science Laboratory	3
9871:674	Polymer Structure and Characterization	2
9871:675	Polymer Thermodynamics	2
9841:xxx		3

- Thesis:

9841:699	Master's Thesis	6
----------	-----------------	---

- Requirements:

	Polymer Engineering Core	12
	600-level Polymer Engineering Electives	6
	Approved Mathematics	3
	Technical Electives	3
	Thesis	6
	Total	30

- Students will take a Basic Engineering exam after their first Fall semester of study. The exam will cover heat transfer, fluid mechanics and solid mechanics, as determined by the department. If a student fails the examination or a portion of the examination he/she may be asked to take remedial undergraduate courses or graduate level courses at his/her own expense within one year from the date of the exam. Students for whom the master's degree is a terminal degree may be exempted from taking remedial courses with the approval of his/her advisor and the department chair. NOTE: Any student who successfully completes course 9841:650, Introduction to Polymer Engineering, with a "B" or better grade is deemed to have satisfied the requirement of the Basic Engineering exam and does not have to take the exam. Students who achieve a "B-" or lower in the course would still be required to take the exam.

- Attendance at and participation in department seminars as directed by the advisory committee is required.

Interdisciplinary and Certificate Programs of Study

Overview

To add to the dimensions of the traditional disciplines, the University has established interdisciplinary and interdepartmental programs of study. In addition to a major, the student may elect to pursue one of these programs.

Interdisciplinary Studies programs feature courses which integrate and analyze issues and concepts from more than one field. The goal of this type of study is to place knowledge into greater perspective than would be possible through any one traditional field. This is accomplished by taking courses from a variety of departments as well as courses which may be team taught.

Upon completion of any of these programs, a statement will be placed on the student's permanent record indicating the area of concentration. The certificate indicating the area of concentration will be awarded when the student completes requirements for a degree unless the program specifies that it is free-standing and does not require participation in a degree program.

ACUTE CARE NURSE PRACTITIONER - POST-MASTER'S

The Post-Master's Acute Care Nurse Practitioner certificate program prepares acute care nurse practitioners to provide advanced practice nursing care to acutely and/or critically ill adults. The program requires one calendar year of intense study including advanced clinical practice and theory. The program is built upon a core of advanced assessment, pathophysiology, and pharmacology. Acute Care Nurse Practitioners are prepared to conduct comprehensive physical assessments, appraise health risks and promote health behaviors, order and interpret diagnostic tests, diagnose and manage commonly occurring health problems and diseases. The program consists of 16 credits of graduate level course work and 525 hours of clinical practice.

Admission Criteria

Hold an MSN degree from a professionally accredited nursing program.

Minimum of a 3.0 GPA on a 4.0 scale for the master's degree program.

Recent acute/critical care experience (within the past three years).

A 300 word essay describing professional goals.

Completion of the following prerequisite courses: graduate level pharmacology, pathophysiology, and advanced assessment.

Completion of an interview with the selection committee.

Advanced Cardiac Life Support (ACLS) Certification.

Program of Study

8200:691	Acute Care Nurse Practitioner I	4
8200:692	Clinical Management II	3
8200:693	Acute Care Nurse Practitioner II	4
8200:695	Acute Care Nurse Practitioner III	4
8200:696	Clinical Reasoning	1
	Total	16

ADDICTION COUNSELING

Robert C. Schwartz, Ph.D., *Coordinator*

(Admissions temporarily suspended.)

The Addiction Counseling certificate program prepares master's-level practitioners to assess, diagnose, and treat persons with addictive disorders using various counseling strategies. Trainees will complete coursework related to theory, assessment, treatment planning, and treatment of addicted clientele. Trainees will then gain supervised clinical experience specifically related to counseling clients with addictive disorders. Licenses mental health practitioners may list addiction counseling under their identified scope of practice after completion of this certificate program.

Admission

Persons are eligible for admission to the Graduate Certificate Program in Addiction Counseling if they are currently enrolled in a master's degree program in counseling or a closely related field or currently hold a master's degree in counseling or a closely related field. To participate in the program the student should:

- Be formally admitted to The University of Akron as a degree seeking or a special non-degree graduate student.

- Make written application to the program to the Counselor Education Admissions Committee in the Department of Counseling and Special Education.
- Receive written notification for admission from the Counselor Education Admissions Committee.
- Consult with the Counselor Education Internship Coordinator to plan for an internship in an appropriate addictions counseling setting.

Requirements

5600:732	Addiction Counseling I: Theory and Assessment	3
5600:734	Addiction Counseling II: Treatment Planning and Intervention Strategies	3
5600:685	Internship in Counseling	6
	Total credit hours	12

ADULT/GERONTOLOGICAL NURSE PRACTITIONER - POST-MSN

The Post-MSN certificate program is designed to prepare Adult/Gerontological Clinical Nurse Specialists to complete additional course work required to sit for Nurse Practitioner certification. The Post-MSN Adult/Gerontological Nurse Practitioner Certification Program prepares graduates to assume advanced practice positions as providers of primary health care to adults and older adults.

Admission Criteria

Ohio RN licensure.

Hold an MSN degree from a professionally accredited nursing program (clinical master's preferred).

Have a minimum GPA of 3.0 on a 4.0 scale for MSN program.

Minimum of 2-3 years recent clinical experience in adult or gerontological health care.

Complete an application to The University of Akron Graduate School.

Submit a 300 word essay describing professional goals.

Submit a resume outlining prior education and work related experiences.

Complete the following prerequisite courses: graduate level pathophysiology, advanced assessment, advanced clinical pharmacology.

Completion of an interview with the Adult/Gerontological Health Nursing faculty.

Program of Study

8200:627	Adult/Gerontological Health Nursing NP I Practicum	2
8200:628	Adult/Gerontological Health Nursing NP II Practicum	2
8200:629	Adult/Gerontological Health Nursing NP III Practicum	2
8200:623	Adult/Gerontological Health Practicum NP	3
8200:690	Clinical Management I	3
8200:692	Clinical Management II	3
8200:694	Clinical Management III	3
	Total	18

ADVANCED CERTIFICATE IN FAMILY CONFLICT AT THE CENTER FOR CONFLICT MANAGEMENT

The University of Akron has a long history of the interdisciplinary study of conflict, because understanding the nature of conflict is the first step toward reducing conflict and violence at home, in our communities, workplaces, and schools. This graduate certificate, jointly administered by the departments of Political Science and Sociology, will build on that tradition to enhance the capacity of students to effectively work toward reducing the harms associated with family conflict and violence.

Required Core Courses:

Conflict Analysis Core Courses		
3700:622	Seminar in Alternatives to Violence at Home and Abroad	3
3850:555	Family Violence	3

Skill Development Core Courses

7400:585-008	Seminar: General Mediation Training	3
7400:585-007	Seminar: Divorce Mediation Training	3

Elective Courses: (choose two)*:

3850:523	Sociology of Women	3
3850:528	Victim in Society	3
3700:690	Special Topics (conflict related)	1-3
9200:638**	Family Law	3
9200:684**	Alternative Dispute Resolution	3

**Law School classes are offered on a space available basis and require the permission of instructor

Total credit hours 16

*To complete the certificate, students must submit a seminar paper from one of their courses selected from the electives list to the Director of the Center for approval as a scholarly investigation of the issues surrounding family conflict.

ADVANCED CERTIFICATE IN GLOBAL CONFLICT AT THE CENTER FOR CONFLICT MANAGEMENT

The University of Akron has a long history of the interdisciplinary study of conflict, because understanding the nature of conflict is the first step toward reducing conflict and violence at home, in our communities, workplaces, and schools. This graduate certificate, jointly administered by the departments of Political Science and Sociology, will build on that tradition to enhance the capacity of students to effectively work toward reducing the harms associated with global conflict and violence.

Required Core Courses:

Conflict Analysis Core Courses		
3700:622	Seminar in Alternatives to Violence at Home and Abroad	3
3850:555	Family Violence	3
Skill Development Core Courses		
7400:585-008	Seminar: General Mediation Training	3
7400:585-007	Seminar: Divorce Mediation Training	3

Elective Courses: (choose three)*:

3850:521	Race and Ethnic Relations	3
3700:512	Global Environmental Politics	3
3700:610	Seminar in International Politics	3
3700:690	Special Topics (global conflict related)	1-3
Total credit hours		19

*To complete the certificate, students must submit a seminar paper from one of their courses selected from the electives list to the Director of the Center for approval as a scholarly investigation of the issues surrounding global conflict.

ADVANCED ROLE SPECIALIZATIONS IN NURSING MANAGEMENT AND BUSINESS

This certificate program is open to all current master's and doctoral students in the College of Nursing, post-baccalaureate students, post-MSN students, and post-doctoral nurses who are currently in advanced practice.

Admission:

Formal admission to the University of Akron is required as either a post-baccalaureate student, graduate student, or non-degree graduate student. The awarding of this certificate is not contingent upon a degree completion program.

Requirements:

Students should successfully complete all four courses listed below.

8200:630	Resource Management in Nursing Settings	3
8200:632	Fiscal Management in Nursing Administration	3
8200:634	Nursing Leadership in Organizations II	3
8200:635	Organizational Behavior in Nursing Settings	3
Total credit hours		12

APPLIED POLITICS

John C. Green, Ph.D., *Director*

The Ray C. Bliss Institute and the Department of Political Science have combined to offer a Certificate Program in Applied Politics for graduate students. The Certificate Program in Applied Politics offers course work in the history, organization and management of campaigns intended to influence the outcome of political decisions. Working from a set of core courses, students are allowed to concentrate in the area of applied politics of greatest interest—campaigns, communications, lobbying, political parties, etc. Believing that democracy is best served by having active and informed citizens, the certificate is designed for all students, no matter what their degree program as long as they have a deep interest in practical politics.

Requirements

Persons are eligible for admission to the Certificate Program in Applied Politics if they have been admitted to study as full-time students, special, or non-degree in any department of the University. Students who are pursuing a graduate degree in other departments at the University may be admitted to the Master's level certificate program upon the recommendation of the chair/director of the department/school in which they are enrolled. Students shall seek admission to this program by filing an application with the Bliss Institute. The student shall schedule courses with the assistance of an advisor at the earliest possible time.

Core Courses (required—12 credits):

3700:570	Campaign Management I	3
3700:571	Campaign Management II	3
3700:672	Seminar: Political Influence and Organizations	3
3700:695	Internship in Government and Politics	3

Electives:

Six credits selected from the following (at least 3 credits must be from 3700:502, 540, 572, 573, 574, 575, 576, or 630):

3700:502	Politics and the Media	3
3700:540	Survey Research Methods	3
3700:572	Campaign Finance	3
3700:573	Voter Contact and Elections	3
3700:574	Political Opinion, Behavior and Electoral Policies	3
3700:575	American Interest Groups	3
3700:576	American Political Parties	3
3700:630	Seminar in National Politics	3
3980:614	Ethics and Public Service	3
7600:691	Adv. Communication Studies: Communication in Political Campaigns	3

Additional 3 credits from above or from approved courses from Political Science, Communication or other departments. Students must maintain at least a 3.0 average in their course work for the certificate.

Certificate

Political science majors will, upon completion of the program, be awarded an M.A. degree in Political Science with a Certificate in Applied Politics. Majors in other disciplines will have the Certificate noted on their permanent record.

BEHAVIORAL HEALTH NURSE PRACTITIONER - POST-MSN

Requirements

The Post-MSN Behavioral Health Nurse Practitioner certificate program is designed for those nurses who hold the Master's degree in Psychiatric Mental Health Nursing and are seeking preparation for the role of the psychiatric nurse practitioner. Upon completion of the 16 credit program, the students are eligible to sit for the psychiatric nurse practitioner certification examination.

Admission

Admission criteria include the following:

1. Holds an earned master's degree with a specialty of psychiatric nursing.
2. A GPA of 3.0 or better from the master's degree program.
3. Completes an interview with the program coordinator.

Program

The program consists of five courses for a total of 16 credit hours. Students must complete a minimum of 500 clinical hours for eligibility to sit for certification.

Required Courses

8200:608	Pathophysiological Concepts	3
8200:610	Advanced Adult/Gerontological Assessment	3
8200:612	Advanced Clinical Pharmacology	3
8200:662	Clinical Psychopharmacology	3
8200:663	Behavioral Health Nursing Internship (required)	1-4
Total		16

CASE MANAGEMENT FOR CHILDREN AND FAMILIES

Helen K. Cleminshaw, Ph.D., *Coordinator*

Program

This certificate program is a special course of study which can be added to any graduate degree program. It may also be completed by a non-degree graduate student with special permission from the director of the Center for Family Studies. This certificate represents a concentration in theoretical and practical knowledge in collaborative cross-systems case management for children and families in the context of community-based services. This course of study promotes collaboration among disciplines and services.

Admission

To participate in the program the student should:

Be formally admitted to The University of Akron as a postbaccalaureate, graduate or non-degree graduate student.

Make written application to the program and receive written notification of admission from The Center for Family Studies.

Requirements

Core:

Students should successfully complete all three of the core courses listed below. However, the first two courses plus three hours of electives must be completed prior to the student's enrollment in the practicum course.

7400:561	Case Management for Children and Families I	3
7400:562	Case Management for Children and Families II	3
7400:563	Practicum in Cross-Systems Case Management for Children and Families	3

Electives:

Students must successfully complete six credits of coursework selected from the various departmental courses listed below.

• Family and Consumer Sciences

7400:501	American Families in Poverty	3
7400:504	Middle Childhood and Adolescence	3
7400:540	Family Crisis	3
7400:546	Culture, Ethnicity and the Family	3
7400:602	Family in Life-Span Perspective	3
7400:610	Child Development Theories	3
7400:651	Family and Consumer Law	3
7400:665	Development in Infancy and Early Childhood	3

• Home-Based Intervention

1820:503	Home-Based Intervention Theory	3
1820:504	Home-Based Intervention Techniques and Practice	3

CHILD AND ADOLESCENT HEALTH NURSE PRACTITIONER – POST-MSN**Requirements**

The Post-MSN Child and Adolescent Health Nurse Practitioner certificate program is designed for those nurses who hold the Master of Science in Nursing degree and are seeking preparation for the role of the pediatric nurse practitioner. Upon completion of the 17 credit hour program, the students are eligible to sit for the pediatric nurse practitioner certification examination.

Admission

Admission criteria include the following:

Hold an MSN degree from a professionally accredited nursing program.

Minimum of a 3.0 GPA on a 4.0 scale for the master's degree program.

A minimum of one year of clinical experience in a pediatric setting.

Complete an interview with the program coordinator.

Completion of the following prerequisite courses: Pathophysiological Concepts, Advanced Pediatric/Adolescent Assessment, Nutrition.

Program

The program consists of four courses for a total of 17 credits. Students are required to complete a minimum of 500 clinical practice hours in conjunction with the Child and Adolescent Health Nursing courses.

Required Courses

8200:651	Child and Adolescent Health Nursing I	3
8200:652	Child and Adolescent Health Nursing I Practicum	2
8200:655	Child and Adolescent Health Nursing II	3
8200:653	Child and Adolescent Health Nursing II Practicum	2
8200:656	Pharmacology for Child and Adolescent Health Nursing	3
8200:658	Child and Adolescent NP Internship (required 4 credits)	1-4
Total		17

COMPOSITION

Lance Svehla, Ph.D., *Coordinator*

Requirements

To be eligible for the certificate in composition, a person must be admitted to the University as a graduate student (with either full or provisional status). An eligible person interested in the program should contact the program director. Five courses in composition and linguistics are required. Other appropriate English courses in composition or linguistics may be substituted as optional courses with the permission of the director.

Required Courses:

3300:676	Theory and Teaching of Basic Composition	3
3300:673	Theories of Composition	3
3300:674	Research Methodologies in Composition	3

Optional Courses:

3300:570	History of English Language	3
3300:571	U.S. Dialects: Black and White	3
3300:589	Seminar in English: Grammatical Structures of Modern English	3
3300:575	Theory of Rhetoric	3
3300:589	Seminar in English: Sociolinguistics	3
3300:670	Modern Linguistics	3
3300:689	Seminar in English: Stylistics	3
3300:689	Seminar in English: Contextual Linguistics	3

DIVORCE MEDIATION

Helen Cleminshaw, Ph.D., *Coordinator*

Requirements

This graduate certificate program in divorce mediation requires a minimum of 15 graduate credits dependent upon previous educational background. The program has been designed to serve the practicing or prospective divorce mediator.

All applicants to the program should have previously earned a law degree or a master's degree (at minimum in the behavioral sciences, such as psychology, social work, counseling, and marriage and family therapy, or child and family development). Applicants planning to pursue the certificate must apply to the Center for Family Studies and the Graduate School for admission as non-degree students. Persons currently working toward a doctorate or Juris Doctor at the University may participate in the certificate program as a cognate or minor. In this case, students must receive permission from their academic department as well as admission from the Center for Family Studies. Since the educational preparation prior to entry to this program will be quite diverse, the selection of courses within the certificate will vary among the participants. However, all students are expected to complete the core courses in addition to 10 credit hours selected from among several disciplines related to divorce mediation.

Core:

1800:601	Divorce Mediation	3
1800:602	Divorce Mediation Practicum	2

Select at least one from each area:

– Law

9200:638	Family Law	3
7400:651	Family Consumer Law	3

– Accounting

6200:601	Financial Accounting	3
9200:621	Accounting for Lawyers	3

– Family

5600:655	Marriage and Family Therapy: Theory and Techniques	3
5600:667	Marital Therapy	3
7400:607	Family Dynamics	3

Electives:

Students who have already completed coursework in Law, Accounting or Family may select from courses listed below:

5600:647	Career Counseling	3
5600:669	Systems Theory in Family Therapy	3
7400:540	Family Crisis	3
7400:590	Family and Divorce	2
7400:602	Family in Life-Span Perspective	3
9200:684	Alternate Dispute Resolution	3

E-BUSINESS

B. S. Vijayaraman, Ph.D., *Director*

A new model for business (e-Business) is taking shape that is built on the world's largest communications network, the Internet. The Internet has opened up new possibilities for organizing and running a business and is changing the way businesses transact goods and services. The Internet creates a global platform for buying and selling goods and is used for redesigning business processes within organizations. As businesses invest in the commercialization of the Internet/WWW, there is an enormous need from a variety of fronts to understand the implications for strategic initiatives, marketing and advertising, financial markets, information systems strategy, human resource management, supply chain management and legal issues. A certificate program in e-Business is designed for students to learn how organizations can use Internet technology to create new business opportunities and how they can transform an existing business into an e-Business.

Persons are eligible for admission to the graduate certificate program in e-Business if they have been admitted to Graduate School at The University of Akron. Students admitted to the E-Business Certificate Program may enroll only in those courses required for the completion of the certificate.

Required Courses:

6500:620	E-Business Foundations	3
6500:622	E-Business Technologies	3
6400:685	E-Business: Legal Issues	3
6200:658	E-Business Risks, Controls, and Assurance Services	3
6600:635	E-Business: Electronic Marketing Strategies and Tactics	3

E-LEARNING

Sajit Zachariah, Ed.D., *Coordinator*

Program

This certificate program in e-Learning requires a minimum of 16 credit hours. The certificate in e-Learning Technologies has been designed to assist students in becoming competent, employable professionals capable of making a significant contribution in the field of education and training. The graduate curriculum provides its students with exposure to a wide range of distance learning technologies, while still ensuring the basic competencies required of all practitioners. In this way, the program directly addresses the rapidly accelerating changes in distance learning technologies.

Admission

All applicants to the program should have previously earned a Bachelor's degree. Applicants wishing to pursue a Master's degree in Educational Foundations emphasizing Instructional Technology must apply to the Graduate School for admission into the program. Applicants wishing to pursue only the certificate program must apply to the graduate school for admission as a non-degree student.

Requirements (16 credits):

5100:629	e-Learning Fundamentals	1
5100:630	Topical Seminar: Advanced Multimedia	3
5100:631	Instructional Design	3
5100:632	Web-based Learning Systems	3
5100:639	Strategies for Online Instruction	3
5100:696	Technology Project	3
	Total	16

ENVIRONMENTAL ENGINEERING

This certificate program provides practicing professionals an opportunity to expand their knowledge base in environmental engineering. It is designed for people who cannot make the full time commitment to the graduate degree program but would like to receive recognition of their continued effort in the area of study or would like to cumulate credit hours toward their ultimate graduate degree goal.

Admission Criteria

This certificate is designed primarily for students with a B.S. degree in Civil Engineering or a closely related field.

Program of Study

Civil Engineering students may earn a Geotechnical Engineering Certificate by completing a total of 15 credit hours.

Civil Engineering students may earn an Environmental Engineering Certificate by completing five of the following courses:

4300:523	Chemistry for Environmental Engineers	3
4300:526	Environmental Engineering Design	3
4300:527	Water Quality Modeling and Management	3
4300:623	Physical/Chemical Treatment Processes	3
4300:624	Biological Wastewater Treatment Processes	3
4300:631	Soil Remediation	3

ENVIRONMENTAL STUDIES

Ira D. Sasowsky, Ph.D., *Director*

Program

This graduate certificate program is designed for environmental professionals who wish to broaden their background or update their skills. In order to satisfy the course prerequisites, it is recommended that students have an undergraduate degree in one of the natural sciences, engineering, or a strong background in mathematics and science.

Admission

To participate in the program the student should:

- Be formally admitted to The University of Akron as a graduate or non-degree graduate student.
- Make a written application to the program and receive written notification of admission from the Center for Environmental Studies.

Requirements

A plan of study will be developed in consultation with the director of the Center for Environmental Studies. Students must complete the core requirement and a minimum of 14 credits from the list of electives or other courses approved by the director. Electives must be selected from a minimum of three different departments.

Core (required):

3010:501	Seminar in Environmental Studies (may be repeated as an elective)	2
----------	--	---

Electives (minimum of 14 credits):

3010:501	Seminar in Environmental Studies	2
3010:590	Workshop in Environmental Studies	1-4
3100:521	Tropical Field Biology	4
3100:525	Freshwater Ecology Field and Laboratory Studies	3
3100:526	Wetland Ecology	4
3010:660	Environmental Physiology	3
3100:526	Wetland Ecology	4
3100:660	Environmental Physiology	3
3350:505	Geographic Information Systems	3
3350:507	Advanced Geographic Information Systems	3
3350:547	Remote Sensing	3
3350:549	Advanced Remote Sensing	3
3350:595	Soil and Water Field Studies	3
3370:570	Geochemistry	3
3370:574	Groundwater Hydrology	3
3370:661	Geologic Record of Past Global Change	3
3370:674	Advanced Groundwater Hydrology	3
3370:678	Urban Geology	3
3400:571	American Environmental History	3
3470:561	Applied Statistics I	4
3700:512	Global Environmental Politics	3
3850:686	Population	3
4200:563	Pollution Control	3
4200:750	Advanced Pollution Control	3
4300:523	Chemistry for Environmental Engineers	3
4300:526	Environmental Engineering Design	3
4300:527	Water Quality Modeling and Management	3
4300:528	Hazardous and Solid Wastes	3
4300:620	Sanitary Engineering Problems	2
4300:621	Environmental Engineering Principles	4
4300:631	Soil Remediation	3
4300:731	Bioremediation	3
9200:661	Environmental Law	3

GEOGRAPHIC INFORMATION SCIENCES

Program

The geographic information sciences (GISci) encompass a variety of powerful new tools that greatly improve our ability to collect, store, manage, analyze, and utilize information regarding the features of the Earth's surface and to combine these with other types of economic, social, and environmental information. Included among these are geographic information systems (GIS), cartography, and satellite-based remote sensing. Professionals with proficiency in these concepts and methods are increasingly in demand in both the public and private sectors.

For further program information contact Graduate Advisor, Department of Geography and Planning, (330) 972-7620.

Requirements

This program of professional and scientific education is intended to enhance abilities in data handling, analysis, and graphic communication of simple and complex geographic data and information. The program is not limited to geography majors. It is designed to introduce GISci concepts and methods to students from a wide spectrum of disciplines. These courses provide for specialized study in the rapidly changing and significant area of GISci and cartography.

Eighteen (18) credits are required to complete this course. These include the four core courses:

3350:505	Geographic Information Systems	3
3350:507	Advanced Geographic Information Systems	3
3350:540	Principles of Cartography	3
3350:547	Remote Sensing	3

The remaining 6 credits shall come from the list of electives:

3350:542	Thematic Cartography	3
3350:544	Applications in Cartography and Geographic Information Systems	3
3350:548	Advanced Cartography	3
3350:549	Advanced Remote Sensing	3

GEOTECHNICAL ENGINEERING

This certificate program provides practicing professionals an opportunity to expand their knowledge base in geotechnical engineering. It is designed for people who cannot make the full time commitment to the graduate degree program but would like to receive recognition of their continued effort in the area of study or would like to cumulate credit hours toward their ultimate graduate degree goal.

Admission Criteria

This certificate is designed primarily for students with a B.S. degree in Civil Engineering or a closely related field.

Program of Study

Civil Engineering students may earn a Geotechnical Engineering Certificate by completing a total of 15 credit hours.

At least three (3) of the following courses must be taken:

4300:612	Advanced Soil Mechanics	3
4300:614	Foundation Engineering I	3
4300:615	Foundation Engineering II	3
4300:617	Numerical Methods in Geotechnical Engineering	3
4300:717	Soil Dynamics	3

Four of the following workshop courses may be taken and substituted for two (2) of the courses above:

Load and Resistance Factor Design of Foundations and Geotechnical Features	1.5
Ground Improvement Methods	1.5
Mechanically Stabilized Earth Walls and Reinforced Soil Slopes	1.5
Deep Foundations	1.5

Students interested in these workshop courses should contact the Department of Civil Engineering

GERONTOLOGY

Harvey Sterns, Ph.D., *Director*

Requirements

This certificate program is a special course of study in gerontology that compliments graduate degree programs in various departments and colleges throughout the University. The graduate certificate is to be received with either a master's or doctoral degree. Individuals who already hold a graduate degree may also pursue the certificate. The program represents a concentration involving current knowledge and research in gerontology. It adds another dimension to the knowledge and skills a student is able to offer in the many professions that are becoming specialized in research and service to adults and older adults. This course of study coordinates multidisciplinary training of personnel in adult development and aging and helps to meet the critical shortage of trained individuals in the field of gerontology.

The undergraduate and graduate curriculum committees of the Institute for Life-Span Development and Gerontology will oversee this certificate program and certify, through the director of the Institute, that all requirements of the certificate have been completed.

B.S./M.D. students may complete Practicum/Internship and electives from courses available from the Institute or the Office of Geriatric Medicine and Gerontology, NEOUCOM.

Admission

To participate in the program at the graduate level, a student must:

- Obtain admittance to the Graduate School.
- Submit an application to the program countersigned by the student's major academic advisor.
- Participate in an interview with the Director or designated faculty member of the Institute for Life-Span Development and Gerontology.
- Consult with the director or a designated faculty member to formulate a program of study.
- Receive written notification for admission from the director of the Institute for Life-Span Development and Gerontology.

Program

Minimum: 18 credits

Core:

—;—	Research Methods Course	3*
3006:680	Interdisciplinary Seminar in Life-Span Development and Gerontology	3
3006:695	Practicum in Life Span-Development and Gerontology	3

Electives:**

3006:686	Retirement Specialist	2
3006:690	Workshop – Women: Middle and Later Years	2
3006:690	Workshop – Aging: Process and Intervention	2
3700:580	Policy Problems: Aging (Offered every other year)	3
3750:620	Psychology Core II: Developmental, Perceptual, Cognitive	3
3750:727	Psychology of Adulthood and Aging	4
3850:681	Cross Cultural Perspectives in Aging	3
3850:678	Social Gerontology	3
5400:541	Educational Gerontology Seminar	3
5400:661	Current Issues in Higher Education: Life-Span and Community Education	3
6500:683	Health Services Systems Management (with permission)	3
7400:603	Family Relationships in Middle and Later Years	3
7700:624	Neurogenic Speech and Language Disorders	3
7750:550	Social Needs and Services for Later Adulthood and Aging	3

*From student's home department.

**Select a minimum of two courses. A student is required to take one of the electives outside the major or degree department. One credit workshop may be included as an elective, with permission.

HIGHER EDUCATION

Requirements*

This certificate program in higher education requires a minimum of 18 credits. The program of studies has been designed to serve the practicing or prospective college or university administrator or instructor.

Admission

All applicants to the program should have previously earned a bachelor's degree. Special admission for concurrent studies toward a master's degree and the higher education certificate may be allowed for persons currently employed in higher education. Students interested in admission should first meet with the program coordinator. Persons wishing to pursue a master's degree in Educational Administration-Higher Education Option must, however, also apply to the Graduate School for admission to the program. Applicants wishing to pursue only the certificate program must apply to the Graduate School for admission as a special non-degree student.

Program

Courses and internships in higher education are directed toward the study of administrative and academic operations of colleges and universities. Specific program options include: administration, student services, curriculum, and instruction option, a higher education teaching internship developed in conjunction with the student's major academic advisor and the center staff may be anticipated. Internships may be completed at the University or at one of several cooperating institutions.

Required:

5100:703	Seminar: History and Philosophy of Higher Education	3
5190:500	Introduction to the Study of Higher Education	3
5190:600	Advanced Administrative Colloquium in Higher Education	3
5190:601	Internship in Higher Education	2
5190:602	Internship in Higher Education Seminar	1
	Total	10

Options:

A student may select all three courses listed as "A" and omit "B" or may select an area of concentration and take one course from "A" under I, II, or III and the supporting course from "B" from the same heading:

Organization and Administration in Higher Education (I)

5190:515	Administration in Higher Education (A)	3
5190:525	Topical Seminar: Higher Education	3
5190:626	Organization and Policy Development in Higher Education (B)	3

Student Services in Higher Education (II)

5190:525	Topical Seminar in Higher Education	3
5190:526	Student Services in Higher Education (A)	3
5190:527	The American College Student (B)	3

Program Planning, Curriculum and Instruction in Higher Education (III)

5190:530	Higher Education Curriculum and Program Planning (A)	3
5190:635	Instructional Strategies and Techniques for the College Instructor (B)	3

Total hours required: 18.

*The awarding of this certificate is not contingent upon completion of a degree program.

Undergraduate certificate programs require a 2.00 grade point average; graduate certificate programs require a 3.00 grade point average

HOME-BASED INTERVENTION THERAPY

Helen Cleminshaw, Ph.D., *Coordinator*

Program

This certificate program is a special course of study along with undergraduate and graduate degree programs in various departments and colleges throughout the University. Undergraduate students will earn the certificate upon graduation in their degree program. Individuals who already hold undergraduate or graduate degrees may also pursue the certificate. Students with an undergraduate degree who do not seek a graduate degree may pursue the certificate in the postbaccalaureate program. Students who already hold a graduate degree may be admitted to the program as non-degree graduate students. Students pursuing graduate degrees will receive their graduate certificate upon completion of the requirements for their graduate degree. The program represents a concentration in current theoretical knowledge and practice in home-based intervention. It adds another dimension to the knowledge and skills a student is able to offer in the many professions that relate to services to at-risk children and their families. This course of study coordinates multidisciplinary training of personnel in home-based intervention and helps to meet the need for trained professionals in home-based intervention.

The undergraduate and graduate curriculum committees of the Center for Family Studies will oversee the certificate program and certify through the Director of the Certificate Programs in Home-Based Intervention that all requirements for the certificate have been completed.

Admission

To participate in the program at the graduate level, the student should:

- Be formally admitted to The University of Akron Graduate School.
- Make written application to the program countersigned by student's major academic advisor (if applicable).
- Have an interview with the Director of the Certificate Programs in Home-Based Intervention.
- Receive written notification for admission from the Director of the Certificate Programs in Home-Based Intervention.
- Consult with the Director of the Certificate Programs in Home-Based Intervention to formulate a program of study.

All students enrolled in the home-based certificate programs will enroll in the core course in Home-Based Intervention. Students enrolled in the undergraduate and postbaccalaureate program will enroll in the courses at the undergraduate level. Students admitted to the Graduate School as degree seeking or non-degree students will enroll in graduate courses. Graduate students enrolled in the core courses at the 500 level will have an additional graduate level project.

Students will complete a minimum of 18 hours of graduate credits in core and elective coursework. In order to earn the interdisciplinary certificate in Home-Based Intervention, the student must complete the following requirements within six years after beginning the program.

Requirements

Core Courses:

1820:503	Home-Based Intervention Theory	3
1820:504	Home-Based Intervention Techniques and Practice	3
1820:505	Home-Based Intervention Internship	3-5

Eligibility Courses:

Students must have completed at least 9 credits of coursework in theoretical frameworks from their discipline or related areas follows:

Theoretical Frameworks:

• Systems Theory

3850:620	General Systems Theory	3
5600:643	Theories and Philosophy of Counseling	3
5600:655	Marriage and Family Therapy: Theory and Techniques	3

• Developmental Theory

3850:512	Socialization: Child to Adult	3
7400:602	Family in Life-Span Perspective	3
7400:605	Developmental Parent-Child Interactions (online)	3
7400:610	Child Development Theories	3

• Therapeutic Theory

5600:651	Techniques in Counseling	3
5600:667	Marital Therapy	3
5600:669	Systems Theory in Family Therapy	3

Elective Courses (9 credits):

Select one course from three different disciplines. (Must be outside student's major degree area.)

Specific Skill Areas:

• Psychology

3750:530	Psychological Disorders of Children	4
3750:704	Theories of Personality	3

• Sociology

3850:550	Sociology of Mental Illness	3
3850:688	Human Ecology	3
3850:753	Family and Health (Special Topics)	1-3

• Counseling

5600:550	Counseling Problems Related to Life-Threatening Illness and Death	3
5600:620	Issues in Sexuality for Counselors	3

• Special Education

5610:540	Developmental Characteristics of Exceptional Individuals	3
5610:560	Family Dynamics and Communication in the Educational Process	3
5610:604	Collaboration and Consultation Skills for Special Educators	3

• Multicultural Education (Curricular and Instructional Studies)

5500:571	Characteristics of Culturally Diverse Populations	3
----------	---	---

• Family and Consumer Sciences

7400:501	American Families in Poverty	3
7400:504	Middle Childhood and Adolescence	3
7400:506	Family Financial Management	3
7400:540	Family Crisis	3
7400:542	Human Sexuality	3
7400:546	Culture, Ethnicity, and the Family	3
7400:590	Workshop in Family and Consumer Sciences: Family and Divorce	2
7400:596	Parent Education	3

• Social Work

7750:510	Minority Issues in Social Work Practice	3
----------	---	---

7750:551	Social Work and Child Welfare	3
7750:552	Social Work and Mental Health	3
7750:554	Social Work in Juvenile Justice	3

HUMAN RESOURCE MANAGEMENT

Program

The Human Resource Management Certificate is a course of study that educates an individual who seeks a career in Human Resources or who is working in Human Resources without having had formal training.

Admission

To participate in the program, the student must be formally admitted to The University of Akron as a graduate or non-degree student and must complete 15 credits. Students should visit the Director of Graduate Studies in Business Administration to request that notification of the certificate be included on the student's transcript as soon as the course of study is completed. Students admitted to the Human Resource Management Certificate Program may enroll only in those courses required for completion of the certificate.

Requirements (complete all 15 credits)

6500:600	Management and Organizational Behavior*	3
6500:650	Human Resource Systems for Managers	3
6500:655	Compensation and Performance Management	3
6500:658	Strategic and Global Human Resource Management	3
6500:660	Staffing and Employment Regulation	3

*Students who waive 6500:600 will be required to substitute either 6500:651 Organization Transformation or 6500:654 Management of Employee and Labor Relations per approval of Department of Management Chair.

LITERATURE

To be eligible for the graduate certificate in literature, a person must be admitted to the University as a graduate student (with either full or provisional status). An eligible person interested in the program should contact the Graduate Coordinator in the Department of English. Of the five required courses (15 credits), two must be core courses, Chaucer and Shakespearean Drama; three must be at the 600-level; and one must be American literature.

Core Courses:

3300:506	Chaucer*	3
3300:615	Shakespearean Drama	3

*Unless the student has passed a comparable course at the undergraduate level with a grade of B or better.

MANAGEMENT OF TECHNOLOGY AND INNOVATION

R. Ray Gehani, D.Eng., Ph.D., *Director*

In an increasingly global economy integrated with technology, the innovative enterprises with effective and efficient management of technology and innovation will gain competitive advantage over their rivals. To respond to these needs of our potential employers, this certificate program in Management of Technology and Innovation was developed by the College of Business Administration with the cooperation of the College of Polymer Science and Polymer Engineering and the guidance of the members of the Advancement Councils of the two colleges. This graduate certificate program offers courses in Management of Technology and other innovation-related business disciplines, including marketing, finance, accounting, entrepreneurship, and more. This certificate program will prepare the learners to innovatively manage a technology-driven enterprise.

To participate in the program the student should:

- Be formally admitted to The University of Akron as a graduate or non-degree graduate student.

Students admitted to the Management of Technology and Innovation Certificate Program may enroll only in those courses required for completion of the certificate.

Required Courses:

6500:665	Management of Technology	3
	or	
6500:669	Polymer Management Decisions	3
6600:600	Marketing Concepts	3
6200:601	Financial Accounting	3

Recommended Electives:

From these courses, select any six credits for which you have the proper prerequisites.

6200:610	Process Analysis and Cost Management	3
6400:602	Managerial Finance	3
6500:608	Entrepreneurship	3
6500:600	Management and Organizational Behavior	3

6500:602	Computer Techniques for Management	3
6500:650	Fundamentals of Human Resource Administration	3
6600:540	Product and Brand Management	3
6800:575	Business Negotiation	3
6800:656	Management of International Operations	

MOTION AND CONTROL SPECIALIZATION

All manufacturing processes involve motion and control which may range from simple use of pneumatic cylinders in robotics to coordinated motion and sequence control in assembly lines. The technology in motion and control grows and changes at a pace that makes systems of over five years old almost obsolete. The primary purpose of the Motion and Control Specialization certificate program is to provide the graduating engineers with a focused expertise in motion and control and to furnish the necessary tools in order to enable them to follow the changes in technology after graduation. In addition, the program will also serve the practicing engineers and life-long learners to come back to school and refresh their skills using the certificate program.

Persons interested in this program should contact the Department of Mechanical Engineering.

Admission:

To participate in the program, the student should be formally admitted to The University of Akron as a post-baccalaureate, undergraduate, graduate, or non-degree graduate student.

Requirements:

Students should successfully complete all three courses listed below.

4600:442/542	Industrial Automatic Control	3
4600:444/544	Robot, Design, Control and Application	3
4600:670	Integrated Flexible Manufacturing Systems *	3

* Undergraduate students must obtain permission to take this course.

NEW MEDIA TECHNOLOGIES

All applicants to the program should have previously earned a bachelor's degree. Applicants wishing to pursue a master's degree in Educational Foundations emphasizing Instructional Technology must apply to the Graduate School for admission into the program. Applicants wishing to pursue only the certificate program must apply to the Graduate School for admission as a special non-degree student.

To receive the certificate in New Media Technologies, students are required to take 18 hours from the list of available electives.

Available Electives:

5100:590	Workshop: Instructional Technology*	3
5100:631	Instructional Design	3
5100:632	Web-Based Learning Systems	3
5100:633	Hypermedia	3
5100:634	Visual Literacy	3
5100:635	Emerging Technologies	3
5100:636	Topical Seminar: Advanced Multimedia (may be repeated for 6 hours)	3
5500:575	Instructional Technology Applications	3
7100:590	Workshop in Art*	3
7500:553	Music Software Survey and Use	3
7500:590	Workshops in Music Technology*	3
7600:516	New Media Writing	3
7600:517	New Media Production	3
7600:568	Nonlinear Editing	3
7600:590	Workshops in Communication*	3

*Workshops may be repeated for a total of 6 credit hours.

NURSE ANESTHESIA - POST MSN

Requirements

The Post-Master's Nurse Anesthesia certificate program prepares Registered Nurses to become Certified Registered Nurse Anesthetists and requires 27 months of concentrated theory and clinical practice. The program is built upon a core of biophysical sciences, pharmacology, principles of anesthesia, and professional role issues. Graduates of the program are prepared to deliver all types of perioperative anesthesia care to patients of all ages in a wide variety of health care settings and are eligible to take the National Certifying Examination. The program consists of 18 credits of graduate-level course work upon completion of required prerequisites and approximately 1000-1500+ hours of direct anesthetic management.

For information concerning Phase I required prerequisite courses (22 credit hours), please contact the College of Nursing, Graduate Program, (330) 972-7555.

Admission

Admission criteria include the following:

1. Hold an MSN degree from a professionally credentialed nursing program.

2. Minimum GPA of 3.0 on a 4.0 scale for the master's degree program.
3. GRE (greater than 1200) or MAT (greater than 50) within the last five years.
4. Current Ohio state license as a registered nurse.
5. Recent one-year experience in adult critical care.
6. Three letters of reference from a recent employer; a member of the nursing profession; a former faculty member.
7. Interview prior to admission to the program.
8. Acceptance into the anesthesia track is competitive and is decided by voting of the Admission Committee members.
9. Prerequisite: 3470:689 Statistics for Nursing or Statistics for the Health Sciences 3470:664.

Program Requirements (Phase II):

8200:637	Residency I (Pediatrics and Obstetrics)	4
8200:646	Residency II (Cardiac, Thoracic, Cardiovascular, and Neurology)	4
8200:648	Residency III (Hepatic, Renal, Endocrine, Head & Neck, Trauma, and Burns/Pain Management)	4
8200:647	Professional Role Seminar	2
8200:649	Residency IV (Senior Seminar)	4
	Total	18

NURSING EDUCATION

The certificate in Nursing Education allows for advanced role specialization in nursing education. Four sequential courses for a total of 12 credit hours comprise the certificate requirements. The certificate program is open to all current master's and doctoral students in the College of Nursing, post-baccalaureate students, post-MSN students, post-doctoral and faculty currently teaching in nursing programs. Formal admission to The University of Akron is required as either a post-baccalaureate student, graduate student or non-degree graduate student. The awarding of this certificate is not contingent upon a degree completion program.

For information concerning admission to the certificate program, please contact the College of Nursing, Graduate Program, (330) 972-7555.

Required Courses:

8200:681	Instructional Methods in Nursing Education	3
8200:682	Nursing Curriculum Development	3
8200:683	Evaluation in Nursing Education	3
8200:684	Practicum: The Academic Role of the Nurse Educator	3

PARENT AND FAMILY EDUCATION

Susan D. Witt, Ph.D., *Coordinator*

Program

This certificate program is a special course of study which can be added to any graduate degree program. It may also be completed by a non-degree graduate student with special permission from the director of the Center for Family Studies. This certificate represents a concentration in theoretical and practical knowledge in parent and family education for community-based services. This course of study promotes collaboration among disciplines and services.

Admission

To participate in the program the student should:

Be formally admitted to The University of Akron as a postbaccalaureate, graduate or non-degree graduate student.

Contact the Coordinator of the program for requirements.

Requirements

Core:

Students must successfully complete all three of the core courses listed below. However, the first two courses plus three hours of electives must be completed prior to the student's enrollment in the practicum course.

7400:596	Parent Education	3
7400:605	Developmental Parent-Child Interactions (online)	3
7400:594	Practicum in Parent and Family Education	3

Electives:

Students must successfully complete six credits of coursework selected from among the various departmental courses listed below. These credits shall be chosen from departments outside the student's discipline.

- Family and Consumer Sciences

7400:501	American Families in Poverty	3
7400:504	Middle Childhood and Adolescence	3
7400:540	Family Crisis	3
7400:546	Culture, Ethnicity and the Family	3
7400:602	Family in Life-Span Perspective	3

7400:610	Child Development Theories	3
7400:651	Family and Consumer Law	3
7400:665	Development in Infancy and Early Childhood	3
• Social Work		
7750:555	The Black Family	3
7750:685	Social Work Practice: Family and Children	3
7750:686	Social Welfare Policy and Services: Family and Children	3
• Nursing		
8200:651	Child and Adolescent Health Nursing I	5
• Psychology		
3750:530	Psychological Disorders of Children	4
3750:726	Child Psychology	4
3750:737	Psychology of Learning Disabilities	4
• Sociology		
3850:512	Socialization Child to Adult	3
3850:677	Family Analysis	3
• Educational Foundations		
5100:648	Individual and Family Development Across the Lifespan	3
5100:721	Learning Processes	3
• Educational Guidance and Counseling		
5600:646	Multicultural Counseling	3
5600:648	Individual and Family Development Across the Lifespan	3
5600:655	Marriage and Family Therapy: Theories and Techniques	3
5600:667	Marital Therapy	3
5600:669	Systems Theory in Family Therapy	3
• Special Education		
5610:540	Developmental Characteristics of Exceptional Individuals	3
5610:559	Communication and Consultation with Parents and Professionals	3
• Multicultural Education (Curricular and Instructional Studies)		
5500:571	Characteristics of Culturally Diverse Populations	3
• Educational Administration		
5170:604	School-Community Relations	3

POSTSECONDARY TEACHING

Sandy Coyner, Ph.D., *Coordinator* (e-mail: scoyner@uakron.edu)

Program

This certificate program in Postsecondary Teaching is a special course of study within the College of Education undergraduate and graduate programs to serve the practicing or prospective postsecondary faculty.

Persons are eligible for admission to the Certificate in Postsecondary Teaching if they have been admitted to study as special, non-degree or full-time students in any department or the University. Individuals who already hold undergraduate or graduate degrees may also pursue this certificate. Students who already hold a graduate degree or do not wish to pursue a graduate degree may be admitted to the program as a non-degree graduate student. Students pursuing graduate degrees will receive their graduate certificate upon completion of the requirements for their graduate degree.

Those formally admitted to The University of Akron and meeting the certificate entrance requirements may pursue the Certificate in Postsecondary Teaching. Students shall seek admission to this program by filing an application with the Program Coordinator. The student will schedule courses with the assistance of the Program Coordinator.

Those who have completed either a B.S. or M.S. in Technical Education at The University of Akron prior to the Fall of 1994 must seek advisor approval before pursuing the certificate. Only six hours of prior technical education coursework can be accepted toward the certificate and all accepted coursework must be no older than six years at the time of completion of the certificate. Only graduate credit may be used for a graduate certificate and only undergraduate credit may be used for an undergraduate or post baccalaureate certificate. Any course substitutions must be made with the advisor's prior written approval. Students must maintain at least a 3.0 average in certificate coursework to receive this certificate. Enrollment will be limited to space available. All those applying for the undergraduate certificate must have completed at least 60 semester hours with a 2.75 GPA. For those applying for the graduate certificate, students must have a 2.75 GPA in their completed undergraduate degree. All coursework must be completed within six years.

Admission

To participate in the program the student should:

- Be formally admitted to The University of Akron as a graduate student.
- Make written application to the Program Coordinator.
- Receive written notification from the Program Coordinator.
- Consult with a Program Coordinator to formulate a program of study.

Requirements

Minimum: 19 Credits

5400:500	Postsecondary Learner	3
5400:501	Learning with Technology	1
5400:520	Postsecondary Instructional Technology	3
5400:530	Systematic Curriculum Design for Postsecondary Instruction	3
5400:535	Systematic Instructional Design in Postsecondary Education	3
5400:600	Survey of Postsecondary Institutions	3
5400:690	Internship in Postsecondary Education	3

The Internship is the last course taken. This course can not be taken until all other certificate courses have been completed with a 3.0 GPA or better.

PUBLIC ADMINISTRATION AND URBAN STUDIES

Requirements

The certificates will require the successful completion of 15 graduate credits of defined coursework in a single content or issue area within either public administration or urban affairs. Upon completion of the coursework a certificate will be issued.

Admission

To participate in the certificate program an applicant first must satisfy the requirements for entrance into the Graduate School, or have a bachelor's degree and the equivalent of five years experience in a professional, administrative, or leadership position. Only applicants for admission as a non-degree graduate student within the department or students who are fully admitted to other graduate programs of the University and meet the experiential requirements are eligible for the certificates. Students admitted to the graduate programs of the department are not eligible for the certificate programs. Should a student wish to pursue additional coursework, the student must seek formal admission to either the MA in Urban Studies or MPA program. Participation in the certificate program in no way promotes or assures admission to graduate programs of the department, nor does it alter the requirements for admission to those degree programs. Subject to the Graduate School's time limitation rule for degree completion, once a student has been admitted to a degree program, courses taken as part of a certificate program may be transferred into either of the department's master's programs.

Program

There are six variations of the Certificate Program in Public Administration and Urban Studies; a certificate in Public Management, a certificate in Non-profit Management, a certificate in Local and Regional Development Administration, a certificate in Policy Analysis, a certificate in Program Evaluation, and a certificate in Urban Affairs. Each certificate requires the successful completion of 15 credit hours of required and elective coursework offered by the Department of Public Administration and Urban Studies, as specified below.

Public Management

3980:611	Introduction to the Profession of Public Administration (required)	3
3980:615	Public Organization Theory (required)	3
3980:616	Public Personnel	3
3980:617	Leadership and Decision Making (required)	3
3980:618	Citizenship Participation	3
3980:626	Grantsmanship	3
3980:660	Strategic Management in Public and Non-profit Sectors	3
3980:680	Special Topics	3

Non-profit Management

3980:617	Leadership and Decision Making	3
3980:619	Community Organizing	3
3980:626	Grantsmanship (required)	3
3980:660	Strategic Management in Public and Non-profit Sectors (required)	3
3980:662	Fund Raising and Resource Management (required)	3
3980:663	Non-profit Management (required)	3
3980:680	Special Topics	3

Local and Regional Development

3980:602	History of Urban Development (required)	3
3980:612	National Urban Policy	3
3980:619	Community Organizing	3
3980:641	Urban Economic Growth and Development (required)	3
3980:650	Comparative Urban Systems	3
3980:661	Public Project Design and Management (required)	3
3980:681	Special Topics	1-3

Policy Analysis

3980:600	Basic Quantitative Research (required)	3
3980:601	Advanced Quantitative Research (required)	3
3980:640	Fiscal Analysis	3
3980:643	Introduction to Public Policy	3
3980:673	Computer Applications in Public Organizations	3
3980:674	Analytical Techniques for Public Administration (required)	3
3980:680	Special Topics	3

Program Evaluation

3980:600	Basic Quantitative Research (required)	3
3980:601	Advanced Quantitative Research (required)	3
3980:640	Fiscal Analysis	3
3980:671	Program Evaluation in Urban Studies (required)	3
3980:673	Computer Applications in Public Organizations	3
3980:674	Analytical Techniques for Public Administration	3
3980:680	Special Topics	3

Urban Affairs

3980:602	History of Urban Development (required)	3
3980:612	National Urban Policy (required)	3
3980:618	Citizen Participation	3
3980:619	Community Organizing	3
3980:621	Urban Society and Service Systems	3
3980:650	Comparative Urban Systems	3
3980:680	Special Topics	3

PUBLIC POLICY

Stephen C. Brooks, Ph.D., *Chairman, Coordinating Committee*

Program

This program will assist the person in understanding, formulating and implementing decisions in the public realm. A person who is interested in government service, administration of publicly supported institutions and the teaching of government at the college level should find such an interdisciplinary program to be of great value.

Admission

Persons are eligible for admission to the Graduate Certificate in Public Policy Program if they have been admitted to graduate study as non-degree students in the departments of economics, political science or sociology, or are pursuing a master's or doctoral degree in one of those three departments. Students who are pursuing a graduate degree in other departments at the University may be admitted upon the recommendation of the chair of the department in which they are enrolled.

Requirements**Core:**

Each student enrolled in the program shall complete three of the following courses: one from the Department of Economics, one from the Department of Political Science and one from the Department of Sociology.

• Economics (choose one)

3250:530	Human Resource Policy	3
3250:606	Public Finance	3
3250:665	Seminar on Economic Planning	3

• Political Science (choose one)

3700:541	The Policy Process	3
3700:542	Methods of Policy Analysis	3
3700:668	Seminar in Public Policy Agendas and Decisions	3
3700:670	Seminar in the Administrative Process	3

• Sociology (choose one)

3850:613	Sociology of Program Evaluation and Program Improvement	3
3850:679	Political Sociology	3

In addition to the courses listed above, each student, after receiving the approval of his or her advisor, shall complete two courses related to public policy.

Each student shall complete a scholarly paper dealing with public policy under the direction of a graduate faculty member in the departments of economics, political science or sociology. The student shall enroll for three credits in one of the following courses: 3250:697/698 *Reading in Advanced Economics*, 3700:697 *Independent Research and Readings* or 3850:697 *Readings in Contemporary Sociological Literature*. The student's paper shall be evaluated by an interdisciplinary committee consisting of graduate faculty from at least two of the previously mentioned departments.

All persons enrolled in the Graduate Certificate Program in Public Policy must successfully complete 3700:695 *Internship in Political Science*, a course which will permit a student to gain experience working with public officials, government agencies, political parties or interest groups. A student will normally enroll in this course after having completed at least 12 semester credits of work relating to public policy. A person with extensive administrative or governmental experience may be permitted, with the approval of the student's advisor, to substitute another course dealing with public policy in place of the Internship in Political Science.

At least two-thirds of the credits earned for this certificate must be in 600- or 700-level courses. No more than three courses in which the student enrolls, of the seven required for the Graduate Certificate in Public Policy, may also apply toward meeting requirements for a graduate degree at The University of Akron.

The student must maintain at least a "B" (3.00) average in course work for the certificate.

Administration of the Program

The departments of economics, political science and sociology shall each annually select a representative for a coordinating committee from among those members of the graduate faculty who have special knowledge or expertise in the area of public policy. The committee shall each year elect one of its members as chairperson. The chairperson shall be responsible for disseminating information about the certificate, certifying that a student has met requirements for the completion of the program and convening members of the coordinating committee whenever appropriate.

STRUCTURAL ENGINEERING

This certificate program provides professionals an opportunity to expand their knowledge base in the design and behavior of structural systems. It is designed for people who cannot make the full time commitment to the graduate degree program but would like to receive recognition of their continued effort in the area of study or would like to cumulate credit hours toward their ultimate graduate degree goal.

Admission Criteria

This certificate is designed primarily for students with a B.S. degree in Civil Engineering or a closely related field.

Program of Study

Civil Engineering graduates may earn a Structural Engineering Certificate by completing the following five courses:

4300:551	Computer Methods of Structural Analysis	3
4300:554	Advanced Mechanics of Materials	3
4300:605	Structural Stability	3
4300:684	Advanced Reinforced Concrete Design	3
4300:685	Advanced Steel Design	3
	Total	15

TEACHING ENGLISH AS A SECOND LANGUAGE†

Kenneth J. Pakenham, Ph.D., *Director*

Requirements

This program is intended for those seeking training and an initial qualification in the teaching of English as a second language for the purpose of teaching ESL in settings other than the Ohio public school system.

The program is designed to introduce the student to the central issues in the theory and practice of teaching English to non-native speakers through courses in modern and applied linguistics, in second language pedagogy and in related disciplines.

Students who do not have English as a native language must demonstrate adequate proficiency in English with a valid TOEFL score of at least 550.

Program

3300:573	Seminar in Teaching ESL: Theory and Method	3
3300:589	Seminar in English: Grammatical Structures of English	3
5500:570	Multicultural Education in the U.S.**	3
	or	
3300:589	Seminar in English: Sociolinguistics**	2-3
5500:543	Techniques for Teaching ESL in the Bilingual Classroom	4

†The awarding of this certificate is not contingent upon completion of a degree program. Undergraduate certificate programs require a 2.00 grade-point average; graduate certificate programs require a 3.00 grade-point average.

**Choice to be decided in consultation with the program director.

TECHNICAL AND SKILLS TRAINING

Oetler Jensrud, Ph.D., *Coordinator* (e-mail: oetler@uakron.edu)

This certificate program in technical and skills training is a special course of study within the College of Education undergraduate and graduate programs to serve the practicing or prospective business and/or industrial-technical trainer.

Persons are eligible for admission to the Certificate in Technical and Skills Training if they have been admitted to study as special, non-degree or full-time students in any department of the University. Undergraduates students will earn the certificate upon graduation from their degree program. Individuals who already hold undergraduate or graduate degrees may also pursue this certificate. Students with an undergraduate degree who do not seek a graduate degree may pursue the certificate at the postbaccalaureate program. Students who already hold a graduate degree or do not wish to pursue a graduate degree may be admitted to the program as a non-degree graduate student. Students pursuing graduate degrees will receive their graduate certificate upon completion of the requirements for their graduate degree. Students enrolled in the undergraduate and postbaccalaureate program will enroll in the courses at the undergraduate level. Students admitted to the Graduate School as degree seeking or non-degree students will enroll in graduate courses. Graduate students enrolled in the core courses at the 500 level will have an additional graduate level project.

Those formally admitted to The University of Akron and meeting the Certificate entrance requirements may pursue the Certificate in Technical and Skills Training. Students shall seek admission to this program by filing an application with the program coordinator. The student will schedule courses with the assistance of an advisor in the Postsecondary Technical Education Program.

Those who have completed either a BS or MS in Technical Education at The University of Akron prior to the Fall of 1994 must seek advisor approval before pursuing the certificate. Only six hours of prior postsecondary technical education coursework can be accepted towards the certificate and all accepted coursework must be no older than six years at the time of completion of the certificate. Only graduate credit may be used for a graduate certificate and only undergraduate credit may be used for an undergraduate or postbaccalaureate certificate. Any course substitutions must be made with the advisor's prior written approval. Students must maintain at least a 3.0 average in certificate coursework to receive this certificate. Enrollment will be limited to space available. All those applying for the undergraduate certificate, must have completed at least 60 semester hours with a 2.75 GPA. For those applying for the graduate certificate, students must have a 2.75 GPA in their completed undergraduate degree. All coursework must be completed within six years.

Admission

To participate in the program the student should:

- Be formally admitted to The University of Akron as an undergraduate, postbaccalaureate or graduate student.
- Make written application to the program coordinator.
- Receive written notification from the program coordinator.
- Consult with a Postsecondary Technical Education Program Advisor to formulate a program of study.

Requirements

Minimum: 19 Credits

5400:500	Postsecondary Learner	3
5400:501	Learning with Technology	1
5400:515	Training in Business and Industry	3
5400:530	Systematic Curriculum Design for Postsecondary Instruction	3
5400:535	Systematic Instructional Design in Postsecondary Education	3
5400:690	Internship in Postsecondary Education	3
5100:520	Introduction to Instructional Computing	3

The Internship is the last course taken. This course can not be taken until all other certificate courses have been completed with a 3.0 GPA or better.

TRANSPORTATION ENGINEERING

This certificate program provides practicing professionals an opportunity to expand their knowledge base in the design and operation of transportation systems. It is designed for people who cannot make the full time commitment to the graduate degree program but would like to receive recognition of their continued effort in the area of study or would like to cumulate credit hours toward their ultimate graduate degree goal.

Admission Criteria

This certificate is designed primarily for students with a B.S. degree in Civil Engineering or a closely related field.

Program of Study

Civil Engineering students may earn a Transportation Engineering Certificate by completing the following three courses:

4300:564	Highway Design	3
4300:565	Pavement Engineering	3
4300:566	Traffic Engineering	3
	and two of the following courses:	
4300:663	Advanced Transportation Engineering I	3
4300:664	Advanced Transportation Engineering II	3
4300:665	Traffic Detection and Data Analysis	3
	Total	15

WOMEN'S STUDIES

For information, contact Women's Studies, located in the Polsky Building 315B, (330) 972-7008.

Interdisciplinary and specialized, the Women's Studies graduate program fosters a critical approach to knowledge about women. By focusing on cultural practices that have largely excluded and devalued differences in gender, sexual orientation, ethnicity, race, and class, Women's Studies prepares students to appreciate and act in a pluralistic world. The Women's Studies graduate certificate integrates scholarship and research on women and gender from literature, psychology, history, sociology, and communication. Students are challenged to explore diverse viewpoints and discover the partial and often self-interested emphases of our society's most powerful institutions – family, church, academia, business, and government.

Admission

Hold a Bachelor's Degree with a minimum 2.75 grade point average.

Requirements (required 5-7)

1840:580	Feminist Theory	3
1840:590	Workshop: Women's Studies Lecture Series	3
1840:593	Individual Studies on Women	1-3

Electives

Three classes selected from the Women's Studies Coordinating Council-approved list of graduate level courses.

1840:585	Special Topics in Women's Studies: Women, Minorities and Media	3
1840:585	Special Topics in Women's Studies: Women, Poverty and Welfare	3
1840:585	Special Topics in Women's Studies: Women as Survivors	3
1840:585	Special Topics in Women's Studies: Worlds of Women	3
3200:550	Selected Topics in Ancient Culture: Women and Gender in Classical Antiquity	3
1840:589	Internship in Women's Studies	3
3300:589	Seminar in English: Twentieth Century Women Writers	3
3300:589	Seminar in English: Women and Film	3
3400:500	Women in Revolutionary China	3
3750:574	Psychology of Women	4
3850:523	Sociology of Women	3
7100:501	Special Topics in History of Art: Women in Art	3
7600:508	Women, Minorities and News	3
7750:511	Women's Issues in Social Work Practice	3
7750:580	Special Topics in Social Work/Social Welfare: Gay and Lesbian Issues	3
	or other classes as approved by Women's Studies graduate coordinator for the certificate	

SECTION 5. Graduate Courses

Course Numbering Index*

Interdisciplinary Programs

1800 Divorce Mediation	3000 Cooperative Education
1820 Home-Based Intervention Therapy	3006 Institute for Lifespan Development and Gerontology
1840 Women's Studies	3010 Environmental Studies

Buchtel College of Arts and Sciences

3100 Biology	3490 Engineering Applied Mathematics
3110 Biology/NEOUCOM	
3150 Chemistry	3500 Modern Languages
3200 Classics	3510 Latin
3230 Anthropology	3520 French
3240 Archaeology	3530 German
3250 Economics	3550 Italian
3300 English	3580 Spanish
3350 Geography and Planning	3600 Philosophy
3370 Geology	3650 Physics
3400 History	3700 Political Science
3450 Mathematics	3750 Psychology
3460 Computer Science	3850 Sociology
3470 Statistics	3980 Public Administration Urban Studies

College of Engineering

4100 General Engineering	4400 Electrical Engineering
4200 Chemical Engineering	4450 Computer Engineering
4300 Civil Engineering	4600 Mechanical Engineering
	4800 Biomedical Engineering

College of Education

5100 Educational Foundations and Leadership	5550 Physical Education
5170 General Administration	5560 Outdoor Education
5190 Higher Education Administration	5570 Health Education
5400 Postsecondary Technical Education	5600 Educational Guidance and Counseling
5500 Curricular and Instructional Studies	5610 Special Education
	5620 School Psychology
	5800 Special Educational Programs

College of Business Administration

6200 Accountancy	6500 Management
6300 Entrepreneurship	6600 Marketing
6400 Finance	6700 Professional
	6800 International Business

College of Fine and Applied Arts

7100 Art	7700 Speech-Language Pathology and Audiology
7400 Family and Consumer Sciences	7750 Social Work
7500 Music	7800 Theatre
7510 Musical Organizations	7810 Theatre Organizations
7520 Applied Music	7900 Dance
7600 Communication	7910 Dance Organizations
	7920 Dance Performance

College of Nursing

8200 Nursing	8300 Public Health
--------------	--------------------

College of Polymer Science and Polymer Engineering

9841 Polymer Engineering	9871 Polymer Science
--------------------------	----------------------

* Each course at the University has two numbers. One designates the college and department of which it is a part; one specifies the subject matter of the particular course. For instance:

3300:507 Middle English Literature

In the above example, the first four digits of the number (3300) indicate the college and department. In the case, 3000 represents the Buchtel College of Arts and Sciences; 300 refers to the Department of English. The second set of digits (507) following the colon, indicates exactly which course in the Department of English is being specified. The course number also indicates the level at which the course is being taught and the point at which the student is ready to take the course. A student must apply for and be admitted to the Graduate School before registering for graduate credit.

An explanation of that numbering system follows:

500-699 Master's-level courses (also, 600-799 J.D.-level courses)
700-899 Doctoral-level courses

Interdisciplinary Programs

DIVORCE MEDIATION

1800:

- 601 DIVORCE MEDIATION** *3 credits*
Prerequisite: Admission to the Graduate Certificate Program on Divorce Mediation. Overview of divorce mediation process includes guidelines for negotiating separation and divorce agreements, division of personal and real property, support, custody, and future plans.
- 602 DIVORCE MEDIATION PRACTICUM** *2 credits*
Prerequisite: 601. Practical application of divorce mediation procedures. Review of strategies and ethical considerations.

HOME-BASED INTERVENTION THERAPY

1820:

- 503 HOME-BASED INTERVENTION THEORY** *3 credits*
Prerequisite: Admission to Certificate Program. Overview of home-based intervention to include philosophy and description of this programming as well as assessment of family, their home and community environment.
- 504 HOME-BASED INTERVENTION TECHNIQUES AND PRACTICE** *3 credits*
Prerequisite: 503. Provides intervention techniques and skill areas required for home-based intervention and learning opportunities for matching techniques with specific family problems.
- 505 HOME-BASED INTERVENTION INTERNSHIP** *3-5 credits*
Prerequisite: 504. Gives students the opportunity to apply knowledge of home-based intervention in actual delivery process working with families in their homes under the direct supervision of trained, experienced home-based intervention therapists.

WOMEN'S STUDIES

1840:

- 580 FEMINIST THEORY** *3 credits*
Prerequisite: 1840:300. A summary of feminist theory to familiarize students with the main currents in contemporary feminist theory and the origins and evolution of that thought.
- 585 SPECIAL TOPICS IN WOMEN'S STUDIES** *1-3 credits*
(May be repeated.) Specialized topics and current issues in Women's Studies. Covers content and issues not currently addressed in other academic courses. Emphases will be on original source materials, critical analyses and the synthesis of empirical and theoretical aspects.
- 589 INTERNSHIP IN WOMEN'S STUDIES** *1-4 credits*
(May be repeated for a maximum of 4 credits.) Prerequisite: permission of Director of Women's Studies. This class provides supervised experience and on-the-job training in an organization, agency, corporation or group dealing with women's issues.
- 590 WORKSHOP** *1-3 credits*
(May be repeated.) Group experiential study of special issues in Women's Studies.

COOPERATIVE EDUCATION

3000:

- 501 COOPERATIVE EDUCATION** *0 credits*
Prerequisite: must complete 12 graduate credit hours with at least a 3.0 overall grade point average. (May be repeated.) For cooperative education students only. Work experience in business, industry, or governmental agency. Comprehensive performance evaluation and written report required. Graded credit/noncredit.

INSTITUTE FOR LIFE-SPAN DEVELOPMENT & GERONTOLOGY

3006:

- 680 INTERDISCIPLINARY SEMINAR IN LIFE-SPAN DEVELOPMENT AND GERONTOLOGY** *3 credits*
Prerequisite: permission. The certificate program student only. Explores interdisciplinary issues in life-span development and gerontology. Guest speakers from various disciplines and services which have life-span development and gerontological components and from government and community facilities and services.
- 685 SPECIAL TOPICS** *1-3 credits*
Prerequisite: permission of instructor. Specialized topics and current issues in life-span development, gerontology, or gender. Emphasis is on original source materials, critical analyses and syntheses of empirical, theoretical and applied aspects.
- 686 RETIREMENT SPECIALIST** *2 credits*
An investigation of issues related to the design and implementation of pre-retirement planning and examination of life-span planning education as employed by labor, business and education.
- 690 WORKSHOP** *1-3 credits*
(May be repeated) Group studies of special topics in life-span development and gerontology. May be used as elective credit but not as part of certificate required courses.
- 695 PRACTICUM IN LIFE-SPAN DEVELOPMENT AND GERONTOLOGY** *3 credits*
Prerequisite: permission. Supervised experience in research or community agency work.

ENVIRONMENTAL STUDIES

3010:

- 501 SEMINAR IN ENVIRONMENTAL STUDIES** *2 credits*
Prerequisite: graduate standing. Specific environmental topic or topics from interdisciplinary viewpoint each semester. The director of Environmental Studies coordinates course; resource persons are drawn from the University and surrounding community.
- 590 WORKSHOP IN ENVIRONMENTAL STUDIES** *1-4 credits*
Prerequisite: varies with topic. Credit in graduate program must have prior approval of adviser. Skills, attitudes and fundamental concepts dealing with timely environmental problems and issues covered. Instruction under direction of University faculty.
- 595 FIELD/LAB STUDIES IN ENVIRONMENTAL SCIENCE** *3 credits*
Prerequisite: permission. A Field/Laboratory inquiry into a specific interdisciplinary, environmental science topic. Students complete a research project where they collect, analyze, and interpret real world data. May be repeated for a maximum of 6 credit hours.

Arts and Sciences

BIOLOGY

3100:

- 500 FOOD PLANTS** *2 credits*
Prerequisite: 311 or permission of instructor. A survey of the plants used for human food, including their history, structure, uses.
- 506 PRINCIPLES OF SYSTEMATICS** *3 credits*
Prerequisites: 112, 211, 316. The science of identifying, naming, and classifying the diversity of life. Topics include: nomenclature, types, techniques of data collection, and methods of phylogenetic reconstruction.
- 512 ADVANCED ECOLOGY** *3 credits*
Prerequisite: 217. Advanced study of the ecology of individuals, populations, communities, and conservation/applied ecology. Active participation/discussion of primary literature in ecology is required.
- 518 FIELD ECOLOGY** *4 credits*
Prerequisite: 217 (statistics strongly recommended). Introduction to sampling methods, design of experiments and observations, and computer analysis; some local natural history.
- 521 TROPICAL FIELD BIOLOGY** *4 credits*
Prerequisite: 111/112 or equivalent. Ecology of coral reefs, tide pools, mangroves, intertidal zones, terrestrial flora and fauna, island biogeography. Taught at a field station in the tropics.
- 523 POPULATION BIOLOGY** *3 credits*
Prerequisites: 211 and 217. Discussion of animal and plant ecology and evolutionary biology from a species and population level perspective. Includes topics in population ecology and population genetics.
- 526 WETLAND ECOLOGY** *4 credits*
Prerequisite: 217. Wetland ecology; principles and conservation. Field studies will be conducted at Bath Nature Preserve. Laboratory. Field trips involved; minor transportation costs.
- 527 AQUATIC ECOLOGY** *4 credits*
Prerequisite: 217 or permission of instructor. Explores life in freshwater and marine systems, emphasizing the Great Lakes ecosystem. Includes field trips. Laboratory.
- 528 BIOLOGY OF BEHAVIOR** *2 credits*
Prerequisites: 211, 217 and 316. Biological basis of behavior: ethological theory; function, causation, evolution and adaptiveness of behavior. May be taken without 429/529.
- 529 BIOLOGY OF BEHAVIOR LABORATORY** *2 credits*
Prerequisites or corequisites: 429/528 and permission of instructor. Individualized, directed study to provide the student with firsthand experience in observing, describing and interpreting animal behavior.
- 530 COMMUNITY/ECOSYSTEM ECOLOGY** *4 credits*
Prerequisite: 217. History of the ecosystem concept; components, processes, and dynamics of communities and ecosystems; analysis and design of ecosystem experiments. Laboratory.
- 533 PATHOGENIC BACTERIOLOGY** *4 credits*
Prerequisite: 331. Study of major groups of bacteria which produce infections in humans. Biochemical properties of microorganisms which engender virulence and nature of host resistance. Laboratory.
- 537 IMMUNOLOGY** *4 credits*
Prerequisite: 211; prerequisite or corequisite: 331; recommended 311. Nature of antigens, antibody response, and antigen-antibody reactions. Site and mechanism of antibody formations, hypersensitivity, immunologic tolerance and immune diseases considered. Laboratory.
- 539 ADVANCED IMMUNOLOGY** *3 credits*
Prerequisite: 437. Immunology is studied from a historical and current perspective. Topics include T cells, B cells, antigen presentation, HIV, and transplantation.
- 540 MYCOLOGY** *4 credits*
Prerequisite: 112. Structure, life history, classification of representative fungi with emphasis on the importance of fungi to humans. Laboratory.
- 541 PLANT DEVELOPMENT** *4 credits*
Prerequisite: 112 and one year of organic chemistry. Embryology and morphogenesis of plants in relation to physical, chemical, genetic and spatial factors. Laboratory.
- 542 PLANT ANATOMY** *3 credits*
Prerequisite: 112. Structure and development of cells, tissues, organs and organ systems of seed plants. Laboratory.
- 543 PHYCOLOGY** *4 credits*
Prerequisite: 112. Examination of the major groups of algae with emphasis on life histories and their relationship to algal form and structure. Laboratory.
- 544 FIELD MARINE PHYCOLOGY** *3 credits*
Prerequisite: 112. Collection and identification of tropical marine algae on San Salvador Island, The Bahamas. Discussion of characteristics and ecology of major groups of Caribbean algae. Laboratory.
- 545 PLANT MORPHOLOGY** *4 credits*
Prerequisite: 112. Structure, reproduction, life cycles, ecology, evolution, economic significance of land plants: bryophytes, club-mosses, whisk ferns, horsetails, ferns, seed plants. Laboratory. Field trips involved; minor transportation costs.
- 551 GENERAL ENTOMOLOGY** *4 credits*
Prerequisite: 112, 217. Structure, physiology, life cycles, economic importance characteristics of orders and major families of insects. Laboratories parallel lectures.
- 553 INVERTEBRATE ZOOLOGY** *4 credits*
Prerequisites: 112, 217. Invertebrate groups, their classification, functional morphology, adaptive radiation and life history. A phylogenetic approach is used. Laboratories parallel lectures.
- 554 PARASITOLOGY** *4 credits*
Prerequisites: 112, 3150:201. Principles of parasitism; host parasite interactions; important human and veterinary parasitic diseases; and control measures. Laboratories parallel lectures.
- 555 ICHTHYOLOGY** *4 credits*
Prerequisite: 217. Study of fishes; incorporates aspects of evolution, anatomy, physiology, natural history, and commercial exploitation of fishes. Laboratory incorporates field-based exercises and fish taxonomy.
- 556 ORNITHOLOGY** *4 credits*
Prerequisite: 112. Introduction to biology of birds: classification, anatomy, physiology, behavior, ecology, evolution, natural history and field identification. Laboratory. Field trips involved; minor transportation costs.
- 557 HERPETOLOGY** *4 credits*
Prerequisite: 112. Survey of the diversity, ecology and evolution of amphibians and reptiles. Special emphasis is given to Ohio species. Laboratory.
- 558 VERTEBRATE ZOOLOGY** *4 credits*
Prerequisite: 316 or permission. Biology of vertebrates, except birds – evolution, ecology, behavior, systematics and anatomy. Laboratory with field trips.
- 561,2 HUMAN PHYSIOLOGY** *4 credits each*
Prerequisite: senior or graduate standing. Detailed study of function of the human body with special emphasis on neuromuscular, cardiovascular, respiratory, renal and endocrine physiology. Laboratory.
- 565 ADVANCED CARDIOVASCULAR PHYSIOLOGY** *3 credits*
Prerequisite: 202 or 363 or 473/573. Study of biological mechanisms involved in heart attack, strokes, fluid balance, hypertension and heart disease. Controversial issues in each area will be examined and current research presented.
- 566 VERTEBRATE EMBRYOLOGY** *4 credits*
Lectures focus on development of model vertebrate organisms and cellular and molecular mechanisms underlying animal development. Laboratory focuses on frog and chick development.
- 567 COMPARATIVE VERTEBRATE MORPHOLOGY** *4 credits*
Prerequisite: 112 or permission of instructor. An introduction to the comparative morphology of major vertebrates. The laboratory consists of dissections of representative vertebrates.
- 568 THE PHYSIOLOGY OF REPRODUCTION** *3 credits*
Prerequisites: 202 or 363 or 473/573. Study of the physiological mechanisms of reproduction throughout the animal kingdom with special emphasis upon mammalian endocrinological control. Controversial issues in the field will be examined and current research presented.
- 569 RESPIRATORY PHYSIOLOGY** *3 credits*
Prerequisites: 202 or 363 or 473/573. Study of mechanisms determining gas exchange including mechanics, ventilation, blood flow, diffusion, and control systems. Emphasis is given to normal human lung function. (Clinical aspects are not considered in detail.)
- 570 LAB ANIMAL REGULATIONS** *1 credit*
Required of anyone working with animals, and covers government regulations, care of animals and a lab to teach basic animal handling and measurement techniques.
- 571 PHYSIOLOGICAL GENETICS** *4 credits*
Prerequisites: 211 or equivalent. 202 or 363 or 473/573. The integrative study of how genetics and physiology influence complex systems from molecular to behavioral in plants and animals. Laboratory.
- 572 BIOLOGICAL MECHANISMS OF STRESS** *3 credits*
Prerequisites: 202 or 363 or 473/573. Study of mechanisms from molecular to behavioral of how stress influences body systems and signals. The latest research and experimental issues are discussed.
- 573 COMPARATIVE ANIMAL PHYSIOLOGY** *3 credits*
Prerequisite: 112. Study of respiration, circulation, digestion, metabolism, osmoregulation, and excretion in a variety of invertebrate and vertebrate animals. Adaption to the environment is emphasized.
- 574 COMPARATIVE ANIMAL PHYSIOLOGY LABORATORY** *1 credit*
Prerequisite: 112. Corequisite: 473/573. Laboratory experiments in animal physiology (respiration, circulation, metabolism, osmoregulation). Presentation of results in scientific format and as oral reports.
- 580 MOLECULAR BIOLOGY** *3 credits*
Prerequisites: 211, 311. Fundamentals of molecular biology, including recombinant DNA technology, applications in biotechnology, medicine, and genetic engineering. Mechanisms of gene regulation.
- 581 ADVANCED GENETICS** *3 credits*
Prerequisite: 211. Nature of the gene; genetic codes; hereditary determinants; mutagenesis and genes in population. Lecture and seminar.
- 582 NEUROBIOLOGY** *3 credits*
Prerequisite: 111, 112. History of neuroscience; organization, function and development of the central nervous system; electrophysiological properties of nerve cells; learning and memory; molecular basis for mental diseases.
- 585 CELL PHYSIOLOGY** *4 credits*
Prerequisite: 311. Explores molecular and biochemical aspects of energy metabolism, inter and intracellular signaling, growth and death of cells. Emphasizes up-to-date scientific literature and techniques. Laboratory.
- 594 WORKSHOP IN BIOLOGY** *1-3 credits*
(May be repeated) Prerequisite: permission of instructor. Group studies of special topics in biology. May not be used to meet undergraduate or graduate major requirements in biology. May be used for elective credit only.
- 597,8 BIOLOGICAL PROBLEMS** *1-2 credits each*
Prerequisite: permission. Honors-level work, usually consisting of laboratory investigations. A maximum of 4 credits may apply toward the major degree requirements.
- 601 EVOLUTIONARY ECOLOGY** *3 credits*
Prerequisites: 217, 316, or permission. Advanced studies of topics in ecology and evolution, including population genetics, coevolution, metapopulations, and conservation genetics. Lecture/discussion format.
- 604 TOPICS IN INTEGRATIVE BIOLOGY** *2 credits*
Reading, critical analysis, presentation, discussion and debate of cutting edge biological research with an emphasis on understanding the integrative approach to biological investigation.
- 625 BASIC DNA TECHNIQUES** *3 credits*
Basic DNA techniques including extraction of DNA, cleavage of DNA and cloning. Laboratory.
- 660 ENVIRONMENTAL PHYSIOLOGY** *3 credits*
Prerequisites: 561, 562. Study of physiological reactions of healthy mammals to natural changes or extremes of physical environment.
- 670 MEDICAL PHYSIOLOGY, PATHOPHYSIOLOGY, AND PHARMACOLOGY** *3 credits*
Prerequisite: Admission to M.S.N. program, or 3100:561, or consent of instructor. Selected principles of human physiology, pathophysiology, and pharmacology are examined in depth, interrelated, and related to the care of patients in the clinical setting.
- 681 CYTOLOGY** *3 credits*
Prerequisite: 311. Structure and functional organization of cells at ultrastructural level. Three lecture hours a week.
- 688 PRINCIPLES OF TRANSMISSION ELECTRON MICROSCOPY** *3 credits*
Prerequisite: 311 or 681 or equivalent. Modern cytological methods using transmission electron microscope. Portfolio required to demonstrate proficiency in fixation techniques, use of ultramicrotome, light and electron microscopes and darkroom techniques.
- 689 PRINCIPLES OF SCANNING ELECTRON MICROSCOPY** *3 credits*
Prerequisites: 311, 681 or equivalent. An introduction of modern cytological methods using the scanning electron microscope. A portfolio is required to demonstrate proficiency in fixation techniques, the use of supplemental equipment such as the critical point drying apparatus and the sputter-coating apparatus and the efficient use of the scanning electron microscope.
- 695 SPECIAL TOPICS: BIOLOGY** *1-3 credits*
(May be repeated) Prerequisite: permission. Special courses offered once or only occasionally in areas where no formal course exists.
- 697,8 BIOLOGY COLLOQUIUM** *1 credit each*
(May be repeated) Prerequisite: permission. Attendance at all departmental seminars and presentation of seminar based on original research. Required of all thesis option students who shall present their thesis research.

- 699 MASTER'S THESIS** 1-6 credits
(May be repeated) A minimum of six credits is required for thesis option student.

BIOLOGY/NEOUCOM 3110:

- 630 HUMAN GROSS ANATOMY I** 3 credits
Prerequisites: graduate standing and permission. An intensive survey of human macromorphology.
- 631 HUMAN GROSS ANATOMY II** 3 credits
Prerequisite: graduate standing and permission. An intensive survey of human macromorphology.
- 695 SPECIAL TOPICS: BIOLOGY/NEOUCOM** 1-6 credits
Prerequisite: permission of instructor. Advanced topics in medical education covering areas not otherwise available. May be repeated with a change in topic.

CHEMISTRY 3150:

- 501 BIOCHEMISTRY LECTURE I** 3 credits
Prerequisite: 264. Biochemistry of amino acids, carbohydrates, lipids, and nucleic acids: structure/function relations. Enzymes as catalysts: kinetics and regulation. Cofactors.
- 502 BIOCHEMISTRY LECTURE II** 3 credits
Prerequisite: 401/501. Overview of metabolism; thermodynamics; carbohydrate, fatty acid, amino acid, and nucleoside anabolism and catabolism; hormonal control of metabolism. Photosynthesis.
- 572 ADVANCED INORGANIC CHEMISTRY** 3 credits
Prerequisite: 304 or 314. Concepts of atomic structure integrated in systematic classification of elements. Periodic table. Chemistry of the representative elements. Transition elements including coordination compounds, organometallics and metal carbonyls.
- 590 WORKSHOP IN CHEMISTRY** 1-3 credits
(May be repeated) Group studies of special topics in chemistry. May not be used to meet undergraduate or graduate major requirements in chemistry.
- 603 BIOCHEMISTRY LECTURE III** 3 credits
Prerequisite: 501 and 502. DNA, RNA and protein metabolism. Translation and transcription. Gene function and expression.
- 610 BASIC QUANTUM CHEMISTRY** 3 credits
Prerequisite: 314 or permission of instructor. Quantum mechanics with applications to molecular systems. Includes angular momentum, molecular hamiltonians, variation and perturbation methods and molecular orbital theories.
- 611 SPECTROSCOPY** 3 credits
Prerequisite: 610 or permission of instructor. Interaction of light with matter, linear and nonlinear spectroscopies. Rotational, vibrational and electronic spectroscopy. Radiationless transitions and photochemistry.
- 619 TRANSITION-METAL ORGANOMETALLICS** 3 credits
Prerequisite: 472 or equivalent. The organometallic chemistry of the transition metal elements. Topics covered include synthesis, characterization methods, structure, bonding, reactivity, and application.
- 620 MAIN GROUP ORGANOMETALLICS** 3 credits
Prerequisite: 472 or equivalent. The organometallic chemistry of main group elements. Topics covered include synthesis, characterization methods, structure, bonding, reactivity, and applications.
- 621 ADVANCED PREPARATIONS** 1-2 credits
Prerequisite: permission. Methods for preparing and purifying organic and inorganic compounds. Laboratory.
- 625 CHEMISTRY SEMINAR** 1 credit
Lectures on current research topics in chemistry by invited speakers.
- 629 PHYSICAL INORGANIC CHEMISTRY** 3 credits
Prerequisites: 314, 472, or permission. Detailed treatment of chemistry of transition elements. Group theoretical applications, ligand field theory, kinetics and mechanism magnetism, electronic spectra, molecular orbital theory.
- 630 THEORETICAL INORGANIC CHEMISTRY** 2 credits
Prerequisites: 314, 472, 629, or permission. Detailed treatment of chemistry of transition elements. Group theoretical applications, ligand field theory, kinetics and mechanism, electronic spectra, molecular orbital theory.
- 631 METALS IN MEDICINE** 3 credits
Prerequisite: 572 or permission of instructor. This course will cover the synthesis and development of metal based medicines including the tumor drug cisplatin, technetium 99m based imaging agents, and silver antimicrobials.
- 635 THERMODYNAMICS AND STATISTICAL THERMODYNAMICS** 3 credits
Prerequisites: 313 and 314 or permission of instructor. Rigorous treatment of laws of thermodynamics and their applications to selected chemical systems. Fundamentals of statistical thermodynamics and applications to systems in chemical equilibrium.
- 636 CHEMICAL KINETICS** 3 credits
Prerequisite: 635 or permission of the instructor. Phenomenological kinetics, experimental methods of investigation and analysis of reaction systems. Theoretical treatments of reaction rates.
- 639 DESCRIPTIVE INORGANIC CHEMISTRY** 3 credits
Prerequisite: Undergraduate inorganic chemistry. The synthesis, characterization, structure, bonding, and reactivity of inorganic compounds. Emphasis is placed on applications and on examples from the recent literature.
- 640 CHEMICAL SEPARATIONS** 3 credits
Prerequisites: 423 and 424 or equivalent. General theory, instrumentation and application of methods of separation. Emphasis on modern chromatographic techniques and recent advances.
- 641 SPECTRAL METHODS** 3 credits
Prerequisites: 423 and 424 or equivalent. Theory and application of instrumental measurements. Interpretation of data.
- 645 X-RAY CRYSTALLOGRAPHY** 3 credits
Prerequisite: permission. The theoretical and practical aspects of single crystal x-ray crystallography are discussed. Topics covered include diffraction, space groups, structure solution and refinement.
- 670 SPECTROSCOPIC IDENTIFICATION OF ORGANIC COMPOUNDS** 3 credits
Prerequisites: 263, 264 or permission of instructor. Determination of the structures of organic compounds by spectroscopic analysis: ORD/CD, UV-VIS spectroscopy, IR spectroscopy, mass spectrometry, FT-NMR spectroscopy, 2D-NMR.

- 683 MECHANISTIC AND SYNTHETIC ORGANIC CHEMISTRY I** 3 credits
Prerequisites: 263, 264 or permission of instructor. Introduction to the structural and mechanistic aspects of organic reactions: HMO calculations, acids and bases, equilibrium, kinetics, linear free energy relationships, reactive intermediates, reaction mechanisms.

- 684 MECHANISTIC AND SYNTHETIC ORGANIC CHEMISTRY II** 3 credits
Prerequisite: 683 or permission of instructor. Synthetic organic chemistry from a mechanistic perspective: nucleophilic and electrophilic substitution and addition reactions, carbonyl chemistry, functional group manipulations, oxidations, reductions, cycloaddition reactions.

- 699 MASTER'S THESIS** 1-6 credits
For properly qualified candidates for master's degree. Supervised original research in analytical, inorganic, organic, physical or biochemistry.

- 710 SPECIAL TOPICS: ANALYTICAL CHEMISTRY** 1-3 credits
(May be repeated) Prerequisite: permission. Topics in advanced analytical chemistry. Electroanalysis, activation analysis, atomic absorption spectrometry, mass spectrometry, liquid-liquid, liquid-solid and gas chromatography, ion exchange, thermoanalytical methods, separations, standards, sampling, recent developments.

- 711 SPECIAL TOPICS: INORGANIC CHEMISTRY** 1-3 credits
(May be repeated) Prerequisite: permission. Consideration of topics in modern inorganic chemistry such as coordination compounds, chemistry of the solid state, representative elements, nonaqueous solvents, organometallic compounds, homogeneous catalysis.

- 712 SPECIAL TOPICS: ORGANIC CHEMISTRY** 1-3 credits
(May be repeated) Prerequisite: permission. Topics in advanced organic chemistry such as natural products, heterocyclic compounds, photochemistry.

- 713 SPECIAL TOPICS: PHYSICAL CHEMISTRY** 1-3 credits
(May be repeated) Prerequisite: permission. Subject from modern physical chemistry.

- 715 SPECIAL TOPICS: BIOCHEMISTRY** 1-3 credits
(May be repeated) Prerequisite: permission. Recent developments in areas of biochemistry.

- 720 ADVANCED BIOCHEMICAL TECHNIQUES** 3 credits
Prerequisite: 402/502. An advanced lecture course on physical techniques in biochemistry. Includes optical and hydrodynamic methods; radioanalytical techniques, scattering and magnetic resonance spectroscopy.

- 722 ENZYMIC REACTIONS** 3 credits
Prerequisites: 401/501, 402/502 or permission. Mechanisms of enzyme catalyzed reactions, general aspects and specific examples for phosphoryl, acyl, glycosyl transfers, eliminations, oxidation/reduction, isomerization and rearrangements. Chemistry of cofactors.

- 724 BIOINORGANIC CHEMISTRY** 3 credits
Prerequisites: 401/501 and 402/502. Survey of the structure and properties of metal ion complexes with amino acids, nucleotides, metabolites and macromolecules; metal ion metabolism; metals in medicine.

- 726 ADVANCED METABOLISM** 3 credits
Prerequisites: 401/501 and 402/502. Study of advanced pathways in carbohydrate, lipid and protein metabolism with emphasis placed on metabolic dysfunction.

- 740 PHYSICAL ORGANIC CHEMISTRY** 3 credits
Prerequisites: 683, 684 or permission of instructor. An advanced treatment of the theory and mechanisms of organic chemistry: FMO theory, molecular mechanics, molecular strain, kinetics, thermodynamics, acidity functions, linear free energy relationships.

- 750 ADVANCED SYNTHETIC ORGANIC CHEMISTRY** 3 credits
Prerequisites: 683, 684 or permission of instructor. An advanced treatment of organic functional group manipulations in the context of the total synthesis of natural products.

- 899 DOCTORAL DISSERTATION** 1-16 credits
Open to qualified student accepted as a candidate for Doctor of Philosophy in Chemistry. Supervised original research undertaken in organic, inorganic, physical, analytical or biochemistry.

CLASSICS 3200:

- 501 EGYPTOLOGY I** 3 credits
The history and antiquities of ancient Egypt.

- 504 ASSYRIOLOGY** 3 credits
(May be repeated for credit with another cuneiform language) Prerequisite: permission of instructor. The Akkadian language.

- 590 WORKSHOP IN CLASSICS** 1-3 credits
(May be repeated with change in topic) Group studies of special topics in Classics. Cannot be used to fulfill undergraduate major requirements in Classics; for elective credit only.

- 597.8 READING AND RESEARCH IN THE ANCIENT NEAR EAST** 1-3 credits
Prerequisite: permission of instructor. Advanced work in various aspects of Ancient Near Eastern Studies (Archaeology, Assyriology, Egyptology, etc.).

ANTHROPOLOGY 3230:

- 510 EVOLUTION AND HUMAN BEHAVIOR** 3 credits
Prerequisite: 151. Critical examination of the theory of natural selection and its usefulness for understanding the origins and evolution of early hominid and modern human social behavior.

- 516 ANTHROPOLOGY OF SEX AND GENDER** 3 credits
Prerequisite: 150 or 3850:100. This course explores cross-cultural variation regarding sex, gender, and sexuality. It examines the ways that cultures create, maintain, and reproduce gender concepts and gender relations.

- 520 THE ANTHROPOLOGY OF FOOD** 3 credits
Prerequisite: 150. Utilizing anthropological approaches and theories, this course explores the social relations and cultural beliefs associated with food cross-culturally.

- 555 CULTURE AND PERSONALITY** 3 credits
Prerequisite: 150 or permission. Examination of functional and causal relationships between culture and individual cognition and behavior. Lecture.

- 557 CULTURE AND MEDICINE** 3 credits
Prerequisite: 150 or permission of instructor. Analyzes various aspects of Western and non-Western medical systems from an anthropological perspective. Compares traditional medical systems around the world.

- 560 QUALITATIVE METHODS: BASIS OF ANTHROPOLOGICAL RESEARCH** 4 credits
Prerequisite: 150 or permission. Provides hands-on experience in qualitative methods, including key informant interviewing, focus groups and other methods. Includes the use of computer-based programs for rapid appraisal strategies.

- 563 SOCIAL ANTHROPOLOGY** 3 credits
Prerequisite: 150 or permission. Comparative structural analysis of non-Western systems of kinship and social organization in terms of status, role, reciprocal expectation, nomenclature, nuclear and extended households and other kinship groupings. Lecture.

- 572 SPECIAL TOPICS: ANTHROPOLOGY** 3 credits
(May be repeated) Prerequisites: 150 and permission. Designed to meet needs of student with interests in selected topics in anthropology. Offered irregularly when resources and opportunities permit. May include archaeological field school, laboratory research or advanced course work not presently offered by department on regular basis.
- 594 WORKSHOP IN ANTHROPOLOGY** 1-3 credits
(May be repeated) Group studies of special topics in anthropology. May not be used to meet departmental undergraduate or graduate major requirements. May be used for elective credit only.
- 651 SEMINAR IN ANTHROPOLOGICAL THEORIES AND METHODS** 3 credits
Major theoretical viewpoints in cultural anthropology. Nature, scope of research problems. Survey of methods in field work. Seminar.
- 697 INDIVIDUAL INVESTIGATION** 1-3 credits
Prerequisites: permission of instructor and chair of department. Intensive reading and/or research in student's chosen field of interest. Regular conferences with instructor. Preparation of a research paper.

ARCHAEOLOGY 3240:

- 500 ARCHAEOLOGICAL THEORY** 3 credits
Prerequisites: 250. Advanced seminar covering history of scientific archaeological exploration, major theoretical paradigms, and current trends in archaeology. Required for Certificate in Field Archaeology.
- 510 ARCHAEOGEOPHYSICAL SURVEY** 3 credits
Prerequisites: 250 or 3370:101 or 3350:310. Advanced instruction in subsurface geophysical survey techniques in archaeology. Emphasis on magnetic gradiometry and electrical resistivity techniques, image processing and geological and archaeological interpretation.
- 520 ARCHAEOLOGY OF OHIO** 3 credits
Prerequisites: 250. Provides detailed overview of Ohio's prehistoric cultures and the early historic period focusing on cultural evolution and environmental relationships.
- 540 ARCHAEOLOGICAL LABORATORY METHODS** 3 credits
Prerequisite: 250. Corequisite: 0-credit laboratory enrollment. Laboratory-based course teaching essentials of artifact documentation, handling and analysis. Focus on quantification, statistics, conservation, illustration, lithics, ceramics, paleofaunal, paleobotanical remains and soils.
- 550 ARCHAEOLOGICAL FIELD SCHOOL** 3 credits
Field-based course teaching basic archaeological techniques: mapping, excavation of prehistoric and historic sites, survey and documentation. Repeatable for up to 6 credits.
- 572 SPECIAL TOPICS IN ARCHAEOLOGY** 3 credits
Prerequisite: 250 or permission. Designed to meet the needs of students with interests in selected topics in archaeology. Offered irregularly when resources and opportunities permit. May include archaeological field school, laboratory research or advanced course work not presently offered by department on a regular basis.

ECONOMICS 3250:

- 506 STATE AND LOCAL PUBLIC FINANCE** 3 credits
Prerequisite: 410, recommended: 405. Examines economic rationale and problems for provision of goods and services by different governmental units. Considers alternative revenue sources and special topics.
- 523 APPLIED GAME THEORY** 3 credits
Prerequisite: 200. Application of the basic concepts of game theory (analysis of strategic behavior) to relevant economic issues including bargaining, cartels, voting, conflict resolution, and non-competitive pricing.
- 527 ECONOMIC FORECASTING** 3 credits
Prerequisites: 200 and 201 or 244, 3470:261, and 3470:262. Study of methods for building, identifying, fitting, and checking dynamic economic models and the use of these models for forecasting. Emphasis is on the application of available computer software systems.
- 530 LABOR MARKET AND SOCIAL POLICY** 3 credits
Prerequisites: 333. Intensive study of current labor and social policy issues (e.g. discrimination, poverty, migration, education, demographic and labor market changes, impact of international trade on employment).
- 534 LABOR MARKET ANALYSIS AND EVALUATION** 3 credits
Prerequisites: 410, 426, and 430. Applied labor market research using specialized techniques. Employment, health, education, and other current policy issues and programs analyzed and evaluated. Original research project required.
- 540 SPECIAL TOPICS: ECONOMICS** 3 credits
Prerequisite: permission. Opportunity to study special topics and current issues in economics.
- 560 ECONOMICS OF DEVELOPING COUNTRIES** 3 credits
Prerequisite: 200 and 201, or 244. Basic problems of economic development. Theories of economic development, issues of political economy and institutions. Topics include poverty, population, migration, employment, finance, international trade, environment.
- 561 PRINCIPLES OF INTERNATIONAL ECONOMICS** 3 credits
Prerequisites: 200 and 201 or 244. International trade and foreign exchange, policies of free and controlled trade, international monetary problems.
- 575 DEVELOPMENT OF ECONOMIC THOUGHT** 3 credits
Prerequisites: 200 and 201, or 244. Evolution of theory and method, relation of ideas of economists contemporary to conditions.
- 581 MONETARY AND BANKING POLICY** 3 credits
Prerequisites: 380, 400. Control over currency and credit, policies of control by central banks and governments. United States Treasury and Federal Reserve System.
- 587 URBAN ECONOMICS: THEORY AND POLICY** 3 credits
Prerequisite: 200 and 201 or 244 or permission of instructor. Analysis of urban issues from an economic perspective. Emphasis on urban growth, land-use patterns, housing, income distribution, poverty and urban fiscal policy.
- 591 WORKSHOP IN ECONOMICS** 1-3 credits
(May be repeated) Group studies of special topics in economics. May not be used to meet undergraduate or graduate major requirements in economics. May be used for elective credit only.
- 600 FOUNDATIONS OF ECONOMIC ANALYSIS** 3 credits
Prerequisite: graduate standing. Determination of national income, employment and price level; aggregate consumption, investment and asset holding; decision problems faced by household and firm. Partial equilibrium and analysis of competition and monopoly and general equilibrium analysis. May not be substituted for 602, 603, 611, or applied toward the 30 graduate credits required for M.A. in economics.

- 602 MACROECONOMIC ANALYSIS I** 3 credits
Construction of static macroeconomic models. Analysis predominantly in terms of comparative statistics with only relatively brief mention of dynamic models.
- 606 ECONOMICS OF THE PUBLIC SECTOR** 3 credits
Examination of public sector economies emphasizes public revenues, public expenditures. Develops objectives of taxation, welfare aspects of the public sector, theory of public goods. Considers specific taxes, cost-benefit analysis, expenditures analysis, fiscal federalism.
- 610 FRAMEWORK OF ECONOMIC ANALYSIS** 3 credits
Prerequisite: graduate standing. Development of theoretical and analytical framework for decision making. Discussion of applications of the framework to situations concerning demand, cost, supply, production, price, employment and wage.
- 611 MICROECONOMIC THEORY I** 3 credits
Modern theory of consumer behavior and of the firm. Determination of market prices. Optimization models, establishment of criteria for productive, allocative and distributive efficiency.
- 615 INDUSTRIAL ORGANIZATION** 3 credits
Prerequisite: 611 or permission. Examines link between market structure, firm conduct and economic performance. Measurement and effects of monopoly power, industrial concentration and changes.
- 617 THE ECONOMICS OF REGULATION** 3 credits
Prerequisite: 615 or permission of instructor. Examines rationale, methods and success of government regulation of public utility, transportation and communications industries.
- 620 APPLICATIONS OF MATHEMATICAL MODELS TO ECONOMICS** 3 credits
Prerequisites: courses in calculus, intermediate microeconomics or permission of the instructor. Review of selected topics of differential and integral calculus and their application to economic analysis. Theory of optimization in production and consumption; static macroeconomic models. Analysis of growth and stability.
- 621 APPLICATION OF LINEAR MODELS IN ECONOMIC ANALYSIS** 3 credits
Prerequisites: courses in intermediate microeconomics. Review of selected topics of linear algebra application to economic theory. Static open and closed input-output tables, dynamic models, consumption technology and theory of demands, linear programming, general equilibrium analysis.
- 626 STATISTICS FOR ECONOMETRICS** 3 credits
Prerequisites: courses in elementary differential and integral calculus, 6500:321, 322, or equivalent. A review of statistical theory and its application to research in economics. Emphasis is on estimation and hypothesis testing as a prelude to econometrics.
- 627 ECONOMETRICS** 3 credits
Prerequisite: 626 or equivalent. Formulation of functional relations among economic variables suitable for statistical estimation from observational data and construction of multiequation econometric models and methods of estimation.
- 628 SEMINAR IN RESEARCH METHODS** 3 credits
Prerequisite: permission of instructor. A seminar in the research use of applied mathematical economics or econometrics. Emphasis is on individual development of a theoretical proposition or research statement, its empirical examination and policy implications.
- 633 THEORY OF WAGES AND EMPLOYMENT** 3 credits
Analytical approach to integration of economic theory with observed labor market phenomena. Discussion of wage and employment theories, effects of unions, collective bargaining theories and effects of government regulation.
- 664 SEMINAR ON ECONOMIC GROWTH AND DEVELOPMENT** 3 credits
Review of main theories of economic growth since age of classical economics. Problems in development of emerging countries. Discussion of aggregative macromodels of capital formation, investment, technology and external trade.
- 666 SEMINAR ON REGIONAL ECONOMIC ANALYSIS AND DEVELOPMENT** 3 credits
Study of a particular national or international regional development. Any one or a combination of following regions may be considered: Middle East, North Africa, areas within Latin America, Southern Europe, Southeast Asia or Eastern Europe.
- 670 INTERNATIONAL MONETARY ECONOMICS** 3 credits
International financial relations. Foreign exchange market and exchange rate adjustments. Balance of payments adjustment policies. International monetary system.
- 671 INTERNATIONAL TRADE** 3 credits
Traditional trade theory. Recent developments in trade theory, policy implications in trade relations among developed and developing economies.
- 683 MONETARY ECONOMICS** 3 credits
Intensive study of important areas of monetary theory. Emphasis on integration of money and value theory among other areas, plus some pressing policy issues.
- 697.8 READING IN ADVANCED ECONOMICS** 1-4 credits each
(A maximum of six credits may be applied toward the master's degree in economics.) Intensive investigation of selected problem area in advanced economics under supervision of instructor. Since the subject matter is decided upon in each case, the course may be taken repeatedly for credit.
- 699 MASTER'S THESIS** 3 credits
(May be repeated for a total of six credits)

ENGLISH 3300:

- 500 ANGLO SAXON** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Studies in Old English language and Old English prose and poetry, including Beowulf.
- 503 DEVELOPMENT OF THE ARTHURIAN LEGEND** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Traces evolution of Arthurian materials from 540 to 1500 and beyond, with emphasis on characters, themes, events and treatments.
- 506 CHAUCER** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Close study of Chaucer's major works – *The Canterbury Tales* and *Troilus and Criseyde* in Middle English.
- 507 MIDDLE ENGLISH LITERATURE** 3 credits
Prerequisites: 111 and 112. Study of genres, topics, styles and writers of the Middle English literary works from 12th to 15th centuries. Readings in Middle English.
- 521 SWIFT AND POPE** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. An intensive study of the major satires of Swift and Pope. Concentration on the rhetorical strategies of each author within the context of the shifting intellectual and cultural milieu at the end of the 17th and beginning of the 18th Centuries.
- 524 EARLY ENGLISH FICTION** 3 credits
Prerequisites: 111 and 112. Development of English novel before 1830. Focus on works of Defoe, Richardson, Fielding, Smollett, Sterne, Austen and Scott.
- 530 VICTORIAN POETRY AND PROSE** 3 credits
Poetry, prose of the late 19th Century, excluding fiction, with attention to Tennyson, Browning, Arnold, Carlyle, Ruskin and other major writers.

- 535 20TH CENTURY BRITISH POETRY** 3 credits
Concentrated study of major poems of Yeats, Eliot, and Auden with attention also to Hardy, Housman, Spender, C. Day Lewis, Dylan Thomas and others.
- 536 BRITISH FICTION: 1900-1925** 3 credits
Study of Conrad, Joyce, D.H. Lawrence, and Virginia Woolf with attention to their innovations in narrative and style, their psychological realism and symbolism.
- 537 BRITISH FICTION SINCE 1925** 3 credits
Study of important British novelists since 1925, excluding Lawrence, Joyce, and Woolf. Attention to development of British short story from 1925 to present.
- 548 AMERICAN ROMANTIC FICTION** 3 credits
Examination of early American fiction, tracing its genesis, romantic period and germinal movements toward realism. Writers discussed include Cooper, Poe, Hawthorne, and Melville.
- 549 AMERICAN FICTION: REALISM AND NATURALISM** 3 credits
Examination of American writers of realistic and naturalistic fiction (e.g. Howells, James, Crane, Dreiser), tracing developments in American fiction against background of cultural and historical change.
- 550 MODERN AMERICAN FICTION** 3 credits
Study of significant American short and long fiction from World War I to the present.
- 553 AMERICAN WOMEN POETS** 3 credits
Prerequisites: 111 and 112. Study of modern poets' uses and revisions of tradition, women's relationships, conceptions of art and of the artist-as-woman, and the debate between "public" and "private" poetry.
- 556 THOREAU, EMERSON, AND THEIR CIRCLE** 3 credits
A study of work and life of Henry David Thoreau, Ralph Waldo Emerson, and other key figures of the American Renaissance.
- 567 MODERN EUROPEAN FICTION** 3 credits
Representative European writers from about 1850 to present, in translation. Focus on fiction of such writers as Zola, Tolstoy, Dostoyevsky, Mann, Proust, Kafka and Solzhenitsyn.
- 569 EROS AND LOVE IN EARLY WESTERN LITERATURE** 3 credits
An analysis of sex and love in the western literature from Greco-Roman times to 1800. Emphasizes allegorical, satiric, fantastic or realistic uses of sexuality and "romantic" love.
- 570 HISTORY OF ENGLISH LANGUAGE** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Development of English language, from its beginnings: sources of its vocabulary, its sounds, its rules; semantic change; political and social influences on changes; dialect origins; correctness.
- 571 U.S. DIALECTS: BLACK AND WHITE** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Study of differences in pronunciation, vocabulary and grammar among U.S. language varieties. Origins, regional and social dimensions are explored. Correctness, focusing on black English and Appalachian speech, explored.
- 572 SYNTAX** 3 credits
Prerequisites: 371, 111 and 112 or their equivalents, or permission of the instructor. Principles of syntactic description. Sentence structures are investigated from a variety of languages, with emphasis on English.
- 573 SEMINAR IN TEACHING ESL: THEORY AND METHOD** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Theoretical issues in linguistic description and language acquisition as relevant to learning of a second language. Elaboration of principles for the teaching of English as a second language based on research in linguistics, psycholinguistics and second language pedagogy.
- 575 THEORY OF RHETORIC** 3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. Ancient and modern theories of rhetoric, with attention to classical oration, "topics" of rhetoric and their application to teaching of English.
- 585 SCIENCE FICTION** 3 credits
A study of twentieth-century British and American science fiction, featuring primary forms of the science fiction story and the work of major authors.
- 589 SEMINAR IN ENGLISH** 2-3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. (May be repeated with different topics.) Special studies, and methods of literary research, in selected areas of English and American literature and language.
- 590 WORKSHOP IN ENGLISH** 1-3 credits
Prerequisites: 111 and 112 or their equivalents, or permission of the instructor. (May be repeated with different topics.) Group studies of special topics in English. Cannot be used to meet undergraduate or graduate major requirements in English; for elective credit only.
- 600 TEACHING COLLEGE COMPOSITION PRACTICUM** 3 credits
Prerequisite: teaching assistantship. Orientation and weekly analysis of teaching rationale and practice, limited to teaching assistants in the Department of English. (Credits may not be used to meet M.A. in English degree requirements.)
- 615 SHAKESPEAREAN DRAMA** 3 credits
Concentrated study of several Shakespearean plays with emphasis on historical, critical and dramatic documents pertinent to development of Shakespeare's art.
- 616 SHAKESPEARE'S CONTEMPORARIES IN ENGLISH DRAMA** 3 credits
Readings in such playwrights as Lyly, Greene, Marlowe, Jonson, Beaumont, Fletcher, Webster, Middleton and Ford and in contemporary writings relevant to theory and practice of drama.
- 618 MILTON** 3 credits
Emphasis on Milton's major poems and prose works: *Paradise Lost*, *Paradise Regained*, *Areopagitica*. Student becomes acquainted with Milton the man and Milton the artist.
- 619 SEVENTEENTH-CENTURY ENGLISH LITERATURE** 3 credits
An examination of seventeenth-century British authors, including Donne, Jonson, Marvell, Milton, Bacon and Bunyan, and their canonical positions, their craft, and their literary criticism.
- 620 AUTOBIOGRAPHY AS LITERATURE** 3 credits
This course examines the genre of autobiography and memoir. A wide representation of autobiographies will be the focus of discussion and analysis.
- 625 AUTOBIOGRAPHICAL WRITING** 3 credits
Using a workshop format, this course examines autobiographical essays written by class members. Attention will also be given to the art and craft of writing autobiography.
- 627 KEATS AND HIS CONTEMPORARIES** 3 credits
Writings of John Keats, studied against background of romantic poetic theory and poetry of Keats' contemporaries
- 643 SEMINAR IN JAMES** 3 credits
A study of Henry James' life and works. Primary emphasis will be on James' fiction, both long and short, early and late; but some attention will also be given to his literary criticism, travel pieces and plays.
- 645 POE AND HAWTHORNE** 3 credits
Substantial readings from each author: tales, novels, essays, letters, poetry. Also, representative literary criticism about each author.
- 660 CULTURAL STUDIES: THEORY AND PRACTICE** 3 credits
This course explores the relationship between Cultural Studies and English Studies, examining the impact of Cultural Studies on the practice of textual analysis.
- 665 LITERARY CRITICISM** 3 credits
Inquiry into nature and value of literature and problems of practical criticism as represented in major statements of ancient and modern critics.
- 670 MODERN LINGUISTICS** 3 credits
Introductory examination of methods and results of modern grammatical research in syntax, semantics, phonology and dialects. Goals include understanding of language variation and background preparation for linguistic studies of literature.
- 673 THEORIES OF COMPOSITION** 3 credits
Study of composition theories and research, with attention to their implications for writing and writing instruction. Particular focus on such topics as composing processes, invention, form, style, modes of writing, language varieties and evaluation of writing. Class sessions include discussion of readings and presentations.
- 674 RESEARCH METHODOLOGIES IN COMPOSITION** 3 credits
Research methodologies in composition and their application. Students will define research areas, summarize and evaluate work already done, and propose and complete semester research projects.
- 675 WRITING FOR MBAs** 3 credits
Emphasizes managerial writing. Writing tasks are presented as decision-making tools, and students develop strategies for messages to subordinates, analytical reports and messages to outside audiences.
- 676 THEORY AND TEACHING OF BASIC COMPOSITION** 3 credits
Review of current research and exploration of specific instructional methods for teaching basic composition.
- 679 SCHOLARLY WRITING** 3 credits
Study of composing, analyzing and evaluating academic arguments. Practice in specific forms of academic writing such as reviews of research, articles and book reviews.
- 683 SEMINAR IN SATIRE** 3 credits
A study of satire from the middle ages through the late 20th Century, with particular attention to techniques of satiric attack, modes of comedy and irony and literary criticism.
- 689 SEMINAR IN ENGLISH** 2-3 credits
(May be repeated with change of topics) Special topics within the general field of literature and language, usually focusing on major figures or themes.
- 691 BIBLIOGRAPHY AND LITERARY RESEARCH** 3 credits
Choosing research topics, typical problems in literary scholarship, abstracting of scholarly material and bibliographic sources for literary research. Bibliographic exercises done, models of literary scholarship read.
- 698 INDIVIDUAL READING IN ENGLISH** 1-3 credits
Individual study under guidance of professor who directs and coordinates student's reading and research.
- 699 MASTER'S THESIS** 1-6 credits
Original work in the field of literature and language and completion of graduate student's required thesis.

GEOGRAPHY AND PLANNING 3350:

- 505 GEOGRAPHIC INFORMATION SYSTEMS** 3 credits
Prerequisites: 540 or permission. Introduction to the principles and concepts underlying geographic information systems (GIS) and their application in professional practice and academic research. Laboratory.
- 507 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS** 3 credits
Prerequisite: 505. Advanced instruction in the theory and application of geographic information systems (GIS) including hands-on experience with both raster and vector GIS. Laboratory.
- 509 ARCHAEOGEOLOGICAL SURVEY** 3 credits
Prerequisites: 3240:250 or 3370:101 or 3350:310. Advanced instruction in subsurface geophysical survey techniques in archaeology. Emphasis on magnetic gradiometry and electrical resistivity techniques, image processing and geological and archaeological interpretation.
- 515 ENVIRONMENTAL PLANNING** 3 credits
Scientific and technical principles for decision-making in planning, with emphasis on soils, land use, and water quality issues. Data sources and methods of site evaluation.
- 520 URBAN GEOGRAPHY** 3 credits
Prerequisite: 100 or 3850:100 or 3250:100 or permission of instructor. Spatial structure of urban systems; interaction between cities; internal structure of cities. Perspectives on urban change; contemporary urban geographic problems; urban and regional planning issues.
- 522 TRANSPORTATION SYSTEMS PLANNING** 3 credits
Prerequisite: 320 or permission. Study and analysis of transportation systems from a geographic perspective. Emphasis on transportation problems and issues, elements of transportation planning.
- 528 INDUSTRIAL AND COMMERCIAL SITE LOCATION** 3 credits
Prerequisites: 3240:250 or 3370:101 or 3350:310. Relationship between land, resources, population, transportation and industrial and commercial location process.
- 532 LAND USE PLANNING LAW** 3 credits
Prerequisite: permission. Acquaint student with past and present approaches to land use control in the United States and examine the political, economic, social and legal forces which have shaped existing land-use legislation.
- 533 PRACTICAL APPROACHES TO PLANNING** 3 credits
Prerequisite: 330 or permission. Role of geographic investigation in city, regional and resource planning.
- 536 URBAN LAND USE ANALYSIS** 3 credits
Prerequisite: 330 or permission. Land use classification systems and their spatial variation in urban areas. Land use data are collected by student by field work and analyzed to identify the associations and structure of subregions.
- 537 PLANNING ANALYSIS AND PROJECTION METHODS** 3 credits
Introduction to the primary analytic techniques for small-area demographic and economic analysis and projection.
- 538 LAND USE PLANNING METHODS** 3 credits
Application of GIS and other computer-based tools to the preparation, implementation and evaluation of comprehensive land use plans.
- 539 HISTORY OF URBAN DESIGN AND PLANNING** 3 credits
Origins of human settlements and planning from the perspective of urban design and related societal trends. Comparison of world regional and historical urban forms. Experience in "reading" settlements as visual landscapes.

- 540 PRINCIPLES OF CARTOGRAPHY** 3 credits
Theoretical and practical applications of cartographic principles used to design and produce maps for research reports, public presentations, publication, and other professional uses.
- 542 THEMATIC CARTOGRAPHY** 3 credits
Prerequisite: 340 or permission. Principles and techniques of thematic mapping. Stresses maps as communication tools. Examines principal thematic mapping techniques and means of presenting quantitative and qualitative data. Laboratory.
- 544 APPLICATIONS IN CARTOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS** 3 credits
Prerequisite: 340 or 540 and 405 or 505 or permission. Application of analytic and presentation techniques from cartography and geographic information systems to practical problems in geography and planning. Laboratory.
- 547 REMOTE SENSING** 3 credits
Prerequisite: 305 or permission. Concepts, systems, and methods of applying aerial photography, satellite imagery, and other remote-sensing data for analyzing geographic, geological, and other earth phenomena.
- 548 ADVANCED CARTOGRAPHY** 3 credits
Prerequisite: 340/540 or permission. Advanced study of cartographic principles with an emphasis on the use of color for map design and production. (Laboratory).
- 549 ADVANCED REMOTE SENSING** 3 credits
Prerequisite: 447/547 or permission. Current research in remote sensing. Applications in study of human cultural and biophysical environment. Practice in planning, design, execution and interpretation of remote sensing studies. (Laboratory).
- 550 DEVELOPMENT PLANNING** 3 credits
A study of planning concepts and techniques for developing countries, including growth and development, planning agencies, regional inequities and alternative approaches.
- 571 MEDICAL GEOGRAPHY AND HEALTH PLANNING** 3 credits
Spatial analysis of diseases; their socioeconomic correlates; diffusion pattern of infectious diseases with particular reference to North America; health-planning processes and spatial analysis of health-care delivery systems.
- 581 RESEARCH METHODS IN GEOGRAPHY AND PLANNING** 3 credits
Prerequisites: 12 credits in geography and planning. Investigation of library and archive resources. Emphasis on development of professional writing skills.
- 583 SPATIAL ANALYSIS** 3 credits
Prerequisite: 481/581 or permission. Analysis of mapped statistical surfaces. Principles for use of map as model for statistical evidence, prediction, hypothesis testing.
- 589 SPECIAL TOPICS IN GEOGRAPHY** 1-3 credits
(May be repeated) Selected topics of interest in geography.
- 590 WORKSHOP IN GEOGRAPHY** 1-3 credits
(May be repeated for a total of six credits) Group studies of special topics in geography
- 595 SOIL AND WATER FIELD STUDIES** 3 credits
Prerequisite: 310 or permission. Properties, origins and uses of major soil and water regime landscapes. Stresses relationships between soil and the hydrological cycle, urbanization, sub-urbanization and agriculture. Field trips required.
- 596 FIELD RESEARCH METHODS** 3 credits
Prerequisite: 481/581 or permission. Field work enabling student to become competent in collecting, organizing and analysis of data while carrying out field research projects.
- 600,1,2 SEMINAR** 3 credits each
(May be repeated for a maximum of six credits each) Prerequisite: permission. Investigation and analysis of selected topics in particular fields of geography. Specialization indicated by second portion of title.
- 630 PLANNING THEORY** 3 credits
Introduction to the political, institutional and ethical foundations and procedural theories of urban and regional planning.
- 631 FACILITIES PLANNING** 3 credits
Study of need, process and limitation of urban facilities planning.
- 633 COMPARATIVE PLANNING** 3 credits
A survey of national, regional and local planning implementation measures in use in the developed world. Particular attention will be given to the planning experiences of European nations and their impact on American planning theory and practice.
- 680 ADVANCED SPATIAL ANALYSIS** 3 credits
Prerequisite: 483/583 or permission. Advanced concepts and methodologies in geographic research. Emphasis on quantitative revolution in geographical analysis including multivariate procedures as factor, discriminant and economical analysis, and multidimensional scaling.
- 685 PLANNING INTERNSHIP** 3 credits
Prerequisite: permission. Individual experience in selected planning agencies for supervised performance in professional planning work. (May be repeated but only 3 credits may be applied to total credit hours needed for degree requirements.) Credit/Non-Credit.
- 687 HISTORY OF GEOGRAPHIC THOUGHT** 3 credits
Prerequisite: 481/581 or permission. Critical review of major developments in geographic concepts from ancient times to present.
- 695 GRADUATE COLLOQUIUM** 1 credit
(May be repeated for a maximum of four credits.) Lecture series on topics of interest in geography and planning, by academic and non-academic professionals for both faculty and students. Does not satisfy degree requirements. Credit/Non-Credit.
- 698 INDIVIDUAL READING AND RESEARCH** 1-3 credits
(May be repeated for a total of six credits) Prerequisite: permission of instructor. Intensive investigation of selected topics under guidance of faculty member.
- 699 THESIS RESEARCH** 1-6 credits
Independent and original work toward a thesis.
- 511 GLACIAL GEOLOGY** 3 credits
Prerequisite: 210 or permission. Causes and effects of Pleistocene expansion of polar ice masses with emphasis on glacial deposits and world climatic changes.
- 521 COASTAL GEOLOGY** 3 credits
Prerequisites: 101, 324 or permission of instructor. Study of the origins and evolution of coasts and coastal deposits with particular attention paid to the interaction of waves and currents with sediment, and the development of associated sedimentary features.
- 525 PRINCIPLES OF SEDIMENTARY BASIN ANALYSIS** 3 credits
Prerequisites or corequisites: 324 and 360, or permission. Primarily the study of depositional systems, regional and global stratigraphic cycles, and sedimentation and plate tectonics.
- 532 OPTICAL MINERALOGY-INTRODUCTORY PETROGRAPHY** 3 credits
Prerequisites: 230 and 231 or equivalent. Optical techniques for identification, characterization, and classification of minerals and rocks using the petrography microscope. Laboratory.
- 533 ADVANCED PETROGRAPHY** 3 credits
Prerequisite: 532. Petrogenesis of igneous, metamorphic and sedimentary rocks as determined by microscopic studies of textures and mineral assemblages using thin section. Laboratory.
- 535 PETROLEUM GEOLOGY** 3 credits
Prerequisite: 350 or permission; recommended: 324. Natural occurrences of petroleum. Characteristics, origin, entrapment and exploration methods. Laboratory.
- 536 COAL GEOLOGY** 3 credits
Prerequisites: 101, 102; recommended: 324. Origin, composition and occurrence of coal with emphasis on depositional environments, coalification processes, exploration, evaluation and exploitation. Laboratory.
- 537 ECONOMIC GEOLOGY** 3 credits
Prerequisites: 231 and 350. Study of metallic and nonmetallic mineral deposits emphasizing paragenesis and exploration. Laboratory.
- 541 FUNDAMENTALS OF GEOPHYSICS** 3 credits
Prerequisites: 101/223 or permission and 3650:292. Fundamental concepts in solid earth geophysics, planetary physics, geodesy, and geomagnetism. Contributions of geophysics to recent major developments in geoscience.
- 544 ENVIRONMENTAL MAGNETISM** 3 credits
Prerequisites: 101 or permission of instructor. Introduction to the theory and methods of environmental magnetism and the application of environmental magnetism to interpreting sedimentary deposits.
- 546 EXPLORATION GEOPHYSICS** 3 credits
Prerequisites: 3450:223, 3650:292 or permission. Basic principles and techniques of geophysical exploration with emphasis on gravimetric, magnetic, seismic and electrical methods and application to geological problems. Laboratory.
- 549 BOREHOLE GEOPHYSICS** 3 credits
Prerequisite: permission of instructor. Basic principles and techniques of geophysical well logging with emphasis on electrical, radioactive and sonic measures and their quantitative evaluation. Applications in oil, gas and groundwater exploration. Laboratory.
- 550 ADVANCED STRUCTURAL GEOLOGY** 3 credits
Prerequisite: 350 or permission. Fundamental and advanced concepts of structural geology with emphasis on current and developing concepts. Laboratory.
- 562 ADVANCED PALEONTOLOGY** 3 credits
Prerequisite: 360 and 360 lab. Provides advanced training in paleontological subjects. Topics will include paleoenvironmental analysis, biostratigraphic correlation, fossil preservation, diversification and extinction patterns and geochemical signals of fossils.
- 563 MICROPALAEONTOLOGY** 3 credits
Prerequisite: 360 or permission. Introduction to techniques of micropaleontology evolution and paleoecology of selected microfossil groups. Laboratory
- 570 GEOCHEMISTRY** 3 credits
Prerequisites: 101, 230, 231; 3150:151, 152, 153; or permission. Application of chemical principles to the study of geologic processes. Laboratory
- 572 STABLE ISOTOPE GEOCHEMISTRY** 3 credits
Prerequisites: 3150:151, 152, 153; 3450:221; 3370:101, 102. Application of stable isotope geochemistry to the study of the hydrologic and carbon cycles, modern sedimentary environments, and the interpretation of sedimentary rocks.
- 574 GROUNDWATER HYDROLOGY** 3 credits
Prerequisite: 101. Origin, occurrence, regimen and utilization of groundwater. Qualitative and quantitative presentation of geological and geochemical aspects of groundwater hydrology. Laboratory.
- 581 ANALYTICAL METHODS IN GEOLOGY** 2 credits
Prerequisites: 230 and 231. A survey of analytical methods used to solve geologic problems with emphasis on method selection, proper sample collection, analysis of data quality and data presentation.
- 584 GEOSCIENCE INFORMATION ACQUISITION AND MANAGEMENT** 2 credits
Prerequisite: must be a Geology Department graduate student or senior major in geology, or have permission of instructor. Methods for finding, gathering, managing, and evaluating geoscience information. Emphasis on finding data sources (including electronic), creating valid data sets, visualizing data.
- 585 INDIVIDUAL READINGS IN GEOLOGY** 1-4 credits
Prerequisite: permission of graduate advisor required. (May be repeated for a total of 8 credits; credits may not be used to meet degree requirements.) Directed reading to fit individual student programs. Credit/Noncredit.
- 590 WORKSHOP** 1-3 credits
(May be repeated) Group studies of special topics in geology. May not be used to meet undergraduate or graduate major requirements in geology. May be used for elective credit only.
- 593 GEOLOGY FIELD CAMP I** 3 credits
Prerequisites: 101 and 102 and permission of instructor. Introduction to collection and interpretation of field data and construction of geological maps.
- 594 GEOLOGY FIELD CAMP II** 3 credits
Prerequisites: 231, 350, 493/593 or permission of instructor. Advanced techniques and methods of field geology necessary for detailed geological maps and interpretation.
- 631 ROCKS AND MINERALS** 4 credits
Prerequisites: 101 and permission. Intensive course integrating crystallography, mineralogy and petrology for the science teacher and graduate student from disciplines other than geology. Laboratory.
- 639 NUCLEAR GEOLOGY** 3 credits
(Two hour lecture, three hour laboratory) Prerequisites: minimum of seven credits in chemistry, eight credits in physics, eight credits in calculus and eight credits in geology or permission. Discusses nature of radioactive and stable isotopes, their applications in geology, radioactive minerals, radioactive background and disposal of radioactive wastes. Nuclear analytical techniques will also be discussed; lecture, laboratory and field study.

GEOLOGY**3370:**

- 505 ARCHAEOLOGICAL GEOLOGY** 3 credits (includes lab)
Prerequisite: 101 or by permission of instructor. Provides background in geologic principles and techniques relevant to archaeologists. Topics include stratigraphy, absolute dating, locality assessment, zooarchaeology, taphonomy, and remote sensing. Required lab.
- 507 ARCHAEOGEOLOGICAL SURVEY** 3 credits
Prerequisites: 3240:250 or 3370:101 or 3350:310. Advanced instruction in subsurface geophysical survey techniques in archaeology. Emphasis on magnetic gradiometry and electrical resistivity techniques, image processing and geological and archaeological interpretation.
- 510 REGIONAL GEOLOGY OF NORTH AMERICA** 3 credits
Prerequisites: 101, 102, 210 or permission, recommended: 350. Examination of physiographic provinces of North America emphasizing structure, tectonic setting, stratigraphy and processes responsible for landforms in each province. Laboratory.

- 643 GEOSTATISTICS** 3 credits
Prerequisites: 101, 3470:461/561 or an equivalent course in statistics. Application of statistical methods to geology and geophysics including tests of hypotheses, trend surface analysis, analysis of variance, nonparametric statistics and time series analysis.
- 656 GLOBAL TECTONICS** 3 credits
Prerequisites: 350, 441/541 or permission. Theoretical study of physical forces involved in formation and deformation of earth's crust with emphasis on plate tectonics and associated diastrophic features.
- 661 GEOLOGIC RECORD OF PAST GLOBAL CHANGE** 3 credits
Prerequisite: equivalent of baccalaureate degree in geology or permission of instructor. Study of the geologic record of past global climate and environmental change from geochemical, paleontological, sedimentological and other geological evidence.
- 674 ADVANCED GROUNDWATER HYDROLOGY** 3 credits
Prerequisite: 474/574. Study of water table and artesian aquifers under steady and nonsteady state conditions. Collection and evaluation of field data with regard to theory. Water well and well field design. Laboratory and field work.
- 680 SEMINAR IN GEOLOGY** 2 credits
(May be repeated for a total of six credits) Selected topics with reference material from original sources.
- 684 SELECTED TOPICS IN GEOLOGY** 1-3 credits
(May be repeated for a total of eight credits) Prerequisite: permission. Topics not regularly offered as formal courses, generally of classic current importance. Entails lectures, readings, discussions and/or guided laboratory work.
- 688 GEOLOGY TEACHING PRACTICUM** 2 credits
Corequisite: graduate assistantship. Training and experience in college teaching of geology under supervision of experienced faculty. May be repeated for a maximum of 8 credits. Credits may not be used to meet degree requirements. Credit/Noncredit.
- 695 ADVANCED FIELD STUDIES** 1-3 credits
(May be repeated for a total of four credits) Prerequisite: permission of instructor. Field trip course emphasizing phases of geology not readily studied in Ohio. Includes pretrip preparation, field observations and data gathering, post-trip examination and/or written report. Student will bear trip expenses.
- 696 GEOLOGY COLLOQUIUM** 1 credit
Lecture on current topics in geological sciences and thesis proposals and defenses by graduate students. May be repeated. Does not satisfy degree requirements.
- 698 GRADUATE RESEARCH PROBLEMS** 1-3 credits
(May be repeated for a total of six credits) Prerequisite: permission. Directed reading and research in an aspect of geology chosen by student in consultation with an instructor.
- 699 MASTER'S THESIS** 1-6 credits
Independent and original investigation. Must be successfully completed, report written and defended before a committee.
- HISTORY 3400:**
- 500 WOMEN IN REVOLUTIONARY CHINA** 3 credits
Prerequisites: 3400:300, 301, or 1100:330, or permission of instructor. A study of the changes in women's lives in China during the late imperial (1644-1911), and socialist (1949-1989) periods.
- 501 JAPAN AND THE PACIFIC WAR, 1895-1945** 3 credits
The rise of Japanese militarism, Japan's drive to create an empire in East and Southeast Asia, 1895-1945, and its role in the Pacific War, 1937-1945.
- 504 STUDIES IN ROMAN HISTORY** 3 credits
Prerequisite: completion of 6 hours of History courses at the 200 or 300 level. Concentrated investigation of selected topics such as imperialism in middle and late Republic, the age of Augustus, or the fall of western Empire.
- 516 MODERN INDIA** 3 credits
History of the Indian subcontinent from c.1500 with emphasis on Indian society and culture, British imperialism, and the emergence of Indian nationalism.
- 524 THE RENAISSANCE** 3 credits
The age of transition from the Middle Ages to modern times (1350-1600). Special emphasis on intellectual trends, the development of humanism, and the fine arts.
- 525 THE REFORMATION** 3 credits
Europe in 16th Century; its religious, cultural, political and diplomatic development, with special emphasis on Protestant, Anglican and Catholic reformations.
- 529 EUROPE IN THE FRENCH REVOLUTIONARY ERA, 1789-1815** 3 credits
Development of Revolution; Napoleon's regime and satellites.
- 538 NAZI GERMANY** 3 credits
This course covers the social, economic, and political history of Germany from World War I to 1945 with emphasis on the Third Reich.
- 540 TUDOR AND STUART BRITAIN, 1485-1714** 3 credits
An examination of the development of, and increasing links between the British kingdoms in the early modern period, with emphasis on culture, politics, and religion.
- 543 CHURCHILL'S ENGLAND** 3 credits
An examination of the changes that Britain experienced during the life of Winston Churchill, 1874-1965. Emphasis is on cultural, social, and political developments.
- 551 COLONIAL AMERICAN HISTORY** 3 credits
This course covers the history of colonial America from the first European contact in the Americas in 1492 to the onset of the American Revolution.
- 552 THE AMERICAN REVOLUTIONARY ERA: POLITICAL, MILITARY, AND CONSTITUTIONAL ASPECTS** 3 credits
The struggle for the rights of Englishmen and independence; the impact of war on American society and the creation of republican institutions.
- 553 AGE OF JEFFERSON AND JACKSON, 1800-1850** 3 credits
The evolution of the republic in its formative stages from Jefferson through Jackson to the Compromise of 1850. Emphasis upon political, social, intellectual and Constitutional developments.
- 554 THE CIVIL WAR AND RECONSTRUCTION, 1850-1877** 4 credits
Sectionalism, slavery and the causes of the Civil War; wartime activities of the Union and Confederacy; leading personalities; problems of reconstruction and the new Union.
- 555 THE ORIGINS OF MODERN AMERICA, 1877-1917** 3 credits
United States from Reconstruction Era to World War I (1877-1920); emphasis on political responses to rise of an industrialized-urbanized society, the populist and progressive movements.
- 556 AMERICA IN WORLD WARS AND DEPRESSION, 1917-1945** 3 credits
World War I and Versailles; the 1920s, the Great Depression and the New Deal; World War II.
- 557 THE UNITED STATES SINCE 1945** 3 credits
Nuclear age, cold war, foreign policy and domestic affairs to present. Social, political, constitutional, diplomatic, cultural and economic changes since 1945.
- 561 THE UNITED STATES AS A WORLD POWER** 3 credits
This course analyzes the emergence and functioning of the United States as a world power, with particular emphasis on the twentieth century.
- 563 U.S. CONSTITUTIONAL HISTORY SINCE 1870** 3 credits
This course will examine the evolution of constitutional government as well as civil liberties and individual rights from the Civil War to the present.
- 565 AMERICAN ECONOMY SINCE 1900** 3 credits
Survey of economic developments since 1900; topics include agriculture, business and labor. Special emphasis on role of big business and evolution of monetary and fiscal policy.
- 567 HISTORY OF AMERICAN POP CULTURE** 3 credits
Historical analysis of mass cultural phenomena and the social experiences associated with mass technologies that transformed modern American life in the nineteenth and twentieth centuries.
- 570 OHIO HISTORY** 3 credits
Political, social, economic and intellectual history of Ohio, with special emphasis on Ohio's relationship to Old Northwest and to the nation.
- 571 AMERICAN ENVIRONMENTAL HISTORY** 3 credits
Utilization, conservation of natural resources from beginnings of American society to present; combination of economic, technological history of extensive treatment of public policy, environmental issues.
- 572 LATIN AMERICA: ORIGINS OF NATIONALITY** 3 credits
Pre-Columbian civilization, discovery and conquests; colonialism, struggle for independence and formation of new societies.
- 573 LATIN AMERICA: THE TWENTIETH CENTURY** 3 credits
Social revolution, political ideology and contemporary problems.
- 575 MEXICO** 3 credits
History of Mexico from Indian civilizations to present with emphasis on relations with United States; social and political ramifications of the 20th Century Mexican revolution.
- 576 CENTRAL AMERICA AND THE CARIBBEAN** 3 credits
Selected aspects of the histories of Central American and Caribbean countries with emphasis on populist and peasant movements, political reform, social revolution, economic and underdevelopment, and relations with the United States.
- 582 WAR AND WESTERN CIVILIZATION** 3 credits
War and society in Europe, America and beyond from ancient world to present with special emphasis on period since 1740.
- 584 HISTORY MUSEUMS AND ARCHIVES** 3 credits
This course will focus on the work of history museums, historical societies and historic house museums, and archives.
- 585 HISTORY, COMMUNITIES, AND MEMORY** 3 credits
Course examines the interactions between the work of academic historians and the public in areas such as local history, monuments, oral history, film, and the internet.
- 587 SCIENCE AND TECHNOLOGY IN U.S. HISTORY** 3 credits
This course examines the development of science and technology in U.S. history and its resulting social, economic, and political effects.
- 593 SPECIAL STUDIES IN HISTORY** 3 credits
Includes experimental and interdisciplinary studies, as well as those subjects that are not listed in this *Graduate Bulletin*. See departmental office for information on particular offerings.
- 594 WORKSHOP IN HISTORY** 1-3 credits
(May be repeated) Group studies of special subjects pertaining to history. May be used for elective credit only. May not be used to meet undergraduate or graduate major requirements in history.
- 610 GRADUATE READING SEMINAR—COMPARATIVE STUDIES IN WORLD CIVILIZATION** 3 credits
Comparative historiography on world civilizations: East, South Asia, Middle East, Africa, and the Americas. Emphasis on key themes: kingship, empire, colonization, nationalism.
- 611 GRADUATE WRITING SEMINAR—COMPARATIVE STUDIES IN WORLD CIVILIZATION** 3 credits
Research and writing on selected topics on world civilizations: East, South Asia, Middle East, Africa, and the Americas.
- 622 READING SEMINAR IN ANCIENT HISTORY** 4 credits
Study of historical literature, sources of materials and major interpretations of ancient history, especially Greek and Roman periods.
- 623 WRITING SEMINAR IN ANCIENT HISTORY** 4 credits
Prerequisite: 622. Research and writing in selected topics of ancient history, particularly Greek and Roman eras.
- 625 READING SEMINAR IN MEDIEVAL HISTORY** 4 credits
Study of historical literature, sources of materials and major interpretations of medieval European history.
- 626 WRITING SEMINAR IN MEDIEVAL HISTORY** 4 credits
Prerequisite: 625. Research and writing in selected topics of European medieval history from barbarian invasions through later Middle Ages.
- 631 READING SEMINAR IN MODERN EUROPEAN HISTORY TO 1815** 4 credits
Study of historical literature, sources of materials, major interpretations of early modern Europe history to Napoleonic era.
- 632 WRITING SEMINAR IN MODERN EUROPEAN HISTORY TO 1815** 4 credits
Prerequisite: 631. Research and writing in selected topics of early modern European history, occasionally including social, economic and intellectual subjects.
- 634 READING SEMINAR IN MODERN EUROPEAN HISTORY SINCE 1815** 4 credits
Study of historical literature, sources of materials and major interpretations of modern European history since early 19th Century.
- 635 WRITING SEMINAR IN MODERN EUROPEAN HISTORY SINCE 1815** 4 credits
Prerequisite: 634. Research and writing in selected topics of modern European history, occasionally including social, economic and intellectual subjects.
- 651 READING SEMINAR IN THE HISTORY OF ENGLAND AND THE EMPIRE** 4 credits
Study of historical literature, sources of materials and major interpretations of English and British imperial history.
- 652 WRITING SEMINAR IN THE HISTORY OF ENGLAND AND THE EMPIRE** 4 credits
Prerequisite: 651. Research and writing in selected topics of English and British imperial history.
- 666 READING SEMINAR IN AMERICAN HISTORY TO 1877** 4 credits
Study of historical literature, sources of materials and major interpretations of American colonial and United States history to Civil War.
- 667 WRITING SEMINAR IN AMERICAN HISTORY TO 1877** 4 credits
Prerequisite: 666. Research and writing in selected topics of American history from colonial period to Civil War.

- 669 READING SEMINAR IN AMERICAN HISTORY SINCE 1877** 4 credits
Study of historical literature, sources of materials and major interpretations of United States history since Civil War.
- 670 WRITING SEMINAR IN AMERICAN HISTORY SINCE 1877** 4 credits
Prerequisite: 669. Research and writing in selected topics of United States history since Civil War.
- 677 READING SEMINAR IN LATIN AMERICAN HISTORY** 4 credits
Prerequisite: two courses in Latin American studies or permission of instructor. Study of historical literature, sources of materials and major interpretations of Latin American history.
- 678 WRITING SEMINAR IN LATIN AMERICAN HISTORY** 4 credits
Prerequisite: 677. Research and writing in selected topics in social, cultural, diplomatic, intellectual and political history of Latin America.
- 680 READING SEMINAR: CHINA** 4 credits
Study of Chinese texts, secondary literature, and major interpretations of the history of China.
- 681 WRITING SEMINAR: CHINA** 4 credits
Preparation of research paper, including a bibliographic essay surveying scholarship on the topic, research and analysis of primary sources, and writing.
- 689 HISTORIOGRAPHY** 3 credits
Study of historians, historical writings and interpretations through the ages. Required for master's degree if candidate has not had equivalent undergraduate or graduate course elsewhere.
- 690 HISTORY TEACHING PRACTICUM** 3 credits
Prerequisite: graduate assistantship. Required of all graduate assistants each fall semester. Training and experience in college teaching of history under the supervision of an experienced faculty member. Credits may not be used to meet degree requirements.
- 694 THESIS RESEARCH** 1-6 credits
Research for Master of Arts degree thesis.
- 697.8 INDIVIDUAL READING FOR M.A. STUDENT** 1-4 credits each
(May be repeated for a total of 12 credits) Directed reading to fit individual student programs. May be repeated, but no more than six credits may count toward the M.A. degree in history. Written permission of the instructor required.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: 694. Writing of Master of Arts degree thesis.
- 797.8 INDIVIDUAL READING FOR Ph.D. STUDENT** 1-6 credits each
(May be repeated, but no more than 12 credits may apply toward the Ph.D. in history) Directed reading to fit individual student programs. Written permission of the instructor required.
- 898 DISSERTATION RESEARCH** 1-15 credits
Research for Doctor of Philosophy degree dissertation.
- 899 DOCTORAL DISSERTATION** 1-15 credits
Prerequisite: 898. Writing of Doctor of Philosophy degree dissertation.
- 535 SYSTEMS OF ORDINARY DIFFERENTIAL EQUATIONS** 3 credits
Prerequisites: 335 and either 312 or 428 or permission. Analysis, solution of systems of equations, linear, nonlinear. Topics: stability theory, perturbation methods, asymptotic methods, applications from physical, social sciences.
- 536 MATHEMATICAL MODELS** 3 credits
Prerequisite: 335 and six-hour sequence in an approved applied area, or permission. Formulation and analysis of mathematical models in social and physical sciences. Analysis of deterministic and stochastic models. Topics may include stochastic processes, linear programming, graph theory, theory of measurement.
- 538 ADVANCED ENGINEERING MATHEMATICS I** 3 credits
Prerequisites: 335 and 312 or permission. Matrices, eigenvalue problems, systems of ODEs, vector analysis, complex variables.
- 539 ADVANCED ENGINEERING MATHEMATICS II** 3 credits
Prerequisites: 335 and 312 or permission. Special functions, fourier series and transforms, PDEs.
- 541 CONCEPTS IN GEOMETRY** 4 credits
Prerequisite: 222 or permission of instructor; 307 is recommended. Axiomatic treatment of both Euclidean and non-Euclidean geometries. Other concepts included are finite geometry, transformations, constructions and inversions.
- 545 INTRODUCTION TO TOPOLOGY** 3 credits
Prerequisite: 307 or permission of instructor. Introduction to topological spaces and topologies, mapping, cardinality, homeomorphisms, connected spaces, metric spaces.
- 589 TOPICS IN MATHEMATICS** 1-4 credits
(May be repeated for a total of six credits) Prerequisite: Permission of instructor. Selected topics in mathematics and applied mathematics at an advanced level.
- 591 WORKSHOP IN MATHEMATICS** 1-3 credits
(May be repeated) Group studies of special topics in mathematics and statistics. May not be used to meet undergraduate or graduate major requirements in mathematics and statistics. May be used for elective credit only.
- 611 TOPICS IN ALGEBRA** 3 credits
Prerequisite: 412/512. Advanced study of selected topics in some of the following areas: semi-groups, groups, rings, modules and fields.
- 621 REAL ANALYSIS** 3 credits
Prerequisite: 422/522 or permission. In-depth study of real analysis – metric spaces, normed vector spaces, integration theory, Hilbert spaces.
- 622 MEASURE THEORY** 3 credits
Prerequisite: 621. Measure, measurable function, Lebesgue integral, convergence theorems, Lp-spaces, Radon-Nikodym theorem.
- 625 ANALYTIC FUNCTION THEORY** 3 credits
Prerequisite: 422/522. Complex number system, holomorphic functions, continuity, differentiability, power series complex integration, residue theory, singularities, analytic continuation, asymptotic expansion.
- 627.8 ADVANCED NUMERICAL ANALYSIS I AND II** 3 credits each
Sequential. Prerequisite: 422/522. Theoretical analysis of numerical methods in linear algebra, polynomial interpolation and approximation, integration and ordinary differential equations.
- 631 CALCULUS OF VARIATIONS** 3 credits
Prerequisite: 335. Problems with fixed and movable endpoints, problems with constraints, generalization to several variables, the maximality principle, linear time-optimal problems, the connective between classical theory and the maximality principle.
- 632 ADVANCED PARTIAL DIFFERENTIAL EQUATIONS** 3 credits
Prerequisite: 432/532 or permission. Existence, uniqueness and stability of solutions to general classes of partial differential equations. Methods for solving these classes introduced, emphasizing both analytical and numerical techniques.
- 633.4 METHODS OF APPLIED MATHEMATICS I AND II** 3 credits each
Prerequisites: 421/521 or 438/538, 439/539 or permission. Methods of applied mathematics concentrating on techniques for analysis of differential and integral equations – applied complex analysis, integral transforms, partial differential equations, and integral equations.
- 635 OPTIMIZATION** 3 credits
Prerequisite: 422/522 or permission. Unconstrained and constrained optimization theory and methods in applied problems.
- 636 ADVANCED COMBINATORICS AND GRAPH THEORY** 3 credits
Prerequisite: 335. Theory and techniques of combinatorics as applied to network problems and graph theoretic problems.
- 638 THEORY AND APPLICATION OF WAVELETS** 3 credits
Prerequisite: permission of instructor. Theory of wavelets and applications to signal and image analysis. Topics include time-frequency representations, filter bands, discrete and continuous wavelet transforms, wavelet packets, and applications.
- 689 ADVANCED TOPICS IN MATHEMATICS** 1-3 credits
(May be repeated for a total of six credits) Prerequisite: permission of advisor. Seminar-type discussion on topics in mathematics leading to supervised research project. No more than 2 credits apply to major requirements.
- 692 SEMINAR IN MATHEMATICS** 1-3 credits
(May be repeated) Prerequisite: permission of advisor. Seminar-type discussion on topics in mathematics leading to supervised research project. No more than 2 credits apply to major requirements.
- 695 PRACTICUM IN MATHEMATICS AND STATISTICS** 1-3 credits
(May be repeated) Prerequisite: graduate teaching assistant or permission. Training and experience in college teaching of mathematical sciences. May not be used to meet degree requirements. Credit/noncredit.
- 697 INDIVIDUAL READING** 1-2 credits
(May be repeated for a total of four credits) Prerequisites: graduate standing and permission. Directed studies in mathematics at graduate level under guidance of selected faculty member.
- 698 MASTER'S RESEARCH** 1-6 credits
(May be repeated) Prerequisite: permission of advisor. Research in suitable topics in mathematics or applied mathematics culminating in a research paper. No more than 2 credits applicable to major requirements.
- 699 MASTER'S THESIS** 2 credits
(May be repeated for a total of four credits) Prerequisite: permission. Properly qualified candidate for master's degree may obtain four credits for research experience which culminates in presentation of faculty-supervised thesis.
- 721.2 FUNCTIONAL ANALYSIS I AND II** 3 credits each
Prerequisites: 410/510 and 621. These courses are sequential. Study of normed linear spaces and transformations between them with an emphasis on the formulation and analysis of differential and integral equations as operator equations on these spaces.

MATHEMATICS 3450:

- 501 HISTORY OF MATHEMATICS** 3 credits
Prerequisite: 307 with a grade of C- or better. Origin and development of mathematical ideas. Course does not meet degree requirements in the department.
- 510 ADVANCED LINEAR ALGEBRA** 3 credits
Prerequisite: 317. Study of vector spaces, linear transformation, canonical and quadratic forms, inner product spaces.
- 511 ABSTRACT ALGEBRA I** 3 credits
Prerequisite: 307 or permission. Study of groups, rings, fields, integral domains, vector spaces, field extensions. Galois theory.
- 512 ABSTRACT ALGEBRA II** 3 credits
Prerequisite: 411/511 or permission of instructor. Study of groups, rings, fields, integral domains, vector spaces, field extensions, Galois theory.
- 513 THEORY OF NUMBERS** 3 credits
Prerequisite: 222 or permission. Euclidean algorithm, unique factorization theorem, congruences, primitive roots, indices, quadratic residues, number-theoretic functions, Gaussian integers and continued fractions.
- 515 COMBINATORICS AND GRAPH THEORY** 3 credits
Prerequisite: 222 or permission. Introduction to basic ideas and techniques of mathematical counting; properties of structure of systems.
- 520 MATHEMATICAL TECHNOLOGY AND COMMUNICATION** 3 credits
Prerequisites: 222 and 312 or permission of the instructor. Graphical, numerical, and algebraic computation with applications using a variety of mathematical hardware and software: symbolic manipulators, dynamic geometry software, programs, scripts and web browsers.
- 521.2 ADVANCED CALCULUS I AND II** 3 credits each
Sequential. Prerequisite: 223; 307 is highly recommended. Real number system, sequences, series, set theory, continuity, differentiation, integration, partial derivatives, multiple integration, maxima and minima, convergence and uniform convergence, power series, improper integrals, transformations, line and surface integrals.
- 525 COMPLEX VARIABLES** 3 credits
Prerequisite: 223. Complex variables; elementary functions, differentiation and analytic functions; integration and Cauchy's theorem; power series and Laurent series; residue theorem; applications such as conformal mappings, inversion of integral transform.
- 527 APPLIED NUMERICAL METHODS I** 3 credits
Prerequisites: 222 and 3460:209 or permission of instructor. Numerical methods in polynomial interpolation, rootfinding, numerical integration, and numerical linear algebra.
- 528 APPLIED NUMERICAL METHODS II** 3 credits
Prerequisites: 335 and 427/527 or permission of instructor. Numerical methods in the solution of ordinary and partial differential equations. Numerical differentiation, Runge-Kutta methods, and iterative methods for ODEs, finite differences for PDEs.
- 529 NUMERICAL SOLUTIONS FOR ORDINARY DIFFERENTIAL EQUATIONS** 3 credits
Prerequisite: 427/527. Mathematical analysis of numerical methods for solving ordinary differential equations. Runge-Kutta and linear multistep methods for initial value problems. Shooting, collocation and difference methods for boundary value problems.
- 530 NUMERICAL SOLUTIONS FOR PARTIAL DIFFERENTIAL EQUATIONS** 3 credits
Prerequisite: 428/528 or equivalent. For advanced undergraduate and graduate students. The study of finite difference and finite element methods for partial differential equations – consistency, stability, convergence and computer implementation.
- 532 PARTIAL DIFFERENTIAL EQUATIONS** 4 credits
Prerequisite: 335. The classical initial value and boundary value problems of mathematical physics developed and solved using Fourier series and integral transforms.

- 728 MATRIX ITERATIVE ANALYSIS** 3 credits
Prerequisite: 312 or permission of the instructor. Basic Iterative methods, Matrix Properties and Concepts, Linear and Nonlinear equation solver, Semi-iterative and conjugate-gradient methods.
- 730 ADVANCED NUMERICAL SOLUTION OF PARTIAL DIFFERENTIAL EQUATIONS** 3 credits
Prerequisites: 422/522 and 428/528, or 628, or equivalent. Derivation, analysis, and implementation of difference and variational-based methods for the solution of partial differential equations and systems of differential equations.
- 732 ADVANCED PARTIAL DIFFERENTIAL EQUATIONS II** 3 credits
Prerequisites: 422/522 and 432/532 or equivalent. Well-posedness of elliptic, hyperbolic and parabolic problems. Variational Methods for Elliptic problems, Conservation Laws and numerical methods, potential theory and integral equations.
- 733,4 ASYMPTOTIC METHODS AND NONLINEAR ANALYSIS I AND II** 3 credits each
Prerequisites: 633/634 or equivalent. Survey of asymptotic and perturbation methods as applied to integrals and differential equations. Topics: bifurcation and stability with applications from the physical sciences and engineering.
- 735 DYNAMICAL SYSTEMS** 3 credits
Prerequisite: 422/522 or equivalent. The study of mathematical models of systems which evolve over time. An introduction to maps and applications to ordinary differential equations.

COMPUTER SCIENCE 3460:

- 501 FUNDAMENTALS OF DATA STRUCTURES** 3 credits
Prerequisite: programming experience in C. Basic data structures and algorithms: stacks, queues, linked lists, trees, hash tables, and graphs; sorting and search algorithms. Introduction to data abstraction and algorithm analysis. (May not be used to meet computer science requirements)
- 506 INTRODUCTION TO C AND UNIX** 3 credits
Prerequisite: Programming experience. C language programming. UNIX shell programming, file structure, system calls, and interprocess communication. (May not be used to meet computer science requirements)
- 508 WINDOWS PROGRAMMING** 3 credits
Prerequisites: 208 or 210 or 406 or 506 or permission. Windows operating systems, integrated development environment, event-driven programming, graphical user interface design, using object libraries, component object model, object linking and embedding, client-server objects.
- 518 INTRODUCTION TO DISCRETE STRUCTURES** 3 credits
Prerequisite: 210 or permission. Introduction to algebraic structures of particular use in computer science. Topics include algorithms and flow chart language, graphs and digraphs, trees, lattices codes. (May not be used to meet computer science master's degree requirements)
- 521 INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING** 3 credits
Prerequisite: 316. Object-oriented design, analysis, and programming using different development models. Comparison with other programming paradigms.
- 526 OPERATING SYSTEMS** 3 credits
Prerequisites: 306 and 316, or 501 or equivalent. Introduction to various types of operating systems: batch processing systems, multiprocessing systems and interacting processes: storage management; process and resource control; deadlock problem. Course is independent of any particular operating system. (May not be used to meet computer science master's degree requirements)
- 528 UNIX SYSTEM PROGRAMMING** 3 credits
Prerequisites: 316 and knowledge of C. An overview of the UNIX operating system. Shell programming. Process management, processor management, storage management, scheduling algorithms, resource protection, and system programming.
- 530 THEORY OF PROGRAMMING LANGUAGES** 3 credits
Prerequisite: 316. Advanced concepts underlying programming languages and their applications, formal definitions of programming languages, Backus Normal Form, semantics. Alternative programming paradigms including functional programming. (May not be used to meet computer science master's degree requirements)
- 535 ANALYSIS OF ALGORITHMS** 3 credits
Prerequisites: 316 and 418/518. Design and analysis of efficient algorithms for random access machines; derivation of pattern classification algorithms.
- 540 COMPILER DESIGN** 3 credits
Prerequisites: 307 and 316. Techniques used in writing and modifying compilers including translation, loading, execution, symbol tables and storage allocation; compilation of simple expressions and statements. Organization of a compiler for handling lexical scan, syntax scan, object code generation, error diagnostics and code optimization. Use of compiler writing languages and boot-strapping. The course requires a project involving compiler writing.
- 555 DATA COMMUNICATIONS AND COMPUTER NETWORKS** 3 credits
Prerequisites: 316 or 401/501. ISO-OSI, TCP/IP, SNA data switching, protocols, flow and error control, routing, topology. Network trends, network taxonomies, and socket-based programming.
- 557 COMPUTER GRAPHICS** 3 credits
Prerequisites: Completion of 316 with a grade of C- or better and knowledge of C. Topics in vector and raster graphics, interactive graphics languages, scan conversion, clipping, geometric transformation, projection, shading, animation, and virtual reality.
- 560 ARTIFICIAL INTELLIGENCE AND HEURISTIC PROGRAMMING** 3 credits
Prerequisite: 316. Study of various programs which have displayed some intelligent behavior. Exploration of level at which computers can display intelligence.
- 565 COMPUTER ORGANIZATION** 3 credits
Prerequisites: 210, 306, 4450:330. An introduction to the hardware organization of the computer at the register, processor and systems level. An in-depth study of the architecture of a particular computer systems family. (May not be used to meet computer science master's degree requirements)
- 567 MICROPROCESSOR PROGRAMMING AND INTERFACING** 3 credits
Prerequisites: 306, 316. Detailed study of a particular microprocessor architecture and instruction set. Standard device interface components. Real time programming concepts.
- 570 AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES** 3 credits
Prerequisite: 418/518. Presentation of theory of formal languages and their relation to automata. Topics include description of languages; regular context-free and context-sensitive grammar; finite, pushdown and linear-bounded automata; turning machines; closure properties; computational complexity, stack automata and decidability.
- 575 DATABASE MANAGEMENT** 3 credits
Prerequisite: 316. Fundamentals of database organization, data manipulations and representation, data integrity, privacy.
- 577 INTRODUCTION TO PARALLEL PROCESSING** 3 credits
Prerequisites: 316 and knowledge of C. Commercial processors: past and present. Parallel languages, models of parallel computation. Emphasis on parallel algorithm design and performance evaluation. A broad study of parallel paradigms with relation to real world applications.

- 580 INTRODUCTION TO SOFTWARE ENGINEERING AND FORMAL METHODS** 3 credits
Prerequisite: 316. Introduction to formal software specification and validation. Introduction of methodologies and tools of design, development, validation, and maintenance.
- 589 TOPICS IN COMPUTER SCIENCE** 1-3 credits
(May be repeated) Prerequisite: permission of instructor. Selected topics in computer science at an advanced level.
- 591 WORKSHOP IN COMPUTER SCIENCE** 1-3 credits
Group studies of special topics in computer science. (May not be used to meet computer science master's degree requirements)
- 597 INDIVIDUAL STUDY IN COMPUTER SCIENCE** 1-3 credits
(May be repeated. Can apply to degree, minor or certificate only with department approval) Prerequisite: permission. Directed studies designed as introduction to research problems under guidance of designated faculty member.
- 626 ADVANCED OPERATING SYSTEMS** 3 credits
Prerequisite: 426/526 or equivalent. Advanced topics in operating system design: synchronization mechanisms, performance evaluation, security, distributed operating systems.
- 630 ADVANCED THEORY OF PROGRAMMING LANGUAGES** 3 credits
Prerequisites: 430/530 and 418/518, or equivalent. In-depth study of various issues in the design and implementation of programming languages, such as formal type systems, operational and other semantics, and verification.
- 635 ADVANCED ALGORITHMS AND COMPLEXITY THEORY** 3 credits
Prerequisite: 435/535 or equivalent. Advanced graph algorithms, matrix multiplication, fast Fourier transforms, lower bound theory, complexity hierarchies, NP-complete and intractable problems, approximation techniques.
- 640 ADVANCED COMPILER DESIGN AND CONSTRUCTION** 3 credits
Prerequisite: 440/540 or equivalent. Continuation of 440/540. Theory of LL(k) and LR(k) parsing, compiler writing tools and environments, code optimization, implementation of advanced language features. Major programming project required.
- 655 COMPUTER NETWORKS AND DISTRIBUTED PROCESSING** 3 credits
Prerequisites: 465/565 and 455/555. Interconnection technologies, protocol layering models, datagram and stream transport services, client-server paradigm, principles and protocols of interconnected networks operating as unified systems, and TCP/IP technology.
- 657 ADVANCED COMPUTER GRAPHICS** 3 credits
Prerequisites: 457/557 knowledge of C and UNIX. Topics include 3D viewing and projections, image manipulation, 3D transformations, color shading, clipping and animation via raster files, fractal mapping, surface rendering, and solid mapping.
- 658 VISUALIZATION** 3 credits
Prerequisite: 457 or 557 or permission of instructor. Visualization pipeline, data representation in visualization, visualization algorithms, object-oriented visualization, scientific visualization, volume visualization, visualization applications and research topics.
- 660 EXPERT SYSTEMS** 3 credits
Prerequisite: 460/560 or maturity in mathematics. Architecture of expert systems, knowledge representation and acquisition, inference mechanisms for expert systems, uncertainty management, expert system tools and applications.
- 665 ADVANCED COMPUTER ARCHITECTURE** 3 credits
Prerequisite: 465/565 or equivalent. Fundamentals of computer analysis and design, with emphasis on cost/performance tradeoffs. Studies of pipelined, vector, RISC, and multiprocessor architectures.
- 670 ADVANCED AUTOMATA AND COMPATIBILITY** 3 credits
Prerequisite: 470/570 or equivalent. An in-depth study of concepts related to computability. Topics include nondeterministic automata, recursive function theory, the Chomsky hierarchy, Turing machines and undecidability.
- 675 ADVANCED DATABASE MANAGEMENT** 3 credits
Prerequisite: 475/575 or equivalent. Relational database theory, including formal query languages; query processing and optimization techniques; reliability techniques including recovery, concurrency, security, and integrity; current trends in database technology.
- 677 PARALLEL PROCESSING** 3 credits
Prerequisite: 477/577. Advanced computer architectures, theories of parallel computing, system resources optimization, efficient programming languages and application requirements of cost-effective computer systems. Classical results and practical insights into implementing parallel algorithms on actual parallel machines.
- 680 SOFTWARE ENGINEERING** 3 credits
Prerequisites: 307 and 316. Introduction to current techniques and methodologies used in software design, development, validation, and maintenance.
- 689 ADVANCED TOPICS IN COMPUTER SCIENCE** 1-3 credits
(May be repeated) Prerequisite: permission of instructor. At most, six credits may be applied to degree requirements. Selected topics in computer science at an advanced level. (Department consent required for application to computer science master's degree requirements)
- 692 SEMINAR IN COMPUTER SCIENCE** 1-3 credits
(May be repeated) Prerequisite: permission of advisor. Seminar-type discussions on topics in computer science. No more than two credits apply to major requirements.
- 695 PRACTICUM COMPUTER SCIENCE** 1-3 credits
Prerequisite: graduate teaching assistant or permission. Training and experience in college teaching of computer science under the supervision of an experienced faculty member. May not be used to meet degree requirements. Credit/non-credit.
- 697 INDIVIDUAL STUDY IN COMPUTER SCIENCE** 1-3 credits
(May be repeated. Can apply to degree only with departmental approval) Prerequisite: permission of instructor. Directed studies designed as introduction to research problems under guidance of designated faculty member.
- 698 MASTER'S RESEARCH** 1-6 credits
(May be repeated) Prerequisite: permission of advisor. Research in suitable topics in computer science culminating in a research paper. No more than two credits applicable to major requirements.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: permission. (May be repeated for a total of six credits.) A properly qualified candidate for a master's degree may obtain 2-4 credits for research experience which culminates in presentation of a faculty-supervised thesis.

STATISTICS 3470:

- 550 PROBABILITY** 3 credits
Prerequisite: 3450:221. Introduction to probability, random variables and probability distributions, expected value, sums of random variables, Markov processes.
- 551,2 THEORETICAL STATISTICS I AND II** 3 credits each
Sequential. Prerequisite: 3450:223. Elementary combinatorial probability theory, probability distributions, mathematical expectation, functions of random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, introduction to experimental designs.

- 560 STATISTICAL METHODS** 4 credits
Application of statistical methods to the social sciences including description statistics, probability distributions, statistical inference (parametric, nonparametric), categorical data analysis, linear regression, correlation, computer applications. May not be used to meet Mathematical Sciences degree requirements.
- 561 APPLIED STATISTICS I** 4 credits
Prerequisite: 3450:222 or 216 or equivalent. Applications of statistical theory to natural and physical sciences and engineering, including probability distributions, interval estimation, hypotheses testing (parametric and nonparametric), and simple linear regression and correlation.
- 562 APPLIED STATISTICS II** 4 credits
Prerequisite: 461/561 or equivalent. Applications of the techniques of regression and multifactor analysis of variance.
- 565 DESIGN OF SAMPLE SURVEYS** 3 credits
Prerequisite: 461/561 or equivalent. Design and analysis of frequently used sample survey techniques.
- 569 RELIABILITY MODELS** 3 credits
Prerequisite: 461/561. Selected topics in reliability modeling including parametric and nonparametric models, competing modes of failure, censored data and accelerated life models.
- 571 ACTUARIAL SCIENCE I** 3 credits
Prerequisite: 551 or 561 or equivalent. Study of various statistical, financial, and mathematical calculations used to determine insurance premiums related to contingent risks based on individual risk model frameworks.
- 572 ACTUARIAL SCIENCE II** 3 credits
Prerequisite: 471/571. Continuation of Actuarial Science I. Study of multiple life functions, multiple decrement models, valuation theory for pension plans, insurance models including expenses, nonforfeiture benefits and dividends.
- 575 FOUNDATIONS OF STATISTICAL QUALITY CONTROL** 3 credits
Prerequisite: 461/561 or equivalent. Course provides a solid foundation in the theory and applications of statistical techniques widely used in industry.
- 580 STATISTICAL DATA MANAGEMENT** 3 credits
Prerequisites: 561 or equivalent. Students learn data organization and structures, design of statistical databases, statistical software analysis, importing and exporting of data between software, and missing data analysis.
- 589 TOPICS IN STATISTICS** 1-3 credits
(May be repeated for a total of six credits) Prerequisite: permission. Selected topics in advanced statistics, including quality control, reliability, sampling techniques, decision theory, advanced inference, stochastic processes and others.
- 591 WORKSHOP IN STATISTICS** 1-3 credits
(May be repeated with change of topic) Group studies of special topics in statistics. May not be used to meet undergraduate or graduate major requirements in mathematics and statistics. May be used for elective credit only.
- 595 STATISTICAL CONSULTING** 1-3 credits
Prerequisite: 480/580 or permission. Students will be assigned to work with an instructor on current projects in the Center for Statistical Consulting. May be repeated for a total of 4 credits; however, only 2 credits will count toward major requirements. Does not count for elective credit for math science department majors.
- 650 ADVANCED PROBABILITY AND STOCHASTIC PROCESSES** 3 credits
Prerequisite: 651. Random walk, distributions, unlimited sequence of trials, laws of large numbers, convolutions, branching processes, renewal theory, Markov chains, time-dependent stochastic processes.
- 651 PROBABILITY AND STATISTICS** 4 credits
Prerequisite: 3450:223 or equivalent. Probability, random variables, moments and generating functions, random vectors, special distributions, limit theorems, sampling, point estimation, hypothesis testing, confidence estimation.
- 652 ADVANCED MATHEMATICAL STATISTICS** 3 credits
Prerequisite: 651. Convergence of random variables, the Central Limit Theorem; theory of estimation; theory of hypothesis testing; the multivariate normal density; introduction to linear models; Bayesian statistics.
- 655 LINEAR MODELS** 3 credits
Prerequisites: 3450:312 and 651 or equivalent. General linear model in matrix notation, general linear hypothesis, regression models, experimental design models, analysis of variance and covariance, variance components.
- 660 ADVANCED STATISTICAL METHODS** 4 credits
Prerequisite: 460/560 or 461/561 or 664 or equivalent or permission. Theory and applications of the techniques of regression and multifactor analysis of variance.
- 661 STATISTICS FOR THE LIFE SCIENCES** 3 credits
Prerequisite: college level algebra or equivalent. Data description and presentation, probability applications in the life sciences (including sensitivity, specificity, relative risk), principles and application of statistical inference, ANOVA, correlation and regression.
- 663 EXPERIMENTAL DESIGN** 3 credits
Prerequisite: 461/561 or equivalent or permission. Selected topics in experimental design including random and fixed effects, nested designs, split plot designs, confounding, fractional factorials, Latin squares, and analysis of covariance.
- 664 STATISTICS FOR THE HEALTH SCIENCES** 4 credits
(May not be used to meet degree requirements for mathematical sciences majors.) Prerequisite: college-level algebra or equivalent. Descriptive statistics, probability and probability distribution, tests of hypotheses and confidence intervals, nonparametric statistics, regression and correlation.
- 665 REGRESSION** 3 credits
Prerequisite: 461/561 or equivalent or permission. Correlation, simple and multiple linear regression; least squares, matrix notation, model building and checking estimation, hypothesis testing, outliers, influence, multicollinearity, transformations, categorical regressors; logistic regression.
- 666 NONPARAMETRIC STATISTICS-METHODS** 3 credits
Prerequisite: 460/560 or 461/561 or equivalent or permission. Theory and practice using techniques requiring less restrictive assumptions. Nonparametric analogues to t- and F-tests, ANOVA, regression and correlation. Computer applications.
- 667 FACTOR ANALYSIS** 3 credits
Prerequisite: 460/560 or 461/561 or 664 or equivalent or permission. Theory and techniques for identifying variables through use of principal components and factor analysis. Identification of groups using cluster analysis. Computer applications.
- 668 MULTIVARIATE STATISTICAL METHODS** 3 credits
Prerequisite: 462/562 or 663 or 665 or equivalent or permission. Multivariate techniques including distance concept, Hotelling T², multivariate ANOVA, regression and correlation, linear contrasts, factorial experiments, nested and repeat measure designs, Bonferroni X² tests, linear discrimination analysis, canonical correlations, application.

- 670 BIOSTATISTICS** 3 credits
Prerequisite: 460/561 or 461/561 or 664 or equivalent or permission. Statistical issues and methods for biological, medical and health sciences including: clinical trials, sample size, power, log-linear models, survival analysis, and bioassay. Computer applications.
- 675 RESPONSE SURFACE METHODOLOGY** 3 credits
Prerequisite: 462/562 or 663 or 665 or equivalent or permission. First and second order response designs, efficient experimental plans, methods for the analysis, and optimization of response functions.
- 689 ADVANCED TOPICS IN STATISTICS** 1-3 credits
(May be repeated for a total of six credits) Prerequisite: 651. Selected topics in statistics including concepts in order, statistics, advanced inference, sequential analysis, stochastic processes, reliability theory, Bayesian statistics and regression.
- 692 STATISTICS MASTERS PAPER** 1-3 credits
(May be repeated) Prerequisite: permission of advisor. Supervised writing of paper for Masters of Science in Statistics Nonthesis Option.
- 695 PRACTICUM IN STATISTICS AND MATHEMATICS** 1-3 credits
Prerequisite: graduate teaching assistant or permission. Training and experience in college teaching of statistics. May not be used to meet degree requirements. Credit/noncredit.
- 697 INDIVIDUAL READING** 1-2 credits
(May be repeated for a total of four credits) Prerequisites: graduate standing and permission. Directed studies in statistics under guidance of selected faculty member.
- 698 MASTER'S RESEARCH** 1-6 credits
(May be repeated) Prerequisite: permission of advisor. Research in suitable topics in statistics culminating in a research paper. No more than 2 credits applicable to major requirements.
- 699 MASTER'S THESIS** 2 credits
(May be repeated for a total of 4 credits) Prerequisite: Permission. Properly qualified candidates for master's degree may obtain 2-4 credits for research experience which culminates in presentation of faculty-supervised thesis.

ENGINEERING APPLIED MATHEMATICS 3490:

- 790 ADVANCED SEMINAR IN APPLIED MATHEMATICS** 1-4 credits
Prerequisite: Permission. (May be repeated for a total of 12 credits.) For students seeking graduate degrees in Applied Mathematics. Advanced projects and studies in various areas of applied mathematics.
- 898 PRELIMINARY RESEARCH** 1-15 credits
Prerequisite: Permission. (May be repeated.) Completion of qualifying examination and approval of Student Advisory Committee. Preliminary investigation of Ph.D. dissertation topic.
- 899 DOCTORAL DISSERTATION** 1-15 credits
Prerequisite: Permission. (May be repeated.) Completion of Candidacy examination and approval of Student Advisory Committee. Original research by a Ph.D. candidate.

MODERN LANGUAGES 3500:

- 590 WORKSHOP** 1-4 credits
Prerequisite: permission of instructor. (May be repeated for a maximum of eight credits) Group studies of special topics in modern languages.

LATIN 3510:

- 597:8 LATIN READING AND RESEARCH** 3 credits each
Prerequisite: Permission of instructor. General Latin epigraphy, prose composition or philology; numismatics or certain other archaeological topics may be offered. May be repeated for credit with change of subject.

FRENCH 3520:

- 502 ADVANCED FRENCH GRAMMAR** 3 credits
Prerequisite: 302 or equivalent. Advanced study of normative French grammar with emphasis on syntax, morphology, grammatical structure and phonetic principles.
- 507 FRENCH LITERATURE OF THE MIDDLE AGES AND THE RENAISSANCE** 4 credits
Prerequisite: 305 or 306 or equivalent. Reading and discussion of selected Medieval and Renaissance literary works. Conducted in French.
- 511 17TH CENTURY FRENCH LITERATURE** 4 credits
Prerequisite: 305 or 306 or equivalent. Reading and discussion of selected works in poetry, drama and novels. Conducted in French.
- 513 FRENCH CINEMA** 3 credits
Prerequisite: 301 or 302 or 202 with permission of instructor. Study and discussion of various aspects of French culture and civilization as characterized in movies.
- 515 18TH CENTURY FRENCH LITERATURE** 4 credits
Prerequisite: 305 or 306 or equivalent. Reading and discussion of selected authors: emphasis on the *Philosophies*. Conducted in French.
- 519 19TH CENTURY FRENCH LITERATURE** 4 credits
Prerequisite: 305 or 306 or equivalent. Reading and discussion of selected works pertaining to romantic, realistic and naturalistic movements. Conducted in French.
- 522 SPECIAL TOPICS IN ADVANCED LANGUAGE SKILLS OR CULTURE OR LITERATURE** 1-4 credits
Prerequisite: 202 or equivalent. (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
- 527 20TH CENTURY FRENCH LITERATURE** 4 credits
Prerequisite: 305 or 306 or equivalent. Reading and discussion of the most representative works of period. Conducted in French.
- 560 SELECTED THEMES IN FRENCH LITERATURE** 3 credits
(May be repeated.) Conducted in French. Prerequisite: 305 and 306 or equivalent. Reading and discussion of literary works selected according to an important theme.
- 597:8 INDIVIDUAL READING IN FRENCH** 1-4 credits
Prerequisites: 302 and permission of the French section. Individual reading in French, offered at the graduate level. (May be repeated for a total of eight credits.)
- 697:8 INDIVIDUAL READING AND RESEARCH IN FRENCH** 1-4 credits each
Prerequisites: 202 and permission of Department Chair. Independent study and research in specific areas. Considerable reading and writing required.

GERMAN**3530:**

- 522 SPECIAL TOPICS IN ADVANCED LANGUAGE SKILLS, CULTURE, AND LITERATURE** *1-4 credits*
Prerequisites: 301 and graduate standing. Development of specialized language skills; advanced readings in German literature or culture. (May be repeated for a total of eight credits.)
- 597,8 INDIVIDUAL READING IN GERMAN** *1-4 credits*
Prerequisites: 301 and graduate standing. Individual reading in German, offered at the graduate level. (May be repeated for a total of eight credits.)

ITALIAN**3550:**

- 597 INDIVIDUAL READING IN ITALIAN** *1-4 credits*
Prerequisites: graduate standing and permission of instructor and department chair. Individual study under guidance of professor who directs and coordinates student's reading and research.

SPANISH**3580:**

- 504 INTRODUCTION TO SPANISH LINGUISTICS** *4 credits*
Prerequisite: 401, 402, and 403 or instructor's permission. This course provides a detailed overview of the structure of Spanish and areas of inquiry within linguistics: phonetics, phonology, morphology, syntax, semantics, and applied fields.
- 505 SPANISH LINGUISTICS: PHONOLOGY** *4 credits*
Prerequisite: 401, 402, and 403 or instructor's permission. Descriptive study of Spanish phonetics and morphology, comparison of Spanish and English sounds, historical aspects, regional accents and sociolinguistic variation. Conducted in Spanish.
- 506 SPANISH LINGUISTICS: SYNTAX** *4 credits*
Prerequisite: 401, 402, and 403 or instructor's permission. Descriptive study of Spanish syntax; introduction to theories of grammar; overview of Spanish semantics and pragmatics. Conducted in Spanish.
- 509 CULTURAL MANIFESTATION IN MEDIEVAL AND RENAISSANCE SPAIN** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Comparative study of representative artistic and literary works of the Medieval and Renaissance periods. Conducted in Spanish.
- 510 SPANISH APPLIED LINGUISTICS** *4 credits*
Prerequisite: 401, 402, and 403 or instructor's permission. This course discusses current theories of second language acquisition and their implications for the learning of problematic Spanish structures.
- 511 SPAIN DURING THE BAROQUE PERIOD** *4 credits*
Prerequisite: 407 or 408 or instructor's permission. A comparative study of the different cultural manifestations during the 17th century in Spain. Conducted in Spanish.
- 512 CERVANTES: DON QUIJOTE** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Reading and analysis of Don Quijote as the first modern novel in the historical context of Renaissance and Baroque esthetics. Conducted in Spanish.
- 513 THE DON JUAN MYTH IN SPANISH CULTURE** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Study of the evolution of the Don Juan myth from its origins to its latest versions in the 20th century.
- 514 CULTURAL POLITICS IN THE RIVER PLATE** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. This course will examine the military dictatorships of the seventies and eighties in Argentina and Uruguay by looking at how these regimes affect culture.
- 515 THE AGE OF REASON AND THE ROMANTIC REBELLION IN SPAIN** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Study of the Enlightenment and the Romantic movement as reflected in the works of the major artists and writers of these periods. Conducted in Spanish.
- 516 REPRESENTING REALITY IN 19TH CENTURY SPAIN** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. A comparative study of the major literary and artistic movements in Spain from Realism to Modernism. Conducted in Spanish.
- 518 20TH CENTURY SPAIN: THE AVANT-GARDE IN LITERATURE AND ART** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. A comparative study of the major literary and artistic movements in Spain which illustrate the primary cultural changes of the century. Conducted in Spanish.
- 519 THE SPANISH CIVIL WAR AND ITS CULTURAL IMPACT** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Study of the impact of the Civil War on Spanish culture.
- 522 SPECIAL TOPICS IN SPECIALIZED LANGUAGE SKILLS OR CULTURE OR LITERATURE** *1-4 credits*
Prerequisite: 407 or 408 or permission of instructor. (May be repeated.) Development of specialized language skills or reading of significant works of literature or culture not studied in other courses.
- 523 SPANISH-AMERICAN LITERATURE BEFORE 1900** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Reading of representative Spanish-American literature from the discovery to 1900. Oral and written reports. Conducted in Spanish.
- 524 RACE AND ETHNICITY: INDIGENOUS CULTURES IN 20TH CENTURY SPANISH-AMERICA** *4 credits*
Prerequisite: 407 or 408 or permission. Traces the diverse representations of indigenous cultures in literature. Takes into account the interactive forces of class, gender, race, and ethnic difference. Conducted in Spanish.
- 525 20TH CENTURY SPANISH-AMERICAN NOVEL** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Reading and discussion of representative contemporary Latin American novels. Conducted in Spanish.
- 527 LATINO CULTURES IN THE USA** *4 credits*
Prerequisite: 407 or 408 or permission of instructor. Inquiry into the Latino experience of displacement and marginality through the analysis of cultural manifestations in the USA. Conducted in Spanish.
- 530 WOMEN IN 20TH CENTURY HISPANIC LITERATURE** *4 credits*
Prerequisite: 407 or 408 or permission. Reading and analysis of selected works from the 20th Century that depict women in Hispanic countries. Methodologies of feminist criticism will be studied. Conducted in Spanish.
- 531 HISPANIC CULTURE: SPAIN** *4 credits*
Prerequisite: Two of the group 401, 402, 403, or permission of instructor. Study of society, customs, history, art, music, etc. of Spain, from a Hispanic perspective. Conducted in Spanish.
- 532 HISPANIC CULTURE: SOUTH AMERICA** *4 credits*
Prerequisite: Two of the group 401, 402, 403, or permission of instructor. Study of society, customs, history, art, music, etc. of South America, from a Hispanic perspective. Conducted in Spanish.

- 533 HISPANIC CULTURE: MEXICO AND CENTRAL AMERICA** *4 credits*
Prerequisite: Two of the group 401, 402, 403, or permission of instructor. Study of society, history, and culture of Mexico, Central America and the Hispanic Caribbean, from a Hispanic perspective. Conducted in Spanish.
- 661 SPANISH TEACHING PRACTICUM** *2 credits*
Prerequisite: teaching, assistantship or permission. Orientation and practice of particular aspects of teaching Spanish language and culture. Student teaching experiences are periodically reviewed and evaluated. These credits may not be applied toward degree requirements.
- 697,8 INDIVIDUAL READINGS IN SPANISH** *1-4 credits each*
Content of given individual reading program taken from course contests approved for graduate work in Spanish.

PHILOSOPHY**3600:**

- 511 PLATO** *3 credits*
Prerequisite: 211 or permission of instructor. Detailed study of the origin and development of Plato's Theory of Forms and the related theories of knowledge, ethics, and politics.
- 514 AQUINAS** *3 credits*
Prerequisite: one course in philosophy or permission of instructor. An in depth examination of the philosophy of St. Thomas Aquinas covering his contributions in metaphysics, epistemology, ethics, political theory, and philosophical theology.
- 515 AUGUSTINE** *3 credits*
Prerequisite: one course in philosophy or permission of instructor. An in depth examination of the philosophy of St. Augustine covering his contributions in metaphysics, epistemology, ethics, political theory, and philosophical theology.
- 518 20TH CENTURY ANALYTIC PHILOSOPHY** *3 credits*
Prerequisite: one course in philosophy or permission of instructor. Study of ideal and ordinary language movements in 20th Century British and American philosophy. Deals with such figures as Russell, Carnap, Ayer, Moore, Wittgenstein, Ryle and Austen.
- 519 BRITISH EMPIRICISM** *3 credits*
Prerequisites: one introductory course and 313 or permission of instructor. Intensive analysis of selected major writings of Locke, Berkeley and Hume.
- 522 CONTINENTAL RATIONALISM** *3 credits*
Prerequisites: one introductory course and 313, or permission of instructor. Intensive analysis of selected major writings of Descartes, Spinoza and Leibnitz.
- 524 EXISTENTIALISM** *3 credits*
Prerequisites: one introductory course in philosophy, 314, or permission of instructor. In-depth inquiry into the thought of Kierkegaard, Jaspers, Heidegger, Sartre, Tillich and other existentialists with their concern for the human condition.
- 526 PHENOMENOLOGY** *3 credits*
Prerequisites: one introductory course in philosophy, 314, or permission of instructor. In-depth inquiry into methodology of Husserl and Heidegger and their influence upon Western European and American thought.
- 532 ARISTOTLE** *3 credits*
Prerequisite: 211 or permission of instructor. Detailed study of Aristotle's metaphysics, philosophy of nature, philosophy of mankind and ethics.
- 534 KANT** *3 credits*
Prerequisite: 313 or permission of instructor. Study of Kantian system of thought and its relation to history of philosophy. Includes thorough investigation of one or more of Kant's philosophical works.
- 562 THEORY OF KNOWLEDGE** *3 credits*
Prerequisite: one course in philosophy or permission of instructor. Examination of nature of knowledge; theories of perception, conception and truth, problem of induction and relation of language to knowledge.
- 564 PHILOSOPHY OF SCIENCE** *3 credits*
Prerequisites: 101, 170 or permission of instructor. Nature of scientific inquiry, types of explanations, laws and causality, theoretical concepts and reality. Also considers critics of hypothetical-deductive view of science, e.g., Hanson and Kuhn.
- 571 METAPHYSICS** *3 credits*
Prerequisite: one course in philosophy or permission of instructor. Theories about ultimate nature and ultimate explanation of reality. Uses readings from classical and contemporary sources.
- 580 SEMINAR** *3 credits*
(May be repeated) Prerequisite: permission of instructor.
- 581 PHILOSOPHY OF LANGUAGE** *3 credits*
Prerequisites: 101 and 170 or permission of instructor. Contemporary philosophies about nature of language and its relation to reality and human thinking. Includes discussion of views of linguists such as Chomsky.

PHYSICS**3650:**

- 506 PHYSICAL OPTICS** *3 credits*
Prerequisite: 350, 3450:335. Propagation, reflection, and refraction of electromagnetic waves, superposition, polarization, interference and interferometry, Fresnel and Fraunhofer diffraction, Fourier optics, coherence theory, and quantum optics.
- 531 MECHANICS I** *3 credits*
Prerequisites: 292 and 3450:335. Mechanics at intermediate level. Newtonian mechanics, motion of a particle in one dimension, central field problem, system of particles, conservation laws, rigid bodies, gravitation.
- 532 MECHANICS II** *3 credits*
Prerequisite: 431/531. Advanced mechanics at the senior or beginning graduate level, moving coordinate systems, mechanics of continuous media. Lagrange's equations, tensor algebra and stress analysis, rotation or rigid bodies, vibration theory.
- 536 ELECTROMAGNETISM I** *3 credits*
Prerequisites: 292, 3450:335 or permission of instructor. Electricity and magnetism at intermediate level. Electrostatics and magnetostatics, electric field, scalar potential, dielectrics, Laplace's and Poisson's equations, current, magnetic field, vector potential, magnetic materials, inductance.
- 537 ELECTROMAGNETISM II** *3 credits*
Prerequisite: 436/536. Special relativity, four vectors, Maxwell's equations in covariant form; propagation, reflection and refraction of electromagnetic waves; multipole radiation.
- 541 QUANTUM PHYSICS I** *3 credits*
Prerequisites: 301 and 3450:335. Introduction to quantum theory, Schrodinger equation, observables, angular momentum, perturbation theory, variational principle, bound states, scattering theory, radiative interactions, spin and the Pauli Principle.

- 542 QUANTUM PHYSICS II** 3 credits
Prerequisite: 441/541 Applications of quantum mechanics to atomic, nuclear and solid state physics. Tunneling and alpha decay, periodic potential, Hydrogen and Helium atoms, interatomic forces, quantum statistics.
- 551 ADVANCED LABORATORY I** 3 credits
Prerequisite: 323 or permission of instructor. Experimental techniques applicable to research-type projects in contemporary physics. FT-IR spectroscopy, optical spectroscopy, lasers, SPM, and thin-film growth and characterization.
- 552 ADVANCED LABORATORY II** 3 credits
Prerequisite: 323 or permission of instructor. Experimental projects applicable to contemporary physics. Diode and dye lasers, laser feedback, chaos, NMR, electron tunneling, and fiber optics.
- 556 TECHNIQUES OF PHYSICS INSTRUCTION** 1 credit
Teaching assistants are introduced to current research in learning physics, shown applications for their labroom, and trained in skills needed as a laboratory teaching assistant.
- 570 INTRODUCTION TO SOLID-STATE PHYSICS** 3 credits
Prerequisite: 441 or permission of instructor. Account of basic physical processes occurring in solids, with emphasis on fundamental relation between these processes and periodicity of crystalline lattice.
- 581,2 METHODS OF MATHEMATICAL PHYSICS I AND II** 3 credits each
Prerequisites: 292, 3450:335 and senior or graduate standing in a physical science or engineering. Vectors, generalized coordinates, tensors, calculus of variations, vector spaces, linear transformations, matrices, eigenvalues, Hilbert space, boundary value problems, transcendental functions, complex variables, analytic functions, Green's functions, integral equations.
- 588 SELECTED TOPICS: PHYSICS** 1-4 credits
(May be repeated.) Prerequisite: permission. Consideration of selected topics, procedures, techniques, materials or apparatus of current interest in physics.
- 590 WORKSHOP** 1-4 credits
(May be repeated.) Prerequisite: permission. Further investigations of various selected topics in physics, under guidance of faculty member.
- 597 INDEPENDENT STUDY** 1-4 credits
(May be repeated.) Prerequisite: permission. Further investigations of various selected topics in physics, under guidance of faculty member.
- 598 PHYSICS COLLOQUIUM** 1 credit
Lectures on current research topics in physics by invited speakers. May be repeated, but only one credit counts toward M.S. degree. Credit/Noncredit.
- 605 COMPUTER PHYSICS: NUMERICAL SOLUTIONS TO PHYSICS PROBLEMS I** 3 credits
Prerequisite: permission. Review of FORTRAN and basic topics in computer science. Numerical solutions to physics problems, including Newton's and Schrodinger's equations. Treatment and reduction of experimental data, plotting, simulation.
- 606 COMPUTER PHYSICS: NUMERICAL SOLUTIONS TO PHYSICS PROBLEMS II** 3 credits
Prerequisite: 605 or permission. Data reduction, Calcomp plotting, comparison of theoretical models with data, linear and non-linear least squares curve-fitting. May accommodate scientific problems of individual interest.
- 610 SURFACE PHYSICS** 3 credits
Prerequisite: 470. An interdisciplinary course stressing the fundamentals and applications of physics at surfaces, including corrosion, catalysis, adhesion, and tribology.
- 615 ELECTROMAGNETIC THEORY I** 3 credits
Prerequisite: 437/537 or permission of instructor. Electrostatics and magnetostatics at advanced level for graduate students, boundary value problems, dielectrics, multiple expansions, time-varying fields, Maxwell's equations and electromagnetic waves, reflection, refraction, wave guides and cavities.
- 616 ELECTROMAGNETIC THEORY II** 3 credits
Prerequisite: 615. Scattering and diffraction, plasma physics, special theory of relativity, dynamics of relativistic particles in fields, collisions of charged particles, radiation from moving charges, bremsstrahlung, multipole fields.
- 625 QUANTUM MECHANICS I** 3 credits
Prerequisites: 441/541, 481/581 or permission of instructor. Basic concepts of quantum mechanics, representation theory, particle in a central field, addition of angular momenta and spins, Clebsch-Gordan coefficients, perturbation theory, scattering, transition probabilities.
- 626 QUANTUM MECHANICS II** 3 credits
Prerequisite: 625. Foundations of relativistic quantum mechanics. Klein-Gordon and Dirac equations, spin-zero and spin-1/2 particles in electromagnetic field, second quantization of bosons and fermions, superfluidity and super conductivity.
- 641 LAGRANGIAN MECHANICS** 3 credits
Prerequisite: 432/532 or permission of instructor. Principle of least action and Lagrangian equation of motion, conservation laws, integration of equation of motion, collisions, small oscillations, Hamilton's equations, canonical transformations.
- 661 STATISTICAL MECHANICS** 3 credits
Prerequisite: 442/542 or permission of instructor. Fundamental principles of statistical mechanics, Gibbs, Fermi and Bose Statistics, solids, liquids, gases, phase equilibrium, chemical reactions.
- 669 CRITICAL PHENOMENA AND PHASE TRANSITIONS** 3 credits
Prerequisites: 625, 641, 661; or permission of instructor. Modern theory of critical phenomena. Landau theory. Spin systems, binary mixtures, polymers and liquid crystals. Multicomponent systems. Multicritical points. Renormalization. Epsilon-expansions of critical exponents.
- 685 SOLID-STATE PHYSICS I** 3 credits
Prerequisites: 470, 625 or permission of instructor. Theory of physics of crystalline solids. Properties of reciprocal lattice and Bloch's theorem. Lattice dynamics and specific heat. Electron states; cellular method, tight-binding method, Green's function method.
- 686 SOLID-STATE PHYSICS II** 3 credits
Prerequisite: 685. Orthogonalized plane and pseudo potentials. Electron-electron interaction; screening by impurities. Friedel sum rule and plasma oscillations. Dynamics of electrons, transport properties and Fermi surface.
- 689 SPECIAL PROBLEMS IN THEORETICAL PHYSICS** 1-3 credits
(May be repeated.) Prerequisite: permission. Intended to facilitate expansion of particular areas of interest in theoretical physics, by consultation with faculty member and independent study beyond available course work.
- 691 SEMINAR IN THEORETICAL PHYSICS** 1-3 credits
(May be repeated.) Prerequisite: permission.
- 697 GRADUATE RESEARCH** 1-5 credits
Prerequisite: permission. Candidates for M.S. degree may obtain up to five credits for faculty supervised research projects. Grades and credit received at completion of such projects.
- 698 SPECIAL TOPICS: PHYSICS** 1-4 credits
Prerequisite: permission. Enables student who needs information in special areas, in which no formal course is offered, to acquire knowledge in these areas.
- 699 MASTER'S THESIS** 1 credit
Prerequisite: permission. With approval of department, one credit may be earned by candidate for M.S. degree upon satisfactory completion of a master's thesis.

- 879 DOCTORAL RESEARCH** 1-15 credits
(May be repeated.) Prerequisite: approval of the Student Advisory Committee for Ph.D. research in physics, physical chemistry, polymer science, applied mathematics or electrical engineering. Original research by a Ph.D. candidate in various disciplines under the guidance of physics faculty.

POLITICAL SCIENCE 3700:

- 502 POLITICS AND THE MEDIA** 3 credits
Examination of relationships between the press, the news media and political decision makers.
- 505 POLITICS IN THE MIDDLE EAST** 3 credits
The rise of the state system in the Middle East after World War I; an analysis of the sociocultural, ideological forces influencing the political behavior of the people of the Middle East. In-depth study of selected political systems.
- 510 INTERNATIONAL DEFENSE POLICY** 3 credits
Prerequisite: At least one of the following: 220, 310; 3400:340, 360, 407, 408, or permission. Introduction to political uses of military forces. Major focus on methodological, conceptual, and ethical dilemmas confronted in developing and implementing defense policy.
- 512 GLOBAL ENVIRONMENT POLITICS** 3 credits
Prerequisites: 300, 310 or permission of instructor. Examines the general dimensions of the global environmental challenge, including the roles played by technology and the structure of the world system.
- 515 COMPARATIVE FOREIGN POLICY** 3 credits
Prerequisite: 310 or 220 or permission. Study of foreign policies of selected nations, with special attention to processes and instruments of decision making of the major powers.
- 530 MANAGEMENT OF PROBATION AND PAROLE** 3 credits
This course is an overview of the practice of probation and parole. Current issues relating to control, management, and sanctioning of criminal offenders are discussed.
- 535 ADMINISTRATION OF PRISONS** 3 credits
This course examines common activities and practices of American prisons. Specific topics include riots, prison violence, prisoner rights, correctional officers, and case management issues.
- 540 SURVEY RESEARCH METHODS** 3 credits
Prerequisite: 100 or 201 or permission. Study of the survey research methods as applied to the analysis of public opinion, political behavior and public policy formation.
- 541 THE POLICY PROCESS** 3 credits
Prerequisites: eight credits in political science. Intensive study of policy-making process, emphasizing roles of various participants in executive and legislative branches as well as private individuals and groups.
- 542 METHODS OF POLICY ANALYSIS** 3 credits
Prerequisite: 201. Examines variety of methods available for analyzing public policies. Techniques of cost benefit analysis, evaluation research quasi-experimentation are covered as well as consideration of ethical questions in policy analysis, the practical problems facing policy analysts.
- 543 POLITICAL SCANDALS AND CORRUPTION** 3 credits
This course will provide information on major political scandals, including media coverage, public opinion, the role of special prosecutors, and the impacts of scandals.
- 550 ADMINISTERING PRISONS, PROBATION, AND PAROLE** 3 credits
Prerequisite: 100. This course examines the political dynamics of correctional institutions' governance and internal power relations, electoral politics' and correctional policies, and political imprisonment.
- 561 THE SUPREME COURT AND CONSTITUTIONAL LAW** 3 credits
Prerequisite: 100 or permission. Interpretation of the Constitution by the Supreme Court with emphasis on federal judicial, legislative and executive power; separation of powers; and federalism.
- 562 THE SUPREME COURT AND CIVIL LIBERTIES** 3 credits
Prerequisite: 100 or permission. Interpretation of the Constitution by the Supreme Court with emphasis on freedom of speech and press, freedom of religion, criminal rights and right to privacy.
- 570 CAMPAIGN MANAGEMENT I** 3 credits
Prerequisite: permission. Reading, research and practice in campaign management.
- 571 CAMPAIGN MANAGEMENT II** 3 credits
Prerequisite: 470/570. The second course in campaign management. Focus is on timing, coalition building, candidate positioning, event planning, internal organization, and other elements of campaign strategy.
- 572 CAMPAIGN FINANCE** 3 credits
Prerequisite: permission. Reading and research in financial decision making in political campaigns.
- 573 VOTER CONTACT AND ELECTIONS** 3 credits
Prerequisite: permission. Theoretical and practical approaches to gaining votes in all types of political campaigns.
- 574 POLITICAL OPINION, BEHAVIOR AND ELECTORAL POLITICS** 3 credits
Prerequisite: 100 or 201 or permission. Advanced analysis of psychological, cultural and group processes of opinion formation and change. Attention given to the effect of opinion change on electoral outcomes.
- 575 AMERICAN INTEREST GROUPS** 3 credits
Prerequisite: six credits of political science or permission. Reading and research on the development, structure and function of interest groups in the United States.
- 576 AMERICAN POLITICAL PARTIES** 3 credits
Prerequisite: six credits of political science or permission. Reading and research on the development, structure and function of parties in the United States.
- 580 POLICY PROBLEMS** 3 credits
(May be repeated for a total of six credits) Prerequisite: 380 or permission. Intensive study of selected problems in public policy.
- 581 THE POLITICS OF POLICING** 3 credits
Prerequisite: 100. Analysis of various political dimensions underlying the study of politics and policing in the context of police reform, crime, and the community.
- 582 CURRENT ISSUES (CJ TOPIC)** 3 credits
Prerequisite: 100. Study and critical analysis of current issues, programs, and policies relating to political science and criminal justice at the federal or state level.
- 583 CONSTITUTIONAL PROBLEMS IN CRIMINAL JUSTICE** 3 credits
Prerequisite: 100. Analyzes Supreme Court policy-making regarding problems of criminal justice, including search and seizure, self-incrimination, right to counsel, jury selection, and post-appeal prisoner rights.

590 WORKSHOP IN POLITICAL SCIENCE *1-3 credits*
(May be repeated for a total of nine credits). Timely workshops on varying subjects to meet the changing needs of our students in response to new and emerging political issues and controversies.

600 SCOPE AND THEORIES OF POLITICAL SCIENCE *3 credits*
Prerequisite: six credits of political science or permission of instructor. Emphasis on the nature, scope and content of political theory; theory construction and validation in political science.

601 RESEARCH METHODS IN POLITICAL SCIENCE *3 credits*
Prerequisites: six credits of political science, including 440 (or a satisfactory equivalent) or permission of instructor. Techniques of quantitative research methodology in political science; utility and limitations of quantitative analysis.

610 SEMINAR IN INTERNATIONAL POLITICS *3 credits*
Prerequisite: six credits of political science or permission. Analysis of current problems in theory and practice of politics and organization.

620 SEMINAR IN COMPARATIVE POLITICS *3 credits*
Prerequisites: six credits of political science or permission. Research selected topics in comparative politics. Comparative method.

622 SEMINAR IN ALTERNATIVES TO VIOLENCE AT HOME AND ABROAD *3 credits*
An interdisciplinary analysis of the nature of violence—from interpersonal to international—to enhance our capacity to reduce violence and other threats to liberty.

626 SEMINAR IN POLITICS OF DEVELOPING NATIONS *3 credits*
Prerequisites: six credits of political science or permission. Selected topics investigated. Emphasis on theories of political development.

630 SEMINAR IN NATIONAL POLITICS *3 credits*
Prerequisites: six credits of political science or permission. Reading and research on formulation, development and implementation of national policy in one or more areas of contemporary significance.

650 SEMINAR ON LAW, PUNISHMENT, AND POLITICS: U.S. AND THE WORLD *3 credits*
Prerequisites: six credits of political science or permission. Reading and research on the multiple and contingent interconnections between law, punishment, politics, and power.

668 SEMINAR IN PUBLIC POLICY AGENDAS AND DECISIONS *3 credits*
Prerequisites: six credits of political science or permission. Reading and research on the development of public policy issues and modes of decision making used by policy makers.

672 SEMINAR: POLITICAL INFLUENCE AND ORGANIZATIONS *3 credits*
Prerequisites: permission. Examination of how public concerns and demands are resolved or diffused. A theoretical and applied look at parties, interest groups, public opinion, media, and protest.

690 SPECIAL TOPICS IN POLITICAL SCIENCE *1-3 credits*
Prerequisites: six credits of political science or permission. Graduate-level examination of selected topics in American politics, comparative politics, international politics, international politics or political theory.

695 INTERNSHIP IN GOVERNMENT AND POLITICS *3-6 credits*
(May be repeated for a total of six credits.) Prerequisite: Permission of graduate advisor. Supervised individual placement with political office holders, party groups, governmental agencies, law firms and other organizations providing professional-level work.

696 TOPICS IN MASTER'S RESEARCH *3 credits*
Prerequisite: permission of advisor. (May be repeated for a total of 9 credits. No more than six credits may be applied to degree requirements.) Research in suitable topics in political science or applied political science culminating in an Essay of Distinction. Credit/noncredit.

697 INDEPENDENT RESEARCH AND READINGS *1-4 credits*
(May be repeated, but no more than six credits toward the master's degree in political science) Prerequisite: permission.

699 MASTER'S THESIS *2-6 credits*

PSYCHOLOGY **3750:**

500 PERSONALITY *4 credits*
Prerequisite: admission to the Graduate School. Consideration of current conceptualizations of the normal personality with emphasis on methods of measurement, experimental findings and research techniques.

510 PSYCHOLOGICAL TESTS AND MEASUREMENTS *4 credits*
Prerequisite: admission to the Graduate School. Consideration of the nature, construction and use of tests and measurements in industry, government and education. Includes aptitude and achievement tests, rating scales, attitude and opinion analysis.

520 ABNORMAL PSYCHOLOGY *4 credits*
Prerequisite: admission to the Graduate School. Survey of syndromes, etiology, diagnoses and treatments of major psychological conditions ranging from transient maladjustments to psychoses.

530 PSYCHOLOGICAL DISORDERS OF CHILDREN *4 credits*
Prerequisite: admission to the Graduate School. Survey of syndromes, etiologies and treatments of behavioral disorders in children from the standpoint of developmental psychology. Behavioral data and treatment approaches emphasized.

543 HUMAN RESOURCE MANAGEMENT *4 credits*
Prerequisite: admission to the Graduate School. The application of psychological theory to the effective management of human resources in an organization, including recruitment, selection, training and retention of personnel.

544 ORGANIZATIONAL THEORY *4 credits*
Prerequisite: admission to the Graduate School. The application of psychological theory to macro-level processes in organizations including leadership, motivation, task performance, organizational theories and development.

545 PSYCHOLOGY OF SMALL GROUP BEHAVIOR *4 credits*
Prerequisite: admission to the Graduate School. Intensive investigation of factors affecting behavior and performance in small groups including effects of personality, social structures, task, situation and social-cognitive variables.

550 COGNITIVE DEVELOPMENT *4 credits*
Prerequisite: admission to the Graduate School. Theory and research on life-span changes in cognitive processes including concept formation/categorization, information processing and Piagetian assessment tasks.

560 HISTORY OF PSYCHOLOGY *3 credits*
Prerequisite: admission to the Graduate School. Psychology in pre-scientific period and details of developmental or systematic viewpoints in 19th and 20th Centuries.

590 WORKSHOP IN PSYCHOLOGY *1-5 credits*
Prerequisite: admission to the Graduate School. (May be repeated. May not be used to meet undergraduate or graduate major requirements in psychology.) Group studies of special topics in psychology.

601,2 PSYCHOLOGICAL RESEARCH USING QUANTITATIVE AND COMPUTER METHODS I AND II *4 credits each*

Sequential prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or special nondegree students with permission. Psychological research problem applying quantitative and computer methods. Topics include research design, sampling, controls, threats to validity, hypotheses testing, psychological measurement, error, robustness and power.

610 CORE I: SOCIAL PSYCHOLOGY *2 credits*
Prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or permission of instructor. Introduction to empirical research and theories on the psychological processes related to interpersonal behavior, focusing on topics like attitude change, social influence, and prosocial behavior.

620 CORE II: COGNITIVE PSYCHOLOGY *2 credits*
Prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or permission of instructor. Survey of theories, concepts, empirical phenomena, and methodologies in human cognitive psychology. Topics include attention, cognitive capacity, learning, memory, categorization, skill acquisition/expertise, and training effectiveness.

630 CORE III: INDIVIDUAL DIFFERENCES *2 credits*
Prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or permission of instructor. Survey of theoretical perspectives on individual differences in personality and behavior and of literature on between- and within-group cultural variables influencing personality development and assessment.

640 CORE IV: BIOPSYCHOLOGY *2 credits*
Prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or permission of instructor. Survey of nervous system structure/function including neuroanatomy, neuron physiology, and synaptic transmission. Also overviews biological bases of learning, memory, consciousness, intelligence, psychopharmacology, behavior genetics.

650 CORE V: SOCIAL-COGNITIVE PSYCHOLOGY *2 credits*
Prerequisite: graduate standing in psychology or the collaborative doctoral program in counseling psychology or permission of instructor. Social and cognitive theory/research applied to the issue of how people understand their social experiences. Topics include: person perception, attribution, social categorization, social inference.

660 SCIENCE AND ETHICS OF INDUSTRIAL PSYCHOLOGY *4 credits*
Survey of Industrial Psychology including coverage of selection and performance management. Also, discusses professional and scientific guidelines regarding the ethics of Industrial Psychology.

672 COUNSELING PRACTICUM *2 credits*
Prerequisites: graduate standing in psychology and permission of instructor. Introduction to and development of therapeutic skills and intervention techniques via instruction, roleplay exercises, and case conference evaluations of actual clinical work samples. (May be repeated for a total of 8 credits.) Credit/noncredit.

673 COUNSELING PRACTICUM LAB *2 credits*
Prerequisites: graduate standing in psychology and instructor's permission. Corequisite: 672. Application of therapeutic skills and intervention techniques to work with clients in the Psychology Department Counseling Clinic, including small group supervision of clinical work. (May be repeated for a total of 8 credits.) Credit/noncredit.

674 PERSONNEL PRACTICUM *1-4 credits*
(May be repeated.) Prerequisites: 660, graduate standing in psychology, 14 credits of graduate psychology, and permission of the instructor. Supervised field experience in industrial/organizational psychology in settings including business, government or social organizations. The field experience requires the application of industrial/organizational psychological theories and techniques. Credit/noncredit.

675 APPLIED COGNITIVE AGING PRACTICUM *1-4 credits*
(May be repeated.) Prerequisites: 727, graduate standing in psychology, 14 credits of graduate psychology and permission of the instructor. Supervised field experience in applied cognitive aging psychology to provide the student with the opportunity to apply skills and knowledge acquired in the academic setting and to obtain knowledge about community programs and agencies which focus on developmental processes. Credit/noncredit.

680 EXTERNAL SPECIAL TOPICS *1-4 credits*
(May be repeated for a maximum of 16 credits.) Prerequisite: permission of area chair. Graduate coursework taken at Kent State, Youngstown State, and/or Cleveland State universities to apply toward a UA degree either as a required or an elective course.

699 MASTER'S THESIS *1-4 credits*
(May be repeated.) Prerequisite: permission of the instructor. Research analysis of data and preparation of thesis for master's degree.

700 SURVEY OF PROJECTIVE TECHNIQUES *4 credits*
Prerequisite: 630 or instructor's permission. Introduction to rationale, assumptions and ethics, and research of projective testing. Elementary administration, scoring and interpretation of Rorschach; and survey of other important contemporary projective instruments.

701 PSYCHODIAGNOSTICS *4 credits*
Prerequisite: 700. Application of psychological testing to problems of diagnosis and evaluation. Practical experience in administration, scoring and interpretation. Integration of projective data with other assessment techniques in variety of settings.

707 SUPERVISION IN COUNSELING PSYCHOLOGY I *4 credits*
Prerequisite: doctoral standing or permission of instructor. Instruction and experience in supervising a graduate student in counseling.

709 INTRODUCTION TO COUNSELING PSYCHOLOGY *2 credits*
Prerequisite: graduate standing in the Collaborative Program in Counseling Psychology. Introduction to historical foundations of and recent developments in counseling psychology, with an emphasis on contemporary research literature in the field.

710 THEORIES OF COUNSELING AND PSYCHOTHERAPY *4 credits*
Prerequisite: 630 or permission of the instructor. Major systems of individual psychotherapy explored within a philosophy of science framework: Freudian, behavioral, Rogerian, cognitive, and other. Includes research, contemporary problems and ethics.

711 VOCATIONAL BEHAVIOR *4 credits*
Prerequisite: 630 or permission of instructor. Theories and research on vocational behavior and vocational counseling. Topics include major theories of vocational behavior, empirical research on these theories, applied work in vocational counseling and applied research.

712 PRINCIPLES AND PRACTICE OF INDIVIDUAL INTELLIGENCE TESTING *4 credits*
Prerequisites: 630 or graduate standing in school psychology, and instructor's permission. History, principles and methodology of intelligence testing, supervised practice in administration, scoring and interpretation of individual intelligence tests for children and adults.

713 PROFESSIONAL, ETHICAL AND LEGAL ISSUES IN COUNSELING PSYCHOLOGY *4 credits*
Prerequisite: doctoral standing or permission of the instructor. Examination of major issues in the field such as the counselor as a professional and as a person, and issues, problems and trends in counseling.

- 714 OBJECTIVE PERSONALITY EVALUATION** 4 credits
Prerequisites: completion of 630 or 400/500, and 420/520, and 5600:645. Study of the development, administration, and interpretation of objective instruments for personality assessment (MMPI, CPI, MBTI), 16PF and selected additional inventories).
- 715 RESEARCH DESIGN IN COUNSELING I** 3 credits
Prerequisite: doctoral standing or permission of the instructor. Study of research designs, evaluation procedures, and review of current research.
- 717 ISSUES OF DIVERSITY IN COUNSELING PSYCHOLOGY** 4 credits
Prerequisites: 630; one semester of practicum work. Critical examination and application of research and theory in counseling diverse populations, focusing on race/ethnicity, sex/gender, sexual orientation, age, disability, and spirituality.
- 718 HISTORY AND SYSTEMS IN PSYCHOLOGY** 2 credits
Prerequisite: 630. Philosophical and scientific antecedents of psychology and details of the development of systematic viewpoints in the 19th and 20th centuries.
- 727 PSYCHOLOGY OF ADULTHOOD AND AGING** 4 credits
Prerequisite: graduate standing in psychology or in the collaborative program in counseling psychology or permission of the instructor. Aspects of development, aging with emphasis on life-span methodology and research design. Age-related changes in intelligence, personality sensation, perception, learning, memory, and socialization and intervention approaches.
- 728 APPLIED COGNITIVE AGING PSYCHOLOGY: SOCIAL DEVELOPMENT** 4 credits
Prerequisites: 727, graduate standing in psychology, or permission of instructor. Study of factors influencing social development in the later years. Topics to be covered include: social support, life stress, well-being, health, caregiving, and other issues.
- 731 APPLIED COGNITIVE AGING PSYCHOLOGY: INFORMATION PROCESSING** 4 credits
Prerequisites: 727, graduate standing in psychology; or permission of instructor. Perception, learning, motivation, attention, and problem solving in adulthood and their effects on areas such as environmental design, mobility, independence, neuropsychological assessment, and skilled performance.
- 732 APPLIED COGNITIVE AGING PSYCHOLOGY: HIGHER PROCESSES** 4 credits
Prerequisites: 727, graduate standing in psychology; or permission of instructor. Memory, comprehension, decision processes, intelligence, and knowledge, and their relation to everyday functioning in areas such as dementia, communication, judgment, awareness, expertise, wisdom, and creativity.
- 733 APPLIED COGNITIVE AGING PSYCHOLOGY: RESEARCH** 4 credits
Prerequisites: 727, graduate standing in psychology, or permission of instructor. Intensive reading in selected content area; design and conduct of a complete research study. (May be repeated.)
- 735 APPLIED COGNITIVE AGING PSYCHOLOGY: COGNITIVE NEUROPSYCHOLOGY** 4 credits
Prerequisite: 640 or instructor's permission. An advanced course that acquaints graduate students with the most recent literature in cognitive neuropsychology within the context of aging research.
- 738 APPLIED DEVELOPMENTAL PSYCHOLOGY** 4 credits
Prerequisites: 727, graduate standing in psychology, or permission of instructor. Examination of methodologies, evaluation, child abuse, early intervention, day care, kibbutzim, social networks, subcultural variations, and hospice/dying.
- 740 INDUSTRIAL GERONTOLOGY** 4 credits
Prerequisites: 660, graduate standing in psychology, or permission of instructor. Study of age-related issues in work involving adult and older adult workers. Topics include personnel selection, training, motivating and appraising older employees; health and safety; job design, vocational guidance; and retirement.
- 750 ADVANCED PSYCHOLOGICAL TESTS AND MEASUREMENTS** 2 credits
Prerequisite: graduate standing in psychology or in the collaborative program in counseling psychology or permission of the instructor. Analysis of test construction techniques. Statistical analyses of tests with review of published tests and measurements used in psychology. Study of psychometric theory and principles.
- 751 ORGANIZATIONAL PSYCHOLOGY** 4 credits
Prerequisites: 660, graduate standing in psychology, or permission of the instructor. Applies the general systems theory framework to the study of the relationships between organizational characteristics and human behavior, the internal processes of organizations, and the relationships between organizations and their environment.
- 752 PERSONNEL SELECTION AND ADVANCED APPLIED TESTING ISSUES** 4 credits
Review of strategies employed by industrial/organizational psychologists for personnel selection, placement and promotion. Includes discussion of advanced testing issues.
- 753 TRAINING** 2 credits
Prerequisites: 660, graduate standing in psychology, or permission of the instructor. Review of industrial training methods and programs in terms of various theoretical orientations, as well as consideration of techniques to evaluate these programs.
- 754 RESEARCH METHODS IN PSYCHOLOGY** 2-4 credits
Prerequisites: 660, graduate standing in psychology or permission of instructor. Scientific method and its specific application to psychology. Topics include data collection, validity, reliability, use of general linear model and its alternatives and power analysis.
- 755 COMPUTER APPLICATIONS IN PSYCHOLOGICAL RESEARCH** 4 credits
Prerequisite: graduate standing in psychology or permission of instructor. Practicum in application of computers to psychological research including data collection, analysis and interpretation. Also covers computer simulation of decision making including use of different models.
- 756 ROLE OF ATTITUDES AND VALUES IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY** 4 credits
Prerequisites: 660, graduate standing in psychology, or permission of the instructor. Consideration of the role of attitudes and values in the prediction of behavior including consumer psychology, explaining attitude changes, measurement of attitudes and the use of survey methodology.
- 757 ORGANIZATIONAL MOTIVATION AND LEADERSHIP** 4 credits
Prerequisites: 660, graduate standing in psychology, or permission of instructor. Survey of theories of motivation specifying both the intrinsic and extrinsic determinants of worker motivation. The leadership process and its relation to motivation, group performance and attributions is also analyzed.
- 759 JOB EVALUATION AND EQUAL PAY** 4 credits
Prerequisite: 660. Major job evaluation systems will be reviewed and critiqued. Issues such as minimum qualifications for a job will be reviewed. Advantages and disadvantages of various job evaluation systems will be compared. Issues concerning federal regulation including the Equal Pay Act, comparable worth and other issues will be discussed. Regression approaches to job evaluation and applicable court cases will be reviewed.
- 760 ORGANIZATIONAL CHANGE AND TRANSFORMATION** 4 credits
Prerequisites: 660 or permission of instructor. Survey of theories and introduction to practical methods of organizational change and transformation used to increase organizational effectiveness and improve employee quality of work life.
- 761 INFORMATION PROCESSING AND INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY** 4 credits
Prerequisite: 660. Coverage of current theories in cognitive psychology is applied to traditional concerns of industrial/organizational psychology such as performance appraisal or motivation.
- 762 PERSONNEL PSYCHOLOGY AND THE LAW** 4 credits
Prerequisite: 660. Issues in personnel psychology which have legal implications are reviewed. The impact of recent court decisions are evaluated in staffing and compensation.
- 763 PERFORMANCE FEEDBACK AND EVALUATION** 4 credits
Prerequisite: 660, graduate standing in psychology, or permission of instructor. Examines current research and practice in the area of performance appraisal. Topics will include: criterion development, rater training, appraisal effectiveness, feedback processes, and performance measurement.
- 780 GRADUATE SEMINAR IN PSYCHOLOGY** 1-4 credits
(May be repeated.) Prerequisites: graduate standing in psychology and permission of the instructor. Special topics in psychology.
- 795 ADVANCED COUNSELING PRACTICUM** 4 credits
(May be repeated.) Prerequisites: 671, 672, 673 and permission of instructor. This course provides graduate students in counseling with actual client contacts and supervisory experiences under faculty supervision. Credit/noncredit.
- 796 COUNSELING PSYCHOLOGY PRACTICUM** 4 credits
(May be repeated.) Prerequisite: 795 (eight hours) or 5600:675 (five hours). Advanced counseling psychology students will have supervised training with clients in a variety of settings and will focus on supervised development of specialized theoretical applications. Credit/noncredit.
- 797 INDEPENDENT READING AND/OR RESEARCH** 1-3 credits
(May be repeated.) Prerequisite: permission of the instructor. Individual readings and/or research on a topic under supervision of faculty member with whom specific arrangements have been made.
- 899 DOCTORAL DISSERTATION** 1-12 credits
Prerequisite: open to properly qualified students. Required minimum 12 credits; maximum subject to departmental approval. Supervised research on topic deemed suitable by the dissertation committee.

SOCIOLOGY 3850:

- 510 SOCIAL STRUCTURES AND PERSONALITY** 3 credits
Prerequisite: 100 or permission. Interrelationships between position in society, personality characteristics. Personality treated as both result and determinant of social structure and process. Lecture.
- 511 SOCIAL INTERACTION** 3 credits
Prerequisite: 100 or permission. Intensive study of advanced theory and research in social psychology, particularly how social interaction and self-conception affect one another. Lecture.
- 512 SOCIALIZATION: CHILD TO ADULT** 3 credits
Prerequisite: 100 or permission. Theoretical and empirical analyses of process by which infant, child, adolescent and adult learn social and cultural requirements necessary to function in new roles, changing roles and society in general.
- 521 RACIAL AND ETHNIC RELATIONS** 3 credits
Prerequisite: 100 or permission. Analysis of structure and dynamics of race and ethnic relations from a variety of perspectives emphasizing both historical and contemporary issues. Lecture.
- 523 SOCIOLOGY OF WOMEN** 3 credits
Prerequisites: 100 or permission of instructor. Examination of research and theories pertaining to women's status in society, including economic conditions, the relationship between structure and experience, and other gender-related issues.
- 525 SOCIOLOGY OF URBAN LIFE** 3 credits
Prerequisite: 100 or permission. Emergence and development of urban society. Examination of urban social structure from neighborhood metropolis, the problems and prospects. Emphasis on various life styles of urban subcultures. Lecture/discussion.
- 528 THE VICTIM IN SOCIETY** 3 credits
Prerequisites: 100 or permission of instructor. Study of the nature, causes, and consequences of victimization with special focus on crime victimization.
- 530 JUVENILE DELINQUENCY** 3 credits
Prerequisite: 100 or permission. Analysis of social structure and process from which delinquency develops. Emphasis on current and past research. Lecture/discussion.
- 531 CORRECTIONS** 3 credits
Prerequisite: 330 or 430. Theories, beliefs and practices of community and institutional corrections systems, including past and current social research. Course taken prior to 3 credit hour Field Placement in Corrections (3850:471).
- 533 SOCIOLOGY OF DEVIANT BEHAVIOR** 3 credits
Prerequisites: 100 and at least six additional credits of sociology courses or permission. Survey of theories of deviant behavior and relevant empirical research. Special emphasis given to interaction processes and social control. Lecture.
- 541 SOCIOLOGY OF LAW** 3 credits
Prerequisites: 100 and at least six additional credits of sociology courses or permission. Social origins and consequences of law and legal processes. Emphasis on uses of law, social change and aspects of legal professions. Lecture.
- 544 SOCIAL ISSUES IN AGING** 3 credits
Prerequisite: 100 or permission. A look into the major issues and problems facing older persons. Special attention is given to the unmet needs of the elderly as well as an examination of current societal policy and programs to meet these needs.
- 550 SOCIOLOGY OF MENTAL ILLNESS** 3 credits
Prerequisite: 100 or permission. The social history of the mental hospital, theories and epidemiology of mental illness, community-based treatment models, the organization of mental health services, the role of personal social networks and mutual support groups.
- 555 FAMILY VIOLENCE** 3 credits
Prerequisite: 100. Family violence with a focus on child abuse, courtship violence, spouse/partner abuse, and elder abuse. Theories, methodologies, and strategies to end family violence are explored.
- 560 SOCIOLOGICAL THEORY** 4 credits
Prerequisite: 100 or permission. An overview and examination of theoretical issues in sociology, through the study of both classical and contemporary theoretical work.
- 601 PROSEMINAR IN SOCIOLOGY** 1 credit
Prerequisite: teaching/research assistant in sociology or permission of instructor. Introduction to professional aspects of sociology and major areas of study/research in the field. Seminar. Credit/Noncredit.

- 602 FAMILY AND SOCIETY** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Examination of the interplay of family and society; family as both independent/dependent variable, at micro/macro levels. Development and impact of family policies is discussed.
- 604 RESEARCH DESIGN AND METHODS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Intensive analysis of problems in research design, *i.e.*, those encountered in thesis preparation. (Same as KSU 6/72211) Seminar.
- 613 SOCIOLOGY OF PROGRAM EVALUATION AND PROGRAM IMPROVEMENT** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Program evaluation as it occurs in different social programs. Topics include history evaluation, value assumptions, political dimensions, ethical issues, social change, use of experimentation and alternatives and the use for program development. Seminar.
- 615 EPIDEMIOLOGIC METHODS IN HEALTH RESEARCH** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Designed to introduce the student to methods of developing and understanding information concerning the distribution of illness and injury in society and evaluations of interventions to reduce the burden.
- 625 SOCIOLOGY OF SENTIMENTS AND EMOTIONS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. A sociological perspective is employed to analyze and understand the production, distribution and utilization of socially created sentiments and emotions. (Same as KSU 6/72435) Seminar.
- 631 SOCIAL PSYCHOLOGY** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Intensive examination of social psychological theory and research, both classic and contemporary. Provides student with background and working knowledge of social psychological aspects of social phenomena. (Same as KSU 72430) Seminar.
- 634 PERSONALITY AND SOCIAL SYSTEMS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Examination of contemporary theory and research on linkages between personality and society. Some applications in studies of modernization, social class and occupations and sex roles. (Same as KSU 72433) Seminar.
- 639 SOCIOLOGY OF GENDER** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Examination of theories and research on gender origins, characteristics and changes. Emphasizes recent empirical research on gender role patterns and processes in various industrial societies.
- 645 SOCIAL ORGANIZATION** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. General survey of major theories, concepts and problems pertaining to creation, alteration and dissolution of social organization at various levels of size and complexity. (Same as KSU 72540) Seminar.
- 646 SOCIAL INEQUALITIES** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Seminar dealing with social class and castes with special reference to American social structure. (Same as KSU 72546) Seminar.
- 648 COMPLEX ORGANIZATIONS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Organizations as social systems; their effect on individuals. Problems of professionals in bureaucracies. (Same as KSU 72545) Seminar.
- 649 SOCIOLOGY OF WORK** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Examination of work as behavioral phenomenon in human societies; contrasts with non-work and leisure; significance of occupations, professional and work types in organization of work. (Same as KSU 72542) Seminar.
- 651 SEMINAR IN RACE RELATIONS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of the structure and dynamics of race and ethnic relations with attention given to both historical and contemporary issues. (Same as KSU 72870) Seminar.
- 656 SOCIOLOGY OF HEALTH CARE** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. A general study of the field of medical sociology with special emphasis on analysis of health and health care in the contemporary urban United States. (Same as KSU 72323).
- 657 URBAN HEALTH CARE** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Relationships between urban social structures and processes and organization and functioning of health-care delivery systems in urbanized nations. Seminar.
- 663 DEVIANCE** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Examination of nature and types of deviance. Problems and issues in theory and research. (Same as KSU 72760) Seminar.
- 664 SOCIOLOGY OF CRIMINAL BEHAVIOR** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of relationship of crime and delinquency to social structure and social processes. Responses by criminal justice agencies. Seminar.
- 665 JUVENILE DELINQUENCY: THEORY AND RESEARCH** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of theories of delinquency; ecological, class structural, substructural, etc. Review of relevant research also presented. Seminar.
- 666 SOCIOLOGY OF CORRECTIONS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of correctional institution as social system; its formal structure and informal dynamics. Analysis of present state of corrections research. Seminar.
- 677 FAMILY ANALYSIS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis and evaluation of sociological theory and research in the family. Concentration on techniques of theory construction and research design in sociological study of the family. (Same as KSU 72543) Seminar.
- 678 SOCIAL GERONTOLOGY** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Impact of aging upon individuals and society. Reactions of individuals and society to aging. (Same as KSU 72877) Seminar.
- 679 POLITICAL SOCIOLOGY** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Description, analysis and interpretation of political behavior through application of sociological concepts. (Same as KSU 72544) Seminar.
- 681 CROSS CULTURAL PERSPECTIVES IN AGING** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. A comparison of aging in various cultures and societies around the world.
- 686 POPULATION** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of basic population theory and methods. Trends and differentials in fertility, mortality, migration and selected social demographic variables also considered. (Same as KSU 72656) Seminar.
- 687 SOCIAL CHANGE** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Advanced seminar in theories of social change. (Same as KSU 72320) Seminar.
- 696 MASTER'S RESEARCH PAPER** 1-6 credits
(Must be repeated for a minimum of six credits.) Prerequisite: Graduate standing in Sociology or permission of instructor. Supervised writing of a paper for Master's Research Paper Option.
- 697 READINGS IN CONTEMPORARY SOCIOLOGICAL LITERATURE** 1-3 credits
Prerequisites: Graduate standing in Sociology, seven credits of sociology, and permission of advisor, instructor, and chair of the department. Intensive reading and interpretation of written material in student's chosen field of interest. Regular conferences with instructor.
- 698 DIRECTED RESEARCH** 1-3 credits
(May be repeated) Prerequisite: Graduate standing in Sociology or permission of instructor. Empirical research to be conducted by the student under graduate faculty supervision.
- 699 MASTER'S THESIS** 1-6 credits
(Must be repeated for a minimum of six credits) Prerequisite: Graduate standing in Sociology or permission of instructor. Supervised thesis writing.
- 700 COLLEGE TEACHING OF SOCIOLOGY** 3 credits
Prerequisite: Teaching assistant in sociology or permission of instructor. Training and experience in college teaching of sociology. Approved for credit toward the Ph.D. degree. Not approved as credit toward the degree. (Same as KSU 6/72894) Seminar.
- 706 MULTIVARIATE TECHNIQUES IN SOCIOLOGY** 3 credits
Prerequisites: 604 or permission; a sociology graduate student only. Methodological problems using advanced multivariate techniques in analysis of sociological data. Topics include nonexperimental causal analysis such as recursive and nonrecursive path analysis. (Same as KSU 72217).
- 707 MEASUREMENT IN SOCIOLOGY** 3 credits
Prerequisite: 706 or equivalent, graduate standing in Sociology or permission of instructor. Theory and methods of measurement reliability and validity in social data. Topics include estimating reliability and validity, scale and item design, alternative measurement strategies, measurement models. Seminar.
- 709 ADVANCED DATA ANALYSIS** 3 credits
Prerequisite: 706 or equivalent, graduate standing in Sociology or permission of instructor. Critical examination of data analysis techniques having particular relevance to research problems in sociology. (Same as KSU 72218) Seminar.
- 710 SOCIAL SAMPLING** 3 credits
Prerequisites: 604 or permission. Theory and methods of sampling in sociology. Topics include sample design, sampling efficiency, nonresponse, mortality in longitudinal designs, urban, organizational, and survey sampling, stratified and cluster sampling. Seminar.
- 711 SURVEY RESEARCH METHODS** 3 credits
Prerequisites: 604 or permission. In-depth study of design and administration of social surveys. (Same as KSU 72220) Seminar.
- 712 EXPERIMENTAL AND QUASI-EXPERIMENTAL RESEARCH IN SOCIOLOGY** 3 credits
Prerequisites: 604 or permission. Application of experimental and quasi-experimental methods in sociological research with special attention given to appropriate designs, statistical analyses and empirical literature. Seminar.
- 714 QUALITATIVE METHODOLOGY** 3 credits
Prerequisites: 604 or permission. Theory building and theory testing through the application of such techniques as participant-observation, open-ended interviewing, content analysis, historiography (diaries, records from churches, schools, social agencies, and other contemporary sources) and qualitative statistics. (Same as KSU 72219) Seminar.
- 721 SPECIAL TOPICS IN SOCIOLOGICAL THEORY** 1-3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Open course to cover content area not readily subsumable under other headings. Content of course to be determined by instructor. (Same as KSU 72195) Seminar.
- 722 EARLY SOCIOLOGICAL THOUGHT** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Two to four major sociological thinkers prior to 1930 examined in depth. Specific persons considered will be chosen by instructor but will be announced well in advance of beginning of class. (Same as KSU 72191) Seminar.
- 723 CONTEMPORARY SOCIOLOGICAL THOUGHT** 3 credits
Prerequisite: 722, graduate standing in sociology, or permission. Intensive, critical analysis of current scholarship in a broad range of contemporary sociological theories. Virtually all required reading will be from primary sources. (Same as KSU 72105) Seminar.
- 726 STRATIFICATION AND HEALTH** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Race, social class, and gender differences in physical and mental health status, help-seeking behavior, and health care. Race, class, and gender stratification of health care workers. (Same as KSU 72328)
- 727 SOCIOLOGY OF OCCUPATIONS, PROFESSIONS AND HEALTH CARE** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Sociological examination of the organization of work in the health care field with emphasis on occupations, professions, and health care delivery. (Same as KSU 72327)
- 728 SOCIOLOGY OF MENTAL HEALTH AND MENTAL DISORDERS** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Sociological examination of the social processes that affect mental health, that frame cultural ideas of normality and illness, and that define clinical pathology. (Same as KSU 72326)
- 747 URBAN SOCIOLOGY** 3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Analysis of theories of urban process and review of major contributions to empirical analysis of urban life. (Same as KSU 72659) Seminar.
- 753 SPECIAL TOPICS IN SOCIAL ORGANIZATION** 1-3 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. Open course to cover content area not readily subsumable under other headings. Content of course to be determined by instructor. (Same as KSU 72595) Seminar.
- 767 SPECIAL TOPICS IN DEVIANCE AND DISORGANIZATION** 1-3 credit
Prerequisite: Graduate standing in Sociology or permission of instructor. Designed to meet needs of student with interest in selected topics in deviance and disorganization. (Same as KSU 72795) Seminar.
- 797.8 INDIVIDUAL INVESTIGATION** 1-3 credits each
Prerequisites: one semester of graduate work, permission of instructor, advisor and chair of department. Readings and/or research supervised by member of graduate faculty. (Same as KSU 72896)

- 899 DOCTORAL DISSERTATION** 1-10 credits
Prerequisite: Graduate standing in Sociology or permission of instructor. (Must be repeated for a minimum of 30 credits) Dissertation. (Same as KSU 82199)

PUBLIC ADMINISTRATION AND URBAN STUDIES 3980:

- 590 WORKSHOP** 1-3 credits
Prerequisite: permission. (May be repeated for a maximum of six credits) Group studies of special topics in urban studies and public administration. May not be used to meet core graduate requirements. May be used for elective credit only.
- 600 BASIC QUANTITATIVE RESEARCH** 3 credits
Prerequisite: permission. Examines basic framework of social science research methodologies and basic complementary statistical techniques, including probability and sampling.
- 601 ADVANCED RESEARCH AND STATISTICAL METHODS** 3 credits
Prerequisite: 600. Extends study of social science to include more advanced research designs and multivariate statistical techniques.
- 602 HISTORY OF URBAN DEVELOPMENT** 3 credits
Examination of major literature on processes of urbanization in United States and selected facets of urban institutional development.
- 610 LEGAL FOUNDATIONS OF PUBLIC ADMINISTRATION** 3 credits
Prerequisite: permission. Introduction to the legal foundations and context of public administration, including the interaction of the course, public organizations, public administration and the public.
- 611 INTRODUCTION TO THE PROFESSION OF PUBLIC ADMINISTRATION** 3 credits
Prerequisite: permission. Introduction to the theory and practice of the field of public administration. Foundation course for later MPA study.
- 612 NATIONAL URBAN POLICY** 3 credits
Prerequisite: permission. Major federal policies that relate to urban problems examined in regard to policy-making processes, implementation and impact.
- 613 INTERGOVERNMENTAL MANAGEMENT** 3 credits
Prerequisite: permission. Examines the field of intergovernmental relations as it applies to urban administration and management.
- 614 ETHICS AND PUBLIC SERVICE** 3 credits
Prerequisite: 18 credit hours in the MPA program or permission. Examination of the ethical problems and implications of decisions and policies made by those whose actions affect the public and public policy.
- 615 PUBLIC ORGANIZATION THEORY** 3 credits
Prerequisites: 611 and 610 or equivalent. Examines the development of public organizational theory and the current status of theoretical developments in the field of public administration.
- 616 PERSONNEL MANAGEMENT IN THE PUBLIC SECTOR** 3 credits
Fundamental issues and principles of public sector personnel administration, including recruitment, selection, training, motivation, supervision, evaluation, labor relations and affirmative action.
- 617 LEADERSHIP AND DECISION-MAKING** 3 credits
Examines the context of public organizational management including relevant organizational theories, strategic management and planning and public sector leadership.
- 618 CITIZEN PARTICIPATION** 3 credits
The fundamental theory, background, techniques, and issues of citizen participation in urban policy-making.
- 619 COMMUNITY ORGANIZING** 3 credits
Prerequisite: permission. The course will examine the evolution and influence of neighborhood, community and "grass roots" organizations on public policy making in urban areas.
- 620 SOCIAL SERVICES PLANNING** 3 credits
Prerequisite: permission. In-depth analysis of total social services requirements and various ways in which social services planning function is carried out in urban communities.
- 621 URBAN SOCIETY AND SERVICE SYSTEMS** 3 credits
Prerequisite: permission. Analysis of social bases of urban society; hierarchies, social problems, relationships to planning, public services.
- 622 HEALTH PLANNING AND PUBLIC POLICY** 3 credits
Basic knowledge of the health service delivery system is provided for planners and administrators in the public sector.
- 623 PUBLIC WORKS ADMINISTRATION** 3 credits
Prerequisite: permission. Examines the building, maintenance and management of public works.
- 624 EMERGENCY MANAGEMENT POLICY IMPLEMENTATION AND ANALYSIS** 3 credits
Prerequisite: permission. Examines the implementation of emergency management policy at the federal, state, and local levels. Analyzes current policy initiatives in this emerging field.
- 625 STRATEGIC PERSPECTIVES IN EMERGENCY MANAGEMENT** 3 credits
Prerequisite: permission. Public administration responsibilities in emergency management. Examines unfunded mandates and the optimal strategies for success in the four phases of emergency management.
- 626 GRANTSMANSHIP** 3 credits
Students will gain knowledge of the grant-seeking and awarding processes. Emphasis is on public funding opportunities and public organizations in the states.
- 636 PARKS AND RECREATION** 3 credits
Prerequisite: permission. Deals with theory, practice, evaluation of recreational administration, parks planning.
- 640 FISCAL ANALYSIS** 3 credits
Prerequisite: permission. Study of revenue and expenditure patterns of the city's government.
- 641 URBAN ECONOMIC GROWTH AND DEVELOPMENT** 3 credits
Prerequisite: permission. Examination of urban economic unit and its susceptibility to social, economic, political and physical change.
- 642 PUBLIC BUDGETING** 3 credits
Prerequisite: permission. Current professional practice and theoretical issues in public budgeting and management of capital and operating budgets.
- 643 INTRODUCTION TO PUBLIC POLICY** 3 credits
Prerequisite: permission. Introduction to models of public policy formulation; identification of major policy issues; and the analysis of policy implementation and policy impact.
- 644 PUBLIC SECTOR FUND MANAGEMENT** 3 credits
Prerequisite: 640, 642. Provides an overview of theoretical approaches for recording and reporting data related to public projects or programs and reviews methods for investing project funds.
- 650 COMPARATIVE URBAN SYSTEMS** 3 credits
Prerequisite: permission. Conceptual schemes and methodology for comparative urban analysis among a number of major cities selected from each continent.
- 660 STRATEGIC MANAGEMENT IN PUBLIC AND NON PROFIT SECTORS** 3 credits
This course examines disciplined effort to produce fundamental decisions and actions that shape what public organizations are, what they do and why they do it.
- 661 PUBLIC PROJECT DESIGN AND MANAGEMENT** 3 credits
Prerequisites: 600, 642. Provides in-depth theoretical overview of the public project cycle including hands-on approaches to design and management. Examines frameworks for implementation, monitoring and analysis of project impact.
- 662 FUNDRAISING AND RESOURCE MANAGEMENT** 3 credits
Prerequisite: permission. Examines alternative methods of fundraising and unique resource management challenges and opportunities of non-profit organizations.
- 663 NON-PROFIT MANAGEMENT** 3 credits
Prerequisite: permission. This course will provide students with a broad understanding of the operating environment, unique concerns of leadership, resource development, aspects of volunteerism, and management processes in non-profit organizations.
- 664 MANAGING INFORMATION AND TECHNOLOGY IN THE PUBLIC SECTOR** 3 credits
Prerequisite: permission. Focus on issues that confront public managers in utilizing information as an organizational asset.
- 670 RESEARCH FOR FUTURES PLANNING** 3 credits
Prerequisites: 600 and 601 and completion of eight credits of core curriculum in urban studies. An overview of the techniques associated with the field of futures research and their application to long-term urban planning.
- 671 PROGRAM EVALUATION IN URBAN STUDIES** 3 credits
Prerequisite: 600 or equivalent. Major considerations appropriate for conducting evaluations of a wide variety of human service programs and policies affecting urban and metropolitan areas.
- 672 ALTERNATIVE URBAN FUTURES** 3 credits
Overview of topics and issues associated with alternative urban futures and their implications for planning and public policy in urban communities.
- 673 COMPUTER APPLICATIONS IN PUBLIC ORGANIZATIONS** 3 credits
Prerequisite: 600 and 601 Introduction to microcomputer applications in the public sector, including data entry, statistical analysis, report writing, graphical representation and spreadsheets.
- 674 ANALYTICAL TECHNIQUES FOR PUBLIC ADMINISTRATORS** 3 credits
Prerequisite: 600. Public sector applications of quantitative methods, including decision analysis, queuing theory, mathematical programming, and simulation.
- 675 ADVANCED TECHNIQUES IN POLICY ANALYSIS** 3 credits
Prerequisites: 600, 601. Public sector application of techniques for analyzing policy proposals including decision analysis and simulations.
- 680,1 SELECTED TOPICS IN URBAN STUDIES** 1-3 credits each
Prerequisite: permission. Selected topics in specific areas of urban planning, in various developmental processes of cities, or in various urban policy and administrative issues. (A maximum of 27 credits may be earned in 680 and 681.)
- 690 URBAN STUDIES SEMINAR** 3 credits
Prerequisites: 16 credits of urban studies core plus quantitative methods. Urban research methods applied to specific urban research area. Comprehensive paper required.
- 691 MASTER'S COLLOQUIUM** 1 credit
This course is required for masters students on assistantships. The course reviews programmatic, research, and curricula issues in the masters program.
- 695 INTERNSHIP** 1-3 credits
Faculty-supervised work experience for "pre-service" students participating in policy planning and administration in public and non-profit organizations.
- 697 INDIVIDUAL STUDIES** 1-3 credits
Prerequisite: permission. (May be repeated for a total of six credits) Directed individual readings or research on specific area or topic.
- 699 MASTER'S THESIS** 1-9 credits
Prerequisite: permission. Supervised thesis writing. (May be repeated for a total of nine credits, however, only six credits apply toward degree. Replaces two courses in specialization.)
- 700 ADVANCED RESEARCH METHODS I** 3 credits
Prerequisite: master's level statistics or permission. Introduction to statistical techniques and methodologies in doctoral and postdoctoral research. Emphasis on conceptual and mathematical interrelationships.
- 701 ADVANCED RESEARCH METHODS II** 3 credits
Prerequisite: 700 or equivalent. Continuation of 700. Emphasis placed upon conceptual and mathematical interrelationships of multivariate statistical techniques as well as application of these techniques through computer analysis of urban data sets.
- 702 URBAN THEORY I** 3 credits
Prerequisite: permission. Review of major theoretical tradition examining urban problems; for students entering the doctoral program in urban studies (first in two-course sequence).
- 703 URBAN THEORY II** 3 credits
Prerequisite: 702. Review of major professional disciplines dealing with urban problems; for students entering the doctoral program in urban studies (second in two-course sequence).
- 704 PUBLIC BUREAUCRACY** 3 credits
Prerequisite: permission. Analysis of bureaucratic operations in the implementation of public policy, including special attributes of human service organizations and the democratic theory debate.
- 705 ECONOMICS OF URBAN POLICY** 3 credits
Prerequisite: master's level knowledge of macroeconomics and microeconomics or special permission. Use of research tools of economic analysis in seminar format to examine options available to urban policy makers in operation of public services and economic development of cities.
- 706 PROGRAM EVALUATION** 3 credits
Prerequisite: permission. Advanced treatment of topics in program evaluation.
- 707 URBAN PLANNING AND MANAGEMENT STRATEGIES** 3 credits
Prerequisite: permission. Analysis of urban planning policy issues and strategies for implementation in public policy formulation. Emphasis on use of planning process as integrative mechanism.
- 708 URBAN POLICY: THE HISTORICAL PERSPECTIVE** 3 credits
Prerequisite: permission. Critical examination of major ideas about the city from Aristotle to the 20th Century and of the impact on urbanization on society and public policy.
- 709 SYSTEMS AND PROCESSES OF POLICY ANALYSIS** 3 credits
Prerequisite: permission. Analysis of administrative processes within public organizations, federal, state and local in the United States; emphasis on urban community.

- 710 QUALITATIVE RESEARCH METHODS** *3 credits*
Prerequisites: 700 and 701. Critical examination of Social Science Research methodologies such as content analysis. Open-ended survey techniques and other means of creating non-statistically generated data.
- 711 SEMINAR IN PUBLIC ADMINISTRATION** *3 credits*
Prerequisite: permission. In depth review and critique of major intellectual traditions, concepts and theories underlying public administration in the United States.
- 714 SEMINAR IN POLICY ANALYSIS AND EVALUATION** *3 credits*
Prerequisite: permission. In depth review and critique of major intellectual traditions, concepts and theories underlying policy analysis and evaluation in the United States.
- 715 SEMINAR IN URBAN AND REGIONAL PLANNING** *3 credits*
Prerequisite: permission. In depth review and critique of major intellectual traditions, concepts and theories underlying urban and regional planning in the United States.
- 720 COMPARATIVE PLANNING STRATEGIES** *3 credits*
Prerequisite: 715 or permission. Review and analysis of alternative planning theories, institutions, and implementation strategies in a variety of national settings.
- 730 ETHICS IN GOVERNMENT** *3 credits*
This course will explore the differences between individual and collective responsibility, private and public morality and the nexus between democratic and moral development.
- 731 THEORIES OF PUBLIC BUDGETING AND FINANCE** *3 credits*
Prerequisite: 711. Examines the theories and perspectives that have shaped how government uses and implements budgets.
- 732 GOVERNANCE AND ADMINISTRATION** *3 credits*
Governance and administration are interrelated activities, yet have been taught as distinct activities. This course explores the connections and interrelatedness of the concepts.
- 733 THEORIES OF PUBLIC SECTOR HUMAN RESOURCE MANAGEMENT** *3 credits*
Prerequisite: permission. Examination of the organizational behavior and administrative theories that support modern public personnel systems.
- 734 CONCEPTUAL AND LEGAL FOUNDATIONS OF PUBLIC ADMINISTRATION** *3 credits*
Prerequisite: permission. Theoretical examination of how constitutional and administrative law influence public sector decision-making.
- 735 COMPARATIVE ADMINISTRATION** *3 credits*
Prerequisite: permission. Examination of the various political and administrative frameworks within which public administrators function.
- 736 LEADING PUBLIC ORGANIZATIONS** *3 credits*
Prerequisite: permission. Examination of the various theories of organizational leadership and their application in public organizations.
- 740 SURVEY/RESEARCH METHODS IN THE PUBLIC SECTOR** *3 credits*
Prerequisite: permission. Examination of the techniques and methods used by public organizations to enhance civic involvement. Critiques of methodologies based upon information needs and citizens surveyed.
- 780 Ph.D. COLLOQUIUM** *1 credit*
This course introduces new doctoral students to the perspectives and practices of doctoral study. This is a credit/non-credit course.
- 788 URBAN POLICY STUDIES** *1-4 credits*
(May be repeated for a maximum of 16 credits.) Prerequisite: permission of instructor or chair. Selected topics for specialized instruction delivered at Kent, Youngstown, and/or Cleveland State universities to apply toward a UA degree either as a required or an elective course.
- 795 PRO-SEMINAR** *3 credits*
Prerequisite: successfully pass all comprehensive examinations. Seminar to discuss approaches to researching and writing the dissertation. Discussion of alternative methodologies, styles and perspectives. Credit/noncredit.
- 799 URBAN TUTORIAL** *3 credits*
Prerequisite: permission. Intensive study of a particular approved field within urban studies and public affairs under supervision of tutor. (May be repeated once.)
- 899 DOCTORAL DISSERTATION** *1-15 credits*
Prerequisite: Advancement to Candidacy and 795. Open to properly qualified student accepted as candidate for Doctor of Philosophy degree. Student must register for at least one credit each semester until dissertation is accepted. Minimum of 12 credits required. (May be repeated.) Credit/noncredit.
- 563 POLLUTION CONTROL** *3 credits*
Prerequisites: 353 or permission. Air and water pollution sources and problems. Engineering aspects and methodology.
- 566 DIGITIZED DATA AND SIMULATION** *3 credits*
Prerequisite: permission. Data acquisition and analysis by digital devices, digital control applications and design.
- 570 ELECTROCHEMICAL ENGINEERING** *3 credits*
Prerequisites: 322, 330. Chemical engineering principles as applied to the study of electrode processes and to the design of electrochemical reactors. Topics include electrochemical thermodynamics, cell polarizations, Faraday's Laws, electrode kinetics, transport processes in electrochemical systems, current distributions, reactor design, experimental methods, commercial processes, and batteries and fuel cells.
- 572 SEPARATION PROCESSES IN BIOCHEMICAL ENGINEERING** *3 credits*
Prerequisite: 353. Introduction to the separation and purification techniques pertinent to bioprocesses, with emphasis on the engineering considerations for large-scale operations.
- 600 TRANSPORT PHENOMENA** *3 credits*
Prerequisite: 322 or permission. Systematic presentation of conservation of momentum, energy and mass at microscopic and macroscopic levels in conjunction with illustrative examples and analogies.
- 605 CHEMICAL REACTION ENGINEERING** *3 credits*
Prerequisite: 330 or permission. Kinetics of homogeneous and heterogeneous systems. Reactor design for ideal and non-ideal flow systems.
- 610 CLASSICAL THERMODYNAMICS** *3 credits*
Prerequisite: 225. Discussion of laws of thermodynamics and their application. Predication and correlation of thermodynamic data. Phase and reaction equilibria.
- 621 SURFACE SCIENCE IN CHEMICAL ENGINEERING** *3 credits*
Prerequisite: permission of instructor. This course emphasizes the basics of surface science (surface energy, wetting, adhesion); surface characterization techniques (contact angle, ellipsometry, XPS); and surface engineering methods (SAMs, soft-lithography).
- 622 BIOCHEMICAL ENGINEERING** *3 credits*
Application of chemical engineering principles to biological processes which produce desirable compounds or destroy unwanted or hazardous substances.
- 625 PHYSICAL PROPERTIES OF STRUCTURAL BIOPOLYMERS** *3 credits*
Prerequisite: permission of instructor. Examination of the physical properties of biological tissues from a material science perspective leading to a rational design of biomaterials.
- 630 CHEMICAL PROCESS DYNAMICS** *3 credits*
Prerequisite: 600. Development and solutions of mathematical models for chemical processes including models based on transport phenomena principles, population balance methods and systems analysis.
- 631 CHEMICAL ENGINEERING ANALYSIS** *3 credits*
Prerequisites: 322, 225, 330. Mathematical analysis of problems in transport processes, chemical kinetics and control systems. Solution techniques for these problems and their practical significances are stressed. Heuristic proofs will be given for necessary theory developments.
- 632 NONLINEAR DYNAMICS AND CHAOS** *3 credits*
Prerequisite: 3450.235. Description and analysis of the complex behavior exhibited by nonlinear equations. Emphasis is on the numerical methods to quantify chaos.
- 633 COLLOIDS—PRINCIPLES AND PRACTICE** *3 credits*
Prerequisite: permission of instructor. Colloid science and applications in chemical and biomaterials engineering: disperse systems, interparticle forces, surface tension, interfacial thermodynamics, colloid applications, biomaterials applications and characterization techniques.
- 634 APPLIED SURFACTANT SCIENCE** *3 credits*
Prerequisite: 610. The basics of surfactant science, the chemical engineering application of surfactants including use in polymerization media, separations, emulsion, microemulsion, and a rheology modifier.
- 635 ADVANCED POLYMER ENGINEERING** *3 credits*
Prerequisite: 322 or 600 or permission. Reactors for polymerization, polymer characterization, polymer processing, polymer rheology.
- 640 ADVANCED PLANT DESIGN** *3 credits*
Prerequisite: permission. Topical treatment of process and equipment design, scale-up, optimization, process syntheses, process economics. Case problems.
- 674 RENEWABLE RESOURCES FOR ENVIRONMENTALLY BENIGN CHEMICAL PRODUCTION** *3 credits*
Prerequisite: permission of instructor. Focus is on chemical and biochemical processing technologies for the preparation of fuels, polymeric materials, and specialty chemicals from renewable resources.
- 680 HETEROGENEOUS CATALYSIS** *3 credits*
Prerequisite: 330. Kinetics and mechanisms of heterogeneous and homogeneous catalytic reactions; characterization and design of heterogeneous catalysts.
- 696 TOPICS IN CHEMICAL ENGINEERING** *1-3 credits*
(May be repeated for a total of six credits.) Prerequisite: permission. Topics selected from new and developing areas of chemical engineering, such as electrochemical engineering, coal and synthetic fuels processing, bioengineering, simultaneous heat and mass transfer phenomena and new separation techniques.
- 697 CHEMICAL ENGINEERING REPORT** *3 credits*
Prerequisite: permission of advisor. A relevant problem in chemical engineering is studied. Required course for students electing non-thesis option. Final report must be approved by advisor and advisory committee.
- 699 MASTER'S THESIS** *1-6 credits*
(May be repeated to a maximum of six credits.) For properly qualified candidate for master's degree. Supervised original research in specific area of chemical engineering selected on basis of availability of staff and facilities.
- 701 ADVANCED TRANSPORT PHENOMENA** *3 credits*
Prerequisite: 600. Advanced theory of transport phenomena such as applied tensor analysis, constitutive equations, multicomponent reactive transport and multiphase transport. Illustrative practical examples presented.
- 702 MULTIPHASE TRANSPORT PHENOMENA** *3 credits*
Prerequisite: 600. General transport theorem, kinematics, Cauchy's lemmas and the jump boundary conditions are developed followed by the theory of volume averaging. The single phase equations are then volume averaged to obtain the multiphase equations of change. The technique for using these equations and their practical significance is also covered.
- 706 ADVANCED REACTION ENGINEERING** *3 credits*
Prerequisite: 605. Kinetics of heterogeneous systems, steady and unsteady state mathematical modeling of chemical reactors, fluidization and additional topics drawn from current literature.

Engineering

GENERAL ENGINEERING 4100:

- 600 CURRICULAR PRACTICAL TRAINING** *6-9 credits*
Prerequisite: Student must have completed at least one academic year in the program. Exposure to engineering research practice in industry or federal labs. Credits equivalent to preliminary research, master research, or master project. Engineering dean approval.
- 697 ENGINEERING MANAGEMENT REPORT** *2 credits*
Prerequisite: permission of advisor. A relevant problem in engineering management is studied in depth. Final report must be approved by advisor and advisory committee.

CHEMICAL ENGINEERING 4200:

- 521 FUNDAMENTALS OF MULTIPHASE TRANSPORT PHENOMENA** *3 credits*
Prerequisites: 321 or equivalent and permission. Major topics to be covered include intraphase and interphase transport phenomena, transport phenomena in multiphase fluids, transport in porous media, transport in gas/liquid pipe flows, computational fluid dynamics of multiphase systems, and case studies.
- 535 PROCESS ANALYSIS AND CONTROL** *3 credits*
Prerequisites: 330, 353. This course is intended for a student holding a BS in a discipline other than engineering. Response of simple and chemical processes and design of appropriate control systems.
- 541 PROCESS DESIGN I** *3 credits*
Prerequisites: 330, 351, 353. Application of chemical engineering fundamentals to the design of a multi-unit process. Emphasis on use of process simulators. Advanced equipment design, oral, written communication skills, teamwork.
- 561 SOLIDS PROCESSING** *3 credits*
Prerequisites: 321 and 353 or permission. Comprehensive problems in sedimentation, fluidization, drying and other operations involving mechanics of particulate solids in liquid and gas continua.

- 711 ADVANCED CHEMICAL ENGINEERING THERMODYNAMICS** 3 credits
Prerequisite: 610. Advanced topics in thermodynamics, including phase and reaction equilibria at high pressures, phase equilibrium for multiphase systems, reaction equilibria in multiphase systems, thermodynamics of surfaces, thermodynamics of systems under stress, non-equilibrium thermodynamics and current topics from literature.
- 715 MOMENTUM TRANSPORT** 3 credits
Prerequisite: 600. Discussion of potential flow, boundary layer formation and turbulent flow phenomena for Newtonian fluids.
- 716 NON-NEWTONIAN FLUID MECHANICS** 3 credits
Prerequisite: 600. Tensor and curvilinear coordinates. Newtonian viscometrics. Development of non-Newtonian constitutive equations. Special and general flows of various constitutive models.
- 720 ENERGY TRANSPORT** 3 credits
Prerequisite: 600. Conduction, natural and forced convection, and radiation heat transfer starting with equations of continuity, motion and energy.
- 721 TOPICS IN ENERGY TRANSPORT** 3 credits
Prerequisite: 720. Advanced analytical and graphical methods for solving complex heat transfer problems found in chemical engineering.
- 725 MASS TRANSFER** 3 credits
Prerequisite: 600. Theory of mass transfer with applications to absorption, adsorption, distillation and heterogeneous catalysis.
- 731 PROCESS CONTROL** 3 credits
Prerequisite: 630. Introduction to modern control theory of chemical processes including cascade control, multivariate control and data sampled control.
- 736 POLYMER ENGINEERING TOPICS** 3 credits
Prerequisite: permission. Selected topics of current interest in polymer engineering, such as modeling of reactors or processes, multiphase materials, multiphase flow, artificial fiber engineering, etc.
- 738 CHEMICAL PROCESSING OF ADVANCED MATERIALS** 3 credits
Prerequisite: 605. Advanced materials such as ceramics, optical materials, sensors, catalysts; application of reaction engineering to sol-gel processing, ceramic processing, modified chemical vapor deposition.
- 742 ADVANCED CATALYST DESIGN** 3 credits
Prerequisite: 605. Development of catalysis theory and its application to the design of practical catalysts.
- 750 ADVANCED POLLUTION CONTROL** 3 credits
Prerequisite: 463 or permission. Analysis of current environmental research in analytical instrumentation, air and water, pollution control, hazardous waste treatment, and nuclear waste disposal.
- 780 ADVANCED BIOCATALYSIS AND BIOTRANSFORMATIONS** 3 credits
Prerequisite: 3150:401/501 or permission of instructor. Focuses include: (a) high performance enzymes via chemical modification, recombinant technology, evolution, extremophiles; (b) applications of enzymes in biosynthesis, bioprocessing, biosensing, and bioremediation.
- 791 CHEMICAL ENGINEERING SEMINAR** 1 credit
(May be repeated for a maximum of six credits.) Prerequisite: Permission of instructor. Advanced level coverage of specialized chemical engineering topics. Intended for students seeking a Ph.D. in engineering.
- 794 ADVANCED RESEARCH TECHNIQUES FOR ENGINEERING** 3 credits
(May be repeated for a total of six credits.) Prerequisite: permission of department chair. Advanced projects, readings and other studies in various areas of chemical engineering. Intended for student seeking Ph.D. in engineering.
- 898 PRELIMINARY RESEARCH** 1-15 credits
(May be repeated for a total of 15 credits.) Prerequisite: approval of dissertation director. Preliminary investigations prior to the submission of a dissertation proposal to the Interdisciplinary Doctoral Committee.
- 899 DOCTORAL DISSERTATION** 1-15 credits
(May be taken more than once.) Prerequisite: acceptance of research proposal by the Interdisciplinary Doctoral Committee and approval of the dissertation director. Original research by the doctoral student.
-
- CIVIL ENGINEERING 4300:**
- 514 DESIGN OF EARTH STRUCTURES** 3 credits
Prerequisite: 314 or permission. Design of earth structures; dams, highway fills, cofferdams, etc. Embankment construction techniques, quality control, embankment analysis, instrumentation, foundation soil stabilization, seepage analysis and control. Design problem. Graduate students will perform more advanced analysis and design.
- 518 SOIL AND ROCK EXPLORATION** 3 credits
Prerequisite: 314 or permission. Site exploration criteria and planning. Conventional boring, sampling and in situ testing methods. Theory and application of geophysics and geophysical methods including seismic, electrical resistivity, gravity, magnetic and radioactive measurements. Air photo interpretation.
- 523 CHEMISTRY FOR ENVIRONMENTAL ENGINEERS** 3 credits (2 lecture – 1 lab)
Prerequisite: One year of college chemistry. General, physical, organic, biochemistry, equilibrium, and colloid chemistry concepts applied to environmental engineering. Concepts are used in water and wastewater laboratory.
- 526 ENVIRONMENTAL ENGINEERING DESIGN** 3 credits
Prerequisite: 323. An introduction to the physical, chemical and biological processes utilized in the treatment of water and wastewater, with design parameters emphasized.
- 527 WATER QUALITY MODELING AND MANAGEMENT** 3 credits
Prerequisite: 323. Analysis and simulation of the physical, chemical and biochemical processes affecting stream quality. Development of management strategies based upon the application of water quality modeling techniques to environmental systems.
- 528 HAZARDOUS AND SOLID WASTES** 3 credits
Prerequisite: senior standing or permission of instructor. Hazardous and solid waste quantities, properties and sources are presented. Handling, processing, storage and disposal methods are discussed with non-technical constraints outlined.
- 543 APPLIED HYDRAULICS** 3 credits
Prerequisite: 341 Review of design principles; urban hydraulics, steam channel mechanics, sedimentation, coastal engineering.
- 551 COMPUTER METHODS OF STRUCTURAL ANALYSIS** 3 credits
Structural analysis using microcomputers; finite element software, interactive graphics; beam stiffness concepts and matrix formulation; simple and complex structural systems modeling; vibration analysis.
- 553 OPTIMUM STRUCTURAL DESIGN** 3 credits
Prerequisite: 306. Basic concepts in structural optimization. Mathematical programming methods including unconstrained minimization, multidimensional minimization and constrained minimization.
- 554 ADVANCED MECHANICS OF MATERIALS** 3 credits
Prerequisite: 202 or equivalent. Three-dimensional state of stress and strain analysis. Unsymmetric bending of straight and curved members with shear deformation. Beams on elastic foundations. Saint Venant's torsional problems. Inelastic analysis of bending and torsional members. Introduction to energy method. Instability behavior of prismatic members.
- 563 TRANSPORTATION PLANNING** 3 credits
Prerequisite: 361. Theory and techniques for development, analysis and evaluation of transportation system plans, Emphasis on understanding and using tools and professional methods available to solve transportation planning problems, especially in urban areas.
- 564 HIGHWAY DESIGN** 3 credits
Prerequisite: 361. Study of modern design of geometrical and pavement features of highways. Design problem and computer use. Graduate students will produce a more complete design.
- 565 PAVEMENT ENGINEERING** 3 credits
Prerequisite: 361. Theories of elasticity, of viscoelasticity and of layered systems as applied to pavements. Pavement materials characterization; pavement design, pavement restoration for rigid and flexible pavements.
- 566 TRAFFIC ENGINEERING** 3 credits
Prerequisite: 361. Vehicle and urban travel characteristics, traffic flow theory, traffic studies, accidents and safety, traffic signs and marking, traffic signal planning, traffic control and transportation administration.
- 567 ADVANCED HIGHWAY DESIGN** 3 credits
Prerequisite: 564, Autocad, or permission. Computer-aided geometric design of highways including survey data input, digital terrain modeling, cross-section templates, horizontal and vertical roadway design, earthwork computations, and advanced topics.
- 568 HIGHWAY MATERIALS** 3 credits
Prerequisites: 361, 380 or permission. Properties of aggregates, manufacture and properties of portland cement concrete, properties of asphaltic materials, design and testing of hot mix asphalt pavement mixes and of surface treatments. Laboratory preparation of specimens and determination of properties. Graduate student requirement: Graduate students will be required to perform an additional eight-hour asphalt laboratory (Absorption recovery of asphalt from solution) and to prepare a paper on a highway materials topic.
- 574 UNDERGROUND CONSTRUCTION** 2 credits
Prerequisite: 314. Description of practices and techniques of underground construction. Selection of proper method for individual job. Design of underground openings, support systems and linings.
- 604 DYNAMICS OF STRUCTURES** 3 credits
Prerequisite: 306. Approximate, rigorous dynamic analysis of one, two, multiple and infinite degrees of freedom structural systems. Elastoplastic, plastic analysis. Equivalent systems, dynamic hinge concept. Modal analysis. Transfer matrices. Fourier, Laplace transforms.
- 605 STRUCTURAL STABILITY** 3 credits
Prerequisite: 554 or equivalent. Buckling of bars, beam-columns and frames. Lateral buckling of beams. Double and tangent modulus theories. Energy methods. Compressed rings and curved bars. Torsional buckling. Buckling of plates and shells. Inelastic buckling.
- 606 ENERGY METHODS AND ELASTICITY** 3 credits
Prerequisite: 202. Work and complementary work. Strain energy and complementary strain energy. Virtual work and Castiglione's theorems. Variational methods. Applications. Formulation of boundary value problems in elasticity. Selected topics in energy methods and elasticity.
- 607 PRESTRESSED CONCRETE** 3 credits
Prerequisite: 404. Basic concepts. Design of double-tee roof girder; shear; development length; column; piles; design of highway bridge girder; pretensioned, post-tensioned; continuous girders; corbels; volume-change forces; connections.
- 608 MULTISTORY BUILDING DESIGN** 3 credits
Prerequisite: 401. Floor systems; staggered truss system; braced frame design; unbraced frame design; drift indices; monocoque (tube and partial tube) systems; earthquake design; fire protection. Analysis by STRUDL.
- 609 FINITE ELEMENT ANALYSIS I** 3 credits
Prerequisite: 554 or equivalent. Introductory development of finite element method as applied to various topics from continuum mechanics. Such areas as plane, axisymmetric and 3-D stress analysis; conduction, fluid mechanics; transient problems an geometric and material nonlinearity.
- 610 COMPOSITE MATERIALS IN CIVIL INFRASTRUCTURE** 3 credits
Prerequisite: 554 or equivalent. Constituent materials; manufacturing processes; panel properties by micro/macromechanics; simplified analysis of composite beams; columns; and applications to highway bridges; composites in concrete and wood structures.
- 611 FUNDAMENTALS OF SOIL BEHAVIOR** 2 credits
Prerequisite: 314. In-depth examination of structure and fundamental physico-chemical and mechanical properties of engineering soils viewed as particulate matter.
- 612 ADVANCED SOIL MECHANICS** 3 credits
Prerequisite: 314. Study of mechanics of behavior of soil as continuum. Principles of stress, strain, deformation, shear strength and pore water pressure as applied to mechanical behavior of soil masses.
- 613 ADVANCED GEOTECHNICAL TESTING** 3 credits
Prerequisites: 518, 612. Theory and practice of static and dynamic in situ and laboratory soil testing. Testing procedures, applicability, limitations. General evaluation of geotechnical parameters for routine and special site conditions. One lecture, two laboratories per week.
- 614 FOUNDATION ENGINEERING I** 3 credits
Prerequisite: 313 or permission. Foundation bearing capacity and settlement analysis. Design of shallow and deep foundation systems. Pile driving and load test procedures and analysis. Theory and design of earth-retaining structures including retaining walls, tiebacks and bulkheads.
- 615 FOUNDATION ENGINEERING II** 3 credits
Prerequisite: 614 or permission. Soil-structure interaction theory and applications to under ground structures including conduits, tunnels and shafts. Advanced foundation construction methods and problems including dewatering, soil stabilization, underpinning and cofferdams. Slope stability analysis.
- 616 SOIL IMPROVEMENT** 3 credits
Prerequisites: 313 and 314. Admixture stabilization, precompression with vertical drains, blasting, vibrocompaction, injection and grouting, thermal methods, electro-osmosis, soil reinforcement, case studies.
- 617 NUMERICAL METHODS IN GEOTECHNICAL ENGINEERING** 3 credits
Prerequisites: 313 and 314. Steady-state and transient flow through soils, consolidation, soil-structure interaction, piling, stress-deformation analysis of earth structures.

- 618 ROCK MECHANICS** *3 credits*
Prerequisite: 554 or permission. Mechanical nature of rocks; linear elasticity and application to rock problems; inelastic behavior of rocks, time dependence and effects of pore pressure, experimental characterization of rock properties; failure theory and crack propagation.
- 620 SANITARY ENGINEERING PROBLEMS** *2 credits*
Prerequisite: 323. Application of both laboratory methods and theory to solution of sanitary engineering problems involving water pollution, stream regeneration, special industrial wastes, detergents and others.
- 621 ENVIRONMENTAL ENGINEERING PRINCIPLES** *4 credits*
Corequisite: 523. Provide the basic principles of chemical reaction engineering, microbiology, environmental regulations, and contaminant migration required for the understanding and solving environmental problems.
- 622 AQUATIC CHEMISTRY** *3 credits*
Prerequisites: 3150:151 and 3150:153 or permission. Quantitative treatment of variables that govern the chemistry of aquatic systems. Emphasis on carbonate in open-closed systems, metal complexation and solubility, and oxidation-reduction reactions.
- 623 PHYSICAL/CHEMICAL TREATMENT PROCESSES** *3 credits*
Prerequisite or corequisite: 621. Theory, current research associated with physical/chemical processes, the impact on design-coagulation/flocculation, sedimentation, filtration, absorption processes emphasized.
- 624 BIOLOGICAL WASTEWATER TREATMENT PROCESSES** *3 credits*
Prerequisite or corequisite: 621. Theory, current research associated with biological processes, related physical/chemical processes, the impact on design-activated sludge, fixed film processes, gas transfer, sludge stabilization, sludge dewatering processes emphasized.
- 625 WATER TREATMENT PLANT DESIGN** *3 credits*
Prerequisite: 623. Design of water treatment plants for potable, industrial and commercial uses. Development of water sources, treatment methods and financing used to design best practical methods in terms of cost-benefits.
- 626 WASTEWATER TREATMENT PLANT DESIGN** *3 credits*
Prerequisite: 624. Application of theory and fundamentals to design of wastewater treatment plants. System design methods used for biological and chemical stabilization of wastewater to meet water quality criteria. Economic analyses made to determine best practical designs to be utilized.
- 627 ENVIRONMENTAL OPERATIONS LABORATORY** *2 credits*
Prerequisite: 426 or permission of instructor. Conduction of laboratory experiments related to the design and operation of water and wastewater treatment processes. Experimental design, data collection, analysis and report preparation.
- 628 ADVANCED CHEMICAL OXIDATION PROCESS** *3 credits*
Prerequisites: 3150:151 and 3150:153 or permission. Qualitative and quantitative treatment of variables that govern process chemistry and kinetics in water. Emphasis on ozone, hydrogen peroxide, and ultra-violet light (UV).
- 631 SOIL REMEDIATION** *3 credits*
Prerequisite: 621 or permission. Provide a thorough understanding of site characterization, traditional soil remediation technologies, as well as present new and emerging remediation technologies.
- 635 AIR POLLUTION CONTROL** *3 credits*
Prerequisite: 621 or permission. Introduction to air pollution control philosophies, approaches, regulations, and modeling. Also contains an in-depth evaluation/design approach for the control of particular matter, SOx and NOx.
- 640 ADVANCED FLUID MECHANICS** *3 credits*
Prerequisite: 4500:310 or permission. Basic equations, Navier-Stokes equations. Analysis of potential flow, turbulence, hydraulic transients. Solution of typical fluid mechanics problems. Analysis of water hammer in pipe networks by method of characteristics.
- 644 OPEN CHANNEL HYDRAULICS** *3 credits*
Application of basic principles of fluid mechanics to flow in open channels. Criteria for analysis of uniform, gradually varied and rapidly varied flows. Study of movement and transportation of sediments. Design problems utilizing numerical techniques.
- 645 APPLIED HYDROLOGY** *3 credits*
Discussion of water cycle such as precipitation, evaporation, stream flows, floods, infiltration. Methods of analysis and their application to studies of water demand, storage, transportation including mathematical modeling of urban runoff and statistical hydrology.
- 646 COASTAL ENGINEERING** *3 credits*
Characteristics of linear and nonlinear wave theories. Interaction of structures, waves; design analysis of shore, offshore structures. Movement, transportation of sediments in lake shore areas.
- 663 ADVANCED TRANSPORTATION ENGINEERING I** *3 credits*
Prerequisite: 361, 466, or permission. Highway and parking facility design, transportation planning, highway capacity estimates, signal systems and optimization, incident detection and management, freeway ramp metering, and highway traffic safety.
- 664 ADVANCED TRANSPORTATION ENGINEERING II** *3 credits*
Prerequisite: 361, 466, or permission. Highway and parking facility design, transportation planning, highway capacity estimates, signal systems and optimization, incident detection and management, freeway ramp metering, and highway traffic safety.
- 665 TRAFFIC DETECTION AND DATA ANALYSIS** *3 credits*
Prerequisite: 361 or permission. Theory and application of pressure tubes, loop detectors, and imaging sensing, microwave, infrared, ultrasonic, laser detectors, parameter estimation, reliability, and data mining and fusion.
- 681 ADVANCED ENGINEERING MATERIALS** *3 credits*
Selected topics on principles governing mechanical behavior of materials with respect to elastic, plastic and creep responses, stress rupture, low and high cycle and thermal fatigue. Failure theories and fracture phenomena in brittle and ductile materials. Crack propagation and life prediction of engineering materials.
- 682 ELASTICITY** *3 credits*
Prerequisite: 202. Plane stress, plane strain. Two-dimensional problems in rectangular, polar coordinates. Strain-energy methods. Stress, strain in three dimensions. Torsion. Bending. Thermal stresses.
- 683 PLASTICITY** *3 credits*
Prerequisite: 682, 4600:622 or equivalent. Mathematical formulation of constitutive equations with focus on their use in structural analysis. Internal variables. Isotropic, kinematic hardening. Nonisothermal plasticity. Finite deformations. Anisotropy.
- 684 ADVANCED REINFORCED CONCRETE DESIGN** *3 credits*
Prerequisite: 403. Slab systems. Equivalent frame properties. Limit analysis. Yield line theory. Lateral load systems. Shear walls. Footings. Biaxial column action.
- 685 ADVANCED STEEL DESIGN** *3 credits*
Prerequisite: 401. Properties of steel, fasteners, bearing, friction joints, Gusset plates, bolts in tension, end plates, weld joints, cyclic loads, fatigue analysis, types of detail, torsion, stability design.
- 686 EXPERIMENTAL METHODS IN STRUCTURAL MECHANICS** *3 credits*
Prerequisite: 682. Electrohydraulic closed-loop test systems. Methods for specimen heating. Strain measurement techniques for room and elevated temperatures. Design of computer controlled experiments investigating deformation and failure under complex stress states.
- 687 LIMIT ANALYSIS IN STRUCTURAL ENGINEERING** *3 credits*
Prerequisites: 454/554, 682. Fundamental theorems of limit analysis. The lower-bound and upper-bound solutions. Applications to frames, plates and plane stress and plane strain problems. Design considerations. Mathematical programming and computer implementation.
- 694 ADVANCED SEMINAR IN CIVIL ENGINEERING** *1-3 credits*
Prerequisite: permission. Advanced projects, reading, studies, or experimental in various areas of civil engineering.
- 697 ENGINEERING REPORT** *2 credits*
Prerequisite: Permission of advisor. A relevant problem in civil engineering for students electing the non-thesis option. The final engineering report must be approved by the advisor and the advisory committee.
- 698 MASTER'S RESEARCH** *1-6 credits*
Prerequisite: Permission of advisor. (May be repeated.) Research on a suitable topic in civil engineering culminating in a master's thesis.
- 699 MASTER'S THESIS** *1-6 credits*
Prerequisite: permission. Research and thesis on some suitable topic in civil engineering as approved by department. Defense of thesis is by final examination.
- 701 EARTHQUAKE ENGINEERING** *3 credits*
Prerequisite: 604. Earthquake fundamentals. Earthquake response of single-story and multi-story buildings, as well as structural components. Modal analysis for earthquake response. Inelastic response of multistory structures. Earthquake codes. Stochastic approach.
- 702 PLATES AND SHELLS** *3 credits*
Prerequisites: 682 and 3450:531. Navier and Levy solutions for rectangular plates. Approximate methods, including finite difference. Forces in middle plate. Large deflections. Differential geometry of a surface. Shells of revolution.
- 703 VISCOELASTICITY AND VISCOPLASTICITY** *3 credits*
Prerequisite: 683. Formulation of constitutive relations for time dependent materials. Classical linear viscoelasticity. Internal variable representation of nonlinear, hereditary behavior. Creep and rate dependent plasticity. Continuum thermodynamics. Anisotropy.
- 704 FINITE ELEMENT ANALYSIS II** *3 credits*
Prerequisite: 609 and 702 or permission. Curved, plate, shell brick elements. Quasi-analytical elements. Quadrature formulas. Substructuring for static and dynamic analyses. Solution algorithms for linear and nonlinear static and dynamic analysis. Computer program formulation. Review of large-scale production programs.
- 710 ADVANCED COMPOSITE MECHANICS** *3 credits*
Prerequisite: 610. Analysis of short-fiber composites and statistical behavior, bending, buckling and vibration of laminated plates and shells. Advanced topics involving stress concentration, residue stress, fatigue, fracture toughness, nonlinear and viscoelastic stress-strain formulations, solutions of nonlinear problems.
- 712 DYNAMIC PLASTICITY** *3 credits*
Prerequisite: 683 or 703. Impulsive and transient loading of structural elements (beams, plates, shells, etc.) in which inelastic deformation occurs. Topics include: longitudinal and transverse plastic wave propagation in thin rods, propagation of plastic hinges, rate-dependent viscoplastic waves, transverse impact on beams and plates, high-rate forming, blast loading, plate perforation, shock waves in solids.
- 717 SOIL DYNAMICS** *3 credits*
Prerequisite: 614 or permission. Vibration and wave propagation theory relating to soils, soil structures and foundations. Dynamic behavior of soils. Design of foundations for dynamic loading impact, pulsating and blast loads.
- 731 BIOREMEDIATION** *3 credits*
Prerequisite: 621 or permission. Provide the fundamentals required for understanding and successfully implementing the biodegradation of hazardous compounds coupled with the design and operational techniques of bioremediation systems.
- 745 SEEPAGE** *2 credits*
Discussion of parameters determining permeability of various soils. Analytical, numerical and experimental methods to determine two- or three-dimensional movement of groundwater. Unsteady flows.
- 898 PRELIMINARY RESEARCH** *1-15 credits*
(May be repeated for a total of 15 credits.) Prerequisite: approval of dissertation director. Preliminary investigations prior to the submission of a dissertation proposal to the interdisciplinary Doctoral Committee.
- 899 DOCTORAL DISSERTATION** *1-15 credits*
(May be taken more than once.) Prerequisite: acceptance of research proposal by the Interdisciplinary Doctoral Committee and approval of the dissertation director. Original research by the doctoral student.

ELECTRICAL ENGINEERING 4400:

- 548 OPTICAL COMMUNICATION NETWORKS** *3 credits*
Optical waveguides and optical integrated components, optical transmitters and receivers, optical communication network design.
- 549 DIGITAL COMMUNICATION** *3 credits*
Prerequisite: 341. Introduction to digital communication theory and systems; coding of analog and digital information; digital modulation techniques. Introduction to information theory.
- 553 ANTENNA THEORY** *3 credits*
Prerequisite: 354 or equivalent. Theory of EM radiation. Wire antennas, arrays, receiving antennas, reciprocity. Integral equations for induced currents, self and mutual impedances. Equivalent principle, radiation from aperture antennas.
- 555 MICROWAVES** *4 credits*
Prerequisite: 354 or equivalent. Dynamic fields, Maxwell's equation and wave equations. Field analysis of wave guides, microwave components, techniques and systems.
- 557 WIRELESS COMMUNICATIONS** *3 credits*
Prerequisite: 549. Theory and analysis of wireless communication systems, wireless propagation, multiple access, modulation, demodulation, multipath channel characterization, diversity, cellular, and PCS services and standards.
- 561 OPTICAL ELECTRONICS AND PHOTONIC DEVICES** *3 credits*
Lightwave engineering, photonic principles and optical electronic device technology.
- 565 PROGRAMMABLE LOGIC** *4 credits*
Prerequisite: 263. Electronic circuitry considerations in logic circuits, methods of sequential, threshold logic analysis, synthesis, development of computer arithmetic elements; memory, storage devices,

- 570 MICROPROCESSOR INTERFACING** 3 credits
Microprocessor structure, Bus Interface. Digital controller devices and their relationship to both the microcomputer and physical environment.
- 572 CONTROL SYSTEMS II** 3 credits
Prerequisite: 371. State variable analysis, design of control systems. Discrete systems, analysis, digital computer control. Experiments include hybrid, AC control system, digital computer control.
- 583 POWER ELECTRONICS I** 3 credits
Prerequisite: 332. Elements of power electronics circuits. Rectifiers, converters, inverters analysis and design.
- 584 POWER ELECTRONICS LABORATORY AND DESIGN PROJECT** 2 credits
Prerequisite: 483/583 or equivalent. Experiments on different types of power electronic converters: AC/DC, DC/DC, DC/AD, and AC/AC. Design project to include design, simulation, building, and testing of a power electronic circuit.
- 585 ELECTRIC MOTOR DRIVES** 3 credits
Prerequisite: 381 Application of electric machines, choice of motor for particular drive. Application of power semiconductor circuits in electric machinery.
- 598 TOPICS IN ELECTRICAL ENGINEERING** 1-2 credits
(May be taken more than once.) Prerequisite: permission of department chair. Special topics in electrical engineering.
- 600 ADVANCED MICROCOMPUTER SYSTEMS** 3 credits
Prerequisite: 365 or permission. Discussion of multiprocessing, numerical data processors, multitasking, system bus architectures, 16-bit and 32-bit microprocessor architectures, multi-level protection and virtual memory, as supported by commercial microprocessor.
- 631 CIRCUIT ANALYSIS** 3 credits
Prerequisite: graduate standing. Operational methods, time domain analysis, state variable methods and matrix techniques applied in circuit analysis. Realizability and synthesis of driving point impedance and transfer functions.
- 641 RANDOM SIGNAL ANALYSIS** 3 credits
Prerequisite: 447 Analysis, interpretation and smoothing of engineering data through application of statistical and probability methods.
- 642 IMAGING SYSTEM ENGINEERING** 3 credits
Prerequisite: 561. Engineering principles of imaging systems, analysis, design, and evaluation of imaging systems, processing techniques, and applications.
- 643 INFORMATION THEORY AND CODING** 3 credits
Prerequisite: 641 or permission. Sources, channels, entropy, mutual information, source coding theorem and channel coding theorem. Channel coding theorem for waveform channels. Introduction to rate-distortion theory.
- 644 CHANNEL CODING** 3 credits
Prerequisite: 641 or permission. Algebraic structure of error-control codes; techniques for encoding and decoding. Coverage of the major classes of linear block codes and convolutional codes.
- 646 DIGITAL SIGNAL PROCESSING** 3 credits
Prerequisite: 333. Relations between continuous-and discrete-time Fourier expansions. Sampling, aliasing, sampling rate conversion. Operator concepts in signal processing, all-pass systems, FFT, digital filter design.
- 647 DIGITAL SPECTRAL ANALYSIS AND SIGNAL MODELING** 3 credits
Prerequisites: 646 or permission of instructor. Methods and theory of spectral analysis and signal modeling are investigated in detail. Applications of theory include speech processing, optimal filtering, biomedical systems, digital communications.
- 648 OPTICAL NETWORK ARCHITECTURE** 3 credits
Prerequisite: 548. Principles of optical network architecture, analysis, design, control, and fault management.
- 649 STATISTICAL COMMUNICATION THEORY** 3 credits
Prerequisite: 641 or permission. Fundamental principles of transmission of digital information over noisy channels. Optimum receivers. Bandwidth and dimension. Capacity of the bandlimited white gaussian noise channel.
- 650 ELECTROMAGNETIC THEORY I** 3 credits
Prerequisite: permission of instructor. Electrostatics: uniqueness theorem, boundary-value problems, constructions of Green's functions. Magnetostatics. Electrodynamics: energy and momentum, EM potentials, Stratton-Chu formulation, radiation, dyadic Green's functions.
- 651 ELECTROMAGNETIC THEORY II** 3 credits
Prerequisite: 650 or permission of the course instructor. Scattering; TEM waves; guided wave theory; transmission lines, closed-boundary guides and cavities, modal orthogonality and completeness, Green's function, excitation and coupling, open-boundary waveguides.
- 652 COMPUTATIONAL ELECTROMAGNETICS** 3 credits
Prerequisite: 650 or permission of course instructor. Analytic and numerical techniques for electromagnetic fields, conformal mapping, finite difference method, finite element method, and the method of moments.
- 655 ADVANCED ANTENNA THEORY AND DESIGN** 3 credits
Prerequisite: 453/553 or equivalent. Basic properties and recent advances of microstrip antennas. Analysis and design of reflector antennas. Analysis and synthesis of linear and planar antenna arrays.
- 661 DESIGN OF DIGITAL SYSTEMS** 3 credits
Prerequisite: 465. Applications of logic circuits in modern digital electronic computer and in digital communication systems. Computer organization and control, input-output devices and interface standards, advanced topics in computers.
- 662 TOPICS IN ELECTRONICS** 3 credits
Prerequisite: permission of department chair. Discussions of recent advances in electronics.
- 664 INTEGRATED CIRCUIT DEVICES** 3 credits
Prerequisite: 353, 360, or equivalent. Develops physical and analytical descriptions of solid-state electronic devices leading to equations and models of (Schottky and PN) diodes and (field-effect and bipolar) transistors.
- 671 DISCRETE CONTROL SYSTEMS** 3 credits
Prerequisite: 472/572 or permission. Theory, techniques for analysis, design of discrete control systems. Z-transform technique, stability analysis, frequency response. Optimization. Digital computer control.
- 673 NONLINEAR CONTROL** 3 credits
Corequisite: 674 or instructor permission. Designed to provide students with qualitative insights into nonlinear systems as well as techniques for controlling such systems. Topics include describing functions, Popov and circle criteria, jump resonances, subharmonics, phase plane, conservative systems, Lyapunov theory, bifurcation of attractors, and routes to chaos.
- 674 CONTROL SYSTEM THEORY** 3 credits
Prerequisite: 371 or instructor permission. Advance modern control theory for linear systems. Controllability, observability, minimal realizations of multivariate systems, stability, state variable feedback, estimation, and an introduction to optimal control.
- 675 SYSTEM SIMULATION** 3 credits
Prerequisite: 472 or permission of the instructor. This course is designed to provide the control engineer with tools necessary to simulate continuous systems on a digital computer. Topics include linear multistep methods, nonlinear methods, stiff systems, optimization, parallel computing and simulations languages.
- 676 RANDOM PROCESS ANALYSIS** 3 credits
Prerequisite: 674. Analysis and design of control systems with stochastically defined input. Introduction to estimation filters.
- 677 OPTIMAL CONTROL I** 3 credits
Prerequisite: 674. Formulation of optimizational problem; application of variational calculus, maximum principle and optimality principle to control problems. Computational techniques in optimization.
- 680 DYNAMICS AND CONTROL OF POWER ELECTRONIC CIRCUITS** 3 credits
Prerequisites: 483/583 or equivalent. Averaged and sampled-data models for rectifiers and DC/DC converters. Small-and large-signal models about the cyclic steady-state. Feedback controls using classical and modern approaches.
- 681 POWER SYSTEM ANALYSIS** 3 credits
Prerequisite: 480. Short circuit and load flow analysis of power systems with emphasis on computer solution. Transient machine analysis.
- 682 POWER SYSTEM STABILITY** 3 credits
Prerequisite: 681. Steady state and transient stability of power systems with emphasis on computer solution.
- 683 ECONOMICS OF POWER SYSTEMS** 3 credits
Prerequisite: 681. Analysis and operation of power system for economic dispatching using a computer.
- 684 PROTECTIVE RELAYING** 3 credits
Prerequisite: 480. Principles and application of relays as applied to protection of power systems.
- 685 SURGE PROTECTION** 3 credits
Prerequisite: 480. Phenomena of lightening and switching surges on electrical systems. Protection of systems and apparatus by line design, application of protective devices and insulation coordination.
- 686 DYNAMICS OF ELECTRIC MACHINES** 3 credits
Prerequisites: graduate status in Electrical Engineering. Voltage and mechanical differential equations of electric machines, analytical and numerical methods for solution of a system of machine differential equations.
- 687 POWER ELECTRONICS II** 3 credits
Prerequisite: 483/583 or equivalent. Effects of the nonidealities of the power circuit components, magnetics, base and gate drives, thyristor commutation circuits, heat transfer and thermal issues. Analysis and design of advanced power circuits.
- 688 CONTROL OF ELECTRIC MACHINES** 3 credits
Prerequisites: graduate student in Electrical Engineering. Elements of control circuits for electric drives, techniques for torque/speed control of electric machines.
- 689 POWER SEMICONDUCTOR DEVICES** 3 credits
Prerequisite: graduate status in Electrical Engineering. Structure and physics of power semiconductor devices: diodes, Bipolar junction transistors, MOSFETs, Thyristors, Power MOS-Bipolar devices (IGT/MCT). Emphasis on the issues that characterize these devices from the lower power semiconductor devices.
- 693 SPECIAL PROBLEMS** 1-3 credits
(May be taken more than once) Prerequisite: permission of department chair. For a qualified graduate student. Supervised research or investigation in major field of training or experience. Credits dependent upon nature and extent of project.
- 698 MASTER'S RESEARCH** 1-6 credits
Prerequisite: Permission of advisor. (May be repeated.) Research on a suitable topic in electrical engineering culminating in a master's thesis.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: permission of department chair. Research and thesis on some suitable topic in electrical engineering.
- 749 FUNCTIONAL ANALYTIC METHODS IN SYSTEM THEORY** 3 credits
Prerequisite: permission of instructor. A course providing necessary background in advanced mathematical techniques for graduate students in communication, control, and mathematics.
- 753 TOPICS IN ELECTROMAGNETICS** 3 credits
Prerequisite: 651 Introduction to advanced techniques in fields. Topics include application of Green's function techniques and related boundary value problems.
- 772 MODEL REDUCTION TECHNIQUES FOR CONTROL SYSTEMS** 3 credits
Prerequisite: 674 or permission of the instructor. Classical, modern, and optimal techniques for computing reduced order models of linear, nonlinear, and infinite dimensional systems. Minimal realizations of multi-variable systems are also considered.
- 774 ADVANCED LINEAR CONTROL SYSTEMS** 3 credits
Prerequisite: 674 and a course in Real Analysis or equivalent. Covers topics related to the design of robust control systems. The synthesis of controllers which yield stable closed-loop systems will be considered. The H_∞-optimality criterion for controller design is included. Special emphasis will be given to the robust stabilization problem and the disturbance attenuation problem.
- 775 ROBUST CONTROL** 3 credits
Prerequisite: 674. Input-output and state-space characterizations of robust control systems, and design techniques based on the algebraic Riccati equation. Decentralized and reliable control design methodologies.
- 777 OPTIMAL CONTROL II** 3 credits
Prerequisite: 677 Advanced state-feedback optimal control. Output-feedback issues, including loop transfer recovery, optimal observer design, reduced-order controllers, frequency weighting, and decentralized control.
- 778 ADAPTIVE CONTROL** 3 credits
Prerequisite: 671 or permission of instructor. This course will provide the advanced graduate student with the techniques required for the control of time-varying nonlinear and stochastic systems. Topics include minimum prediction error control, least squares estimation, certainty equivalence adaptive control. Kalman filtering, minimum variance control, LQG control and stochastic adaptive control.
- 779 ADVANCED TOPICS IN CONTROL** 3 credits
Prerequisite: 776. Discussions of recent advances in control systems.
- 794 ADVANCED SEMINAR** 1-3 credits
(May be taken more than once) Prerequisite: permission of department chair. Advanced level coverage of specialized topics. For student seeking Ph.D. in engineering.
- 898 PRELIMINARY RESEARCH** 1-15 credits
(May be repeated.) Prerequisite: approval of dissertation director. Preliminary investigations prior to submission of a dissertation proposal to the Interdisciplinary Doctoral Committee.

- 899 DOCTORAL DISSERTATION** *1-15 credits*
(May be repeated.) Prerequisite: acceptance of research proposal by the Interdisciplinary Doctoral Committee and approval of the dissertation director. Original research by the doctoral student.

COMPUTER ENGINEERING 4450:

- 520 OBJECT ORIENTED DESIGN** *3 credits*
Prerequisites: 3460:208 or equivalent. Investigation of object-oriented design paradigm and the design implementation with the object-oriented programming language C++.
- 570 VLSI CIRCUITS AND SYSTEMS** *3 credits*
Graduate level introduction to VLSI design. MOSFET structures, design rules, and fabrication. Static, dynamic CMOS. PLAs, ROMs, and RAMs. Layout methodologies and tools. System architecture.
- 597 SPECIAL TOPICS: COMPUTER SCIENCE** *1-2 credits*
(May be taken more than once) Prerequisite: permission of department chair. Special topics in computer engineering.
- 606 COMPUTER ARCHITECTURE** *3 credits*
Prerequisite: 4400:363 or equivalent. Historical development of computer architecture. Design methodologies. Processor organization and design of instruction sets. Parallel processing. Control section implementations. Memory organization. System configurations.
- 607 PARALLEL COMPUTER ARCHITECTURE** *3 credits*
Prerequisite: 606 or equivalent. This course provides an introduction to parallel computer architectures and parallel processing based on a single instruction, message-passing, or shared memory.
- 610 COMPUTER ALGORITHMS I** *3 credits*
Prerequisites: 4100:206 and 3450:235. Organization of scientific and engineering problems for computer solutions. Analysis of error and convergence properties of algorithms.
- 611 COMPUTER ALGORITHMS II** *3 credits*
Prerequisite: 610 or permission. Data structures and algorithm design for minimum execution time and memory requirements.
- 642 ADVANCED KNOWLEDGE ENGINEERING** *3 credits*
Prerequisite: 641 or equivalent. Advanced study of knowledge acquisition and expert system project management.
- 643 FRAME-BASED EXPERT SYSTEM DESIGN** *3 credits*
Prerequisites: 441, 641, or equivalent. Introduction to the design and development of frame-based expert systems.
- 663 VLSI DESIGN AND AUTOMATION** *3 credits*
Prerequisite: 570. Methodologies for automated design of VLSI systems. Computer-aided design tools and algorithms. Design for low power, high performance, testability. Research topics in VLSI design.
- 693 SPECIAL PROBLEMS** *1-3 credits*
(May be taken more than once) Prerequisite: permission of department chair. For a qualified graduate student. Supervised research or investigation in student's major field. Credit depends upon nature and extent of project.
- 794 ADVANCED SEMINAR** *1-3 credits*
(May be taken more than once) Prerequisite: permission of department chair. Advanced level coverage of various topics. Intended for student seeking Ph.D. in engineering.

MECHANICAL ENGINEERING 4600:

- 500 THERMAL SYSTEM COMPONENTS** *3 credits*
Prerequisites: 301, 311, 315. Performance analysis and design of basic components of thermal energy exchange and conversion systems. Components studied include heat exchangers, pumps, compressors, turbines and expansion engines.
- 510 HEATING AND AIR CONDITIONING** *3 credits*
Prerequisite: 301 or permission; corequisite: 315 or permission. Thermodynamics of gas mixtures. Design and selection of air conditioning equipment. Control of gas mixtures, heating, cooling, and humidity.
- 511 COMPRESSIBLE FLUID MECHANICS** *3 credits*
Prerequisites: 301, 311. Subsonic and supersonic flow in nozzles, diffusers, and ducts. One-dimensional reactive gas dynamics. Prandtl-Myer theory. Applications to design and analysis of compressors, turbines, and propulsion devices.
- 512 FUNDAMENTALS OF FLIGHT** *3 credits*
Prerequisite: 311. Introduction to basic aerodynamics, airplane performance, stability and control, astronautics and propulsion. Design considerations are emphasized.
- 513 INTRODUCTION TO AERODYNAMICS** *3 credits*
Prerequisite: 311. Introduction of aerodynamic concepts; conformal transformations, theory of thin airfoils, 2-dimensional airfoil theory, wings of finite span, lifting line theories, lumped-vortex, vortex-lattice, and panel methods.
- 514 INTRODUCTION TO AEROSPACE PROPULSION** *3 credits*
Prerequisite: 311. Introduction to propulsion systems currently used in aerospace fields; propulsion principles for turbojets, chemical rockets, and electrical rocket propulsion.
- 515 ENERGY CONVERSION** *3 credits*
Prerequisites: 301 or permission; corequisite: 315 or permission. Topics from fields of internal combustion engines, cycle analysis, modern conversion devices.
- 516 HEAT TRANSFER PROCESSES** *3 credits*
Prerequisite: 315 or permission. Analysis, design of extended surfaces. Natural convection and mixed convection, combined modes of heat transfer with phase changes.
- 522 EXPERIMENTAL STRESS ANALYSIS I** *3 credits*
Prerequisite: 336 or permission. Experimental methods of determining stress or strain: brittle lacquer, strain gages, photoelasticity, full field thermal techniques.
- 530 MACHINE DYNAMICS** *3 credits*
Prerequisite: 321 or permission. Static and dynamic forces in machines, products of inertia, dynamic equivalence, flywheels. Balancing of rotating, reciprocating, cyclic plane motion. Computer simulation of transient mechanism dynamics, other topics in advance dynamics.
- 531 FUNDAMENTALS OF MECHANICAL VIBRATIONS** *3 credits*
Prerequisites: 203 or permission and 3450:335 or permission. Undamped and forced vibrations of systems having one or two degrees of freedom.
- 532 VEHICLE DYNAMICS** *3 credits*
Prerequisites: 3450:335 or permission and 203 or permission. Application of dynamic systems analysis techniques to road vehicles. Newtonian and Lagrangian methods. Tire/road interface. Ride characteristics, handling and stability. Digital simulation.

- 540 SYSTEM DYNAMICS AND CONTROL** *4 credits*
Prerequisites: 315, 431, or permission. Laplace transforms. Mathematical models of physical systems. Transient response and stability. Error analysis and system accuracy. Root locus methods in design. Frequency analysis and design. Compensation techniques.
- 541 CONTROL SYSTEMS DESIGN** *3 credits*
Prerequisite: 340 or permission. Methods of feedback control design such as minimized error, root-locus, frequency domain. Compensation techniques. Multivariable and nonlinear design methods and computer-aided control design.
- 542 INDUSTRIAL AUTOMATIC CONTROL** *3 credits*
Prerequisite: 441 or permission. Operation of basic control mechanisms. Study of mechanical, hydraulic, pneumatic, fluidic control systems, including application areas. Tuning of control devices for optimum performance of system. Case studies on control applications from industry, e.g. boilers, furnaces, process heaters.
- 543 OPTIMIZATION METHODS IN MECHANICAL ENGINEERING** *3 credits*
Prerequisite: 360 or permission. Development and method of solution of optimization problems in mechanical engineering. The use of dynamic programming and operational research methods for optimization including computer utilization and applications.
- 544 ROBOT DESIGN, CONTROL AND APPLICATION** *3 credits*
Prerequisites: 321 or permission and 441 or permission. Robot design and control. Kinematic transformations, velocities and accelerations, path trajectories and dynamics, control and sensing in robotics. The automated factory with robot applications.
- 550 INTRODUCTION TO COMPUTATIONAL FLUID FLOW AND CONVECTION** *3 credits*
Prerequisites: 315 or permission and 360 or permission. Numerical modeling of fluid/thermal systems, numerical solution of the momentum and thermal boundary layer equations; flow simulation using advanced heat transfer/fluid/graphics packages.
- 562 PRESSURE VESSEL DESIGN** *3 credits*
Prerequisite: 336 or permission. Introduction to modern pressure vessel technology. Topics include basic structural considerations, materials and their environment and design-construction features.
- 563 COMPUTER AIDED DESIGN AND MANUFACTURING** *3 credits*
Prerequisites: 360 or permission, 165 or permission. The use of computer systems to assist in the creation, modification, analysis, or optimization of engineering designs, and to plan, manage, and control manufacturing plants.
- 600 GAS DYNAMICS** *3 credits*
Prerequisite: 411/511. Derivation of equations for multi-dimensional irrotational flow of a compressible fluid. Method of small perturbations. Method of characteristics. Ideal flow theory. Transonic flow. One dimensional unsteady flow.
- 608 THERMODYNAMICS** *3 credits*
Prerequisites: 301 or equivalent. Extension and generalization of basic laws of thermodynamics with application to a variety of physical and biological systems. Introduction to irreversible thermodynamics, the third law and statistical thermodynamics.
- 609 FINITE ELEMENT ANALYSIS I** *3 credits*
Prerequisite: 622. Introductory development of finite element method as applied to various topics from continuum mechanics. Areas covered include plane; axisymmetric and 3-D stress analysis; conduction; fluid mechanics; transient problems and geometric and material nonlinearity.
- 610 DYNAMICS OF VISCOUS FLOW I** *3 credits*
Prerequisites: 301, 310 or equivalent. Derivation and solution of equations governing laminar viscous flow. Applications include unsteady flows, slow viscous flows, parallel flows, lubrication theory and laminar boundary layers.
- 611 COMPUTATIONAL FLUID DYNAMICS I** *3 credits*
Prerequisite: 610 or permission of instructor. Study of numerical methods in fluids; numerical errors and stability, finite differencing, nonlinear convection terms, Poisson equations, boundary conditions, turbulence, spectral and finite element techniques.
- 615 CONDUCTION HEAT TRANSFER** *3 credits*
Prerequisite: 315 or equivalent. Study of one-, two- and three-dimensional heat conduction. Development of analytical techniques for analysis and design.
- 616 CONVECTION HEAT TRANSFER** *3 credits*
Prerequisite: 315 or equivalent. Heat transfer from laminar, turbulent external, internal flows. Convective heat transfer at high velocities. Heat transfer to liquid metals; high Prandtl number fluids.
- 617 RADIATION HEAT TRANSFER** *3 credits*
Prerequisite: 315 of equivalent. Study of governing radiation laws. Black and real systems, geometric factors, gray enclosures, non-gray systems, gaseous radiation, radiation equipment.
- 618 BOILING HEAT TRANSFER AND TWO-PHASE FLOW** *3 credits*
Prerequisites: 301, 315 or equivalent. Current techniques to determine heat transfer and pressure drop in components such as boilers, heat exchangers, and steam generators, with boiling. Boiling mechanism, slip ratio, critical heat flux and instabilities in boiling flow systems.
- 620 EXPERIMENTAL STRESS ANALYSIS II** *2 credits*
Prerequisite: 422/522. Dynamic strain gage methods, transducer design, Moire fringe techniques and topics in photoelasticity.
- 621 INTRODUCTION TO TIRE MECHANICS** *3 credits*
Prerequisite: permission. Topics include tire as vehicle component, tire traction and wear, laminated structures, tire stress and strains and advanced tire models.
- 622 CONTINUUM MECHANICS** *3 credits*
Prerequisite: 336 or permission. Analysis of stress and deformation at a point. Derivation of fundamental field equations of fluid and solid mechanics by applying basic laws of dynamics, conservation of mass and energy. Development of constitutive laws.
- 623 APPLIED STRESS ANALYSIS I** *3 credits*
Prerequisite: 622. Continuation of 622 with specific application to solid mechanics. Development of energy theorems due to Reissner, Washizu and generalized Hamilton's principle. Solutions to static and dynamic problems.
- 624 FUNDAMENTAL OF FRACTURE MECHANICS** *3 credits*
Prerequisite: 622 or permission of instructor. Methods of stress analysis in elastic media containing holes and cracks. Theories of brittle fracture. Dynamic crack propagation. Fatigue fractures. Finite element approaches to fracture mechanics.
- 625 ANALYSIS OF MECHANICAL COMPONENTS** *3 credits*
Prerequisite: 337 or equivalent. Theories of failure and plastic flow. Fatigue, creep analysis and introduction to fracture mechanics.
- 626 FATIGUE OF ENGINEERING MATERIALS** *3 credits*
Prerequisite: 624 or permission. Quasi-static and cyclic behavior; dislocation networks and their interactions; correlation of dislocation-microstructure interactions; crack initiation; crack propagation; short cracks; crack closure; environmental effects.
- 627 ADVANCED MATERIALS AND MANUFACTURING PROCESSES** *3 credits*
Prerequisite: 380. Manufacturing processes for advanced materials; classification; technological aspects of bulk deformation, casting, joining, forming, machining, molding, powder metallurgy, rapid solidification; economic aspects; technical activity.

- 628 MECHANICAL BEHAVIOR OF MATERIALS** 3 credits
Prerequisite: 380 or permission. Mechanical behavior of engineering materials; metallurgy of deformation; dislocation effects and deformation; strengthening mechanisms; thermomechanical processing; mechanical testing.
- 629 NONLINEAR ENGINEERING PROBLEMS** 3 credits
Prerequisite: 622. Study of nonlinear ordinary and partial differential equations governing phenomena of mechanics. Analysis of phase-space trajectories, singularities and stability. Development of approximate analytical methods.
- 630 VIBRATIONS OF DISCRETE SYSTEMS** 3 credits
Prerequisite: 431/531 or equivalent. Study of vibrations of multidegree of freedom systems including free and forced vibrations, damped and transient response, normal mode vibrations and matrix iteration techniques. Application to seismic design and shock design.
- 631 KINEMATIC DESIGN** 3 credits
Prerequisites: 321 and permission of instructor. The geometry of constrained motion. Analysis of relative plane motion using vectors and the digital computer. Curvature theory. Synthesis of linkages and gearing. Introduction to computer-aided design.
- 632 RELIABILITY IN DESIGN** 3 credits
Prerequisites: 337 or equivalent and 3470:461/561. The reliability determination of mechanical components and systems and its use in design. Distribution, reliability determination, normal and log-normal theories, Weibull theory, life spectrum analysis, renewal theory and confidence limits.
- 633 COMPUTERIZED MODAL ANALYSIS OF STRUCTURES** 3 credits
Prerequisite: 630 or equivalent. Modal analysis theory and measurement techniques, digital signal processing concepts, structural dynamics theory, modal parameter estimation with "hands-on" experience in the application of modal measurement methods in vibration analysis.
- 634 ADVANCED DYNAMICS OF ROTATING MACHINERY** 3 credits
Prerequisites: 430/530 or equivalent. Dynamic modeling and simulation of complex rotor-bearing systems. Steady state, transient and stability analysis with inertia, gyroscopic, imbalance, rotor-bow, disk-skew and impeller-rub interaction effects.
- 635 STRESS WAVES IN SOLIDS AND FLUIDS** 3 credits
Prerequisite: 531 or equivalent. The wave equation. Propagation of elastic-plastic stress waves through solid media. Transmission, reflection, absorption and diffraction phenomena. Low and high velocity impact. Dynamic fracture. Numerical simulation techniques.
- 642 SYSTEM ANALYSIS AND CONTROL DESIGN** 3 credits
Prerequisite: 440 or equivalent. Uniform methods of modeling and response analysis, controllability and observability, stability theory and analysis of linear and nonlinear engineering processes. Design of feedback controls for optimum performance for nonlinear real-time control application.
- 643 DISTRIBUTED PROCESS CONTROL DESIGN AND APPLICATIONS** 3 credits
Prerequisite: 440 or equivalent. Digital and continuous control algorithms. Process control function implementation. Self-learning, diagnostics, intelligent control systems. Case studies and experiments from various engineering disciplines.
- 645 PROCESS IDENTIFICATION AND COMPUTER CONTROL** 3 credits
Prerequisite: 440 or equivalent or by permission. Obtaining mathematical models of processing from noisy observations. Methods of digital control design. Case studies on computer control of selected processes.
- 646 EXPERT SYSTEMS IN CONTROLS AND MANUFACTURING** 3 credits
Prerequisite: 440/540 or equivalent or by permission. Expert system methodologies for process control, computer integrated flexible manufacturing and robotics.
- 647 NEURAL AND FUZZY CONTROL SYSTEMS** 3 credits
Prerequisite: 440/540 or permission of instructor. Analysis and design of intelligent control systems. Neural networks and fuzzy sets for process identification and controller design. Applications and case studies in industry.
- 650 TRIBOLOGY** 3 credits
Fundamentals of friction lubrication and wear treated; includes basic theory, advanced topics, applications to bearings, seals, gears, cams. Specific topics include adhesive and abrasive friction/wear, boundary lubrication, fluid film lubrication and bearings, rolling element bearings, bearing dynamics.
- 660 ENGINEERING ANALYSIS** 3 credits
Prerequisite: B.S. in engineering. Study of analysis techniques as applied to specific engineering problems. Applications include beam deflections, acoustics, heat conduction and hydrodynamic stability.
- 661 FAILURE ANALYSIS OF MECHANICAL SYSTEMS** 3 credits
Prerequisite: 625 or permission. This course emphasizes engineering techniques for predicting, yielding, buckling, fracture and fatigue of mechanical systems. Students will be taught how to link theory with practice by examining case studies of structural and mechanical failures and will obtain practical experience in modeling real complex systems in an end-of-term project.
- 662 MICROSCALE HEAT AND MASS TRANSFER** 3 credits
Prerequisites: 608 and 615 or permission. Kinetics theory, classical and quantum statistics, structure of solids, phonons in solids, free electrons in metals, Boltzmann transport theory, hyperbolic heat conduction, thermal conductivity of thin films, laser materials processing.
- 663 WEB-BASED SOLID MODELING AND E-MANUFACTURING** 3 credits
Prerequisites: 463/563 or equivalent, or permission. Team-based collaborative design with a web-based solid modeling library, feature-based manufacturing analysis, and process planning using cross-platform interoperable tools including JAVA, VRML for optimized product realization.
- 664 FUNDAMENTALS OF CRYSTALLIZATION AND SOLIDIFICATION** 2 credits
Prerequisites: 380 or equivalent, 608 or equivalent, or permission. Fundamental theories of crystalline nucleation and growth, interface stability and morphology, microstructure formation, and microsegregation. Applications in casting, welding, laser processing, and single crystal growth.
- 665 CORD MECHANICS** 3 credits
Prerequisite: 622. Elastic and viscoelastic theory of wire rope is derived from thin rod theory. Applications are discussed with respect to tire mechanics, bioengineering and lamina composite constructions.
- 670 INTEGRATED FLEXIBLE CELLULAR MANUFACTURING SYSTEM-ANALYSIS AND DESIGN** 3 credits
Prerequisite: 463/563 or equivalent or by permission of instructor. The analysis of integrated computer-aided manufacturing systems, design of automated manufacturing components and simulations of flexible cellular manufacturing systems.
- 693 MEASUREMENTS METHODS AND EXPERIMENTAL ERROR IN THERMOFLUID SCIENCES** 3 credits
Prerequisites: viscous flow, conduction heat transfer convection heat transfer. The course will incorporate elements of experimental error analysis, optics, and optical ray tracing, principles of testing, methods and devices for fluid flow quantization and temperature measurements. Laboratory work with hands-on experience.
- 696 SPECIAL TOPICS IN MECHANICAL ENGINEERING** 1-4 credits
Prerequisite: Permission. For qualified candidate for graduate degree. Supervised research in the student's major field of training or experience. Credit depends upon nature and extent of project as determined by advisor and department chair.
- 697 ENGINEERING REPORT** 2 credits
Prerequisite: Permission of advisor. A relevant problem in mechanical engineering for students electing the non-thesis option. The final engineering report must be approved by the advisor and the advisory committee.
- 698 MASTER'S RESEARCH** 1-6 credits
Prerequisite: Permission of advisor. (May be repeated.) Research on a suitable topic in mechanical engineering culminating in a master's thesis.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: permission of advisor. (May be repeated) Supervised research in a specific area of mechanical engineering.
- 704 FINITE ELEMENT ANALYSIS II** 3 credits
Prerequisites: 609, 4300:702. Curved, plate, shell, brick elements; quasi-analytical elements. Quadrature formulas. Substructuring for static and dynamic analysis. Solution algorithms for linear and nonlinear static and dynamic analysis. Computer program formulation. Review of large-scale production programs.
- 705 FINITE ELEMENT ANALYSIS III** 3 credits
Prerequisite: 704. Static and dynamic contact problems. Tire mechanics. Fracture mechanics. Plasticity problems involving small and large deflections. Shake down analysis. General constitutive models for composite media, thermoviscoelasticity, fluid turbulence. Fluid-solid interaction analysis.
- 710 DYNAMICS OF VISCOUS FLOW II** 3 credits
Prerequisite: 610. Introduction to turbulence. Turbulence modeling and turbulent boundary layers. Practical methods of solution of boundary layer problems. Transition process.
- 711 COMPUTATIONAL FLUID DYNAMICS II** 3 credits
Prerequisite: 611 or permission of instructor. Development of advanced computational techniques for convection-dominated flows. Higher order explicit and implicit schemes including nonoscillatory front-capturing methods applied to benchmark problems.
- 715 HYDRODYNAMIC STABILITY** 3 credits
Prerequisites: 660, 620 or permission. Stability concepts, Stability of Benard convection, Rayleigh-Taylor flow, parallel shear layers, boundary layers, asymptotic solution of Orr-Sommerfeld equation, nonparallel stability.
- 719 ADVANCED HEAT TRANSFER** 3 credits
Prerequisites: 615, 616. Topics include nonhomogeneous or nonlinear boundary value problems of heat conduction, heat transfer with melting, solidification and ablation, heat transfer in porous systems and hydrodynamically and thermally unsteady convection.
- 723 APPLIED STRESS ANALYSIS II** 3 credits
Prerequisite: 623. Continuation of 623. Development of approximate solution techniques including finite elements, method of weighted residuals (Rayleigh-Ritz, Galerkin, Trefftz, collocation, least squares, etc.) and finite differences.
- 726 NONLINEAR CONTINUUM MECHANICS** 3 credits
Prerequisite: 622. Finite deformation and strain, stress, constitutive equations, strain energy functions. Solution of finite deformation problems in hypoelasticity, coupled thermoviscoelasticity and plasticity, electroelasticity and micropolar theories.
- 730 VIBRATIONS OF CONTINUOUS SYSTEMS** 3 credits
Prerequisite: 630. Continuation of 630. Analysis of continuous vibrating systems, using separation of variables, energy, variational, Rayleigh-Ritz and other approximate techniques. Concepts and solutions of integral equations as applied to continuous systems.
- 731 RANDOM VIBRATIONS** 3 credits
Prerequisite: 630 or equivalent. Stationary random processes and their transmission through linear time-invariant discrete and continuous vibrating systems. Analysis of random data and interaction between mechanisms of failure.
- 732 ADVANCED MODAL ANALYSIS OF STRUCTURES** 3 credits
Prerequisite: 633 or equivalent. Structural excitation techniques. Modal parameter estimation. System modification; mass/stiffness/damping matrices substructuring. Prediction and evaluation of structural modified dynamic characteristic.
- 741 OPTIMIZATION THEORY AND APPLICATIONS** 3 credits
Prerequisite: permission. Theory of optimization in engineering systems, development and method of solution optimization problems for physical processes, large systems. Use of dynamic programming, operational research methods of system optimization, control.
- 763 ADVANCED METHODS IN ENGINEERING ANALYSIS** 3 credits
Prerequisite: 3450:235 or equivalent. Applications of finite difference and finite element methods, variational methods, integral methods and similarity transforms to engineering problems in heat transfers, fluid mechanics and vibrations.
- 790 ADVANCED SEMINAR IN MECHANICAL ENGINEERING** 1-4 credits
(May be repeated for a total of nine credits) Prerequisite: permission of department chair. Advanced projects and studies in various areas of mechanical engineering. Intended for student seeking Ph.D in engineering degree.
- 898 PRELIMINARY RESEARCH** 1-15 credits
Prerequisite: approval of dissertation director. Preliminary investigations prior to the submission of a dissertation proposal to the Interdisciplinary Doctoral Committee.
- 899 DOCTORAL DISSERTATION** 1-15 credits
(May be taken more than once.) Prerequisite: acceptance of research proposal by the Interdisciplinary Doctoral Committee and approval by the dissertation director. Original research by the doctoral student.

BIOMEDICAL ENGINEERING 4800:

- 522 PHYSIOLOGICAL CONTROL SYSTEMS** 3 credits
Prerequisites: 3100:202 and 3450:335. The basic techniques employed in control theory, systems analysis, and model identification as they apply to physiological systems.
- 530 DESIGN OF MEDICAL IMAGING SYSTEMS** 3 credits
Prerequisites: 3100:200; 3650:292; 4400:343, 353; 4800:305; or by permission of instructor. Physical principles and engineering design of medical imaging systems, with emphasis on digital radiography, computed tomography, nuclear medicine, ultrasound and magnetic resonance.
- 535 IMAGE SCIENCE** 3 credits
Prerequisites: 3100:200, 3650:292, 4400:343, or by permission of the instructor. Principles of image science, image performance parameters and image assessment techniques of medical imaging systems, with emphasis on digital radiography, tomographic imaging, ultrasound and magnetic resonance.
- 537 PHYSICS OF MEDICAL IMAGING** 3 credits
Prerequisites: 3100:200, 3650:292, 4400:353, 4800:305. Physical principles of medical imaging modalities with emphasis on the properties, general mechanisms and interaction of radiation with matter, physics of the image formation and optimization.

- 560 EXPERIMENTAL TECHNIQUES IN BIOMECHANICS** 3 credits
Prerequisites: 3150:153, 3450:335, 3650:292, 4600:203 or by permission. Principles of testing and measuring devices commonly used for biofluid and biosolid mechanics studies. Laboratories for demonstration and hands-on experience.
- 600 BIOMEDICAL ENGINEERING COLLOQUIUM** 1 credit
(May be repeated for a maximum of 16 credits) The Biomedical Engineering Colloquium is a seminar series designed to introduce students to current topics in biomedical engineering research, design, and business.
- 601 BIOMEDICAL INSTRUMENTATION I** 4 credits
Prerequisites: 3100:561, 562, and 4400:232 or 4400:320. Clinical instrumentation to measure and display physiologic and anatomic parameters. Basic concepts of instrumentation including design criteria and operational analysis. Practical experience gained through the use of instrumented mammalian models.
- 611 BIOMETRY** 3 credits
Statistics and experimental design topics for the biomedical and biomedical engineering disciplines including: distributions, hypothesis testing and estimation, ANOVA, probit analysis and nonparametrics statistics.
- 620 NEURAL NETWORKS** 3 credits
Examination of highly parallel, distributed architectures for computing that are, to varying degrees, derived from structures observed in biological nervous systems. After an overview of how real neurons operate, the course will examine both lassial and modern neural computing architectures. Comparisons will be made with traditional serial machines and applications for which neural networks seem most promising will be examined.
- 621 SENSORY SYSTEMS ANALYSIS** 3 credits
Prerequisite: 4400:371 or equivalent, or by permission. Study of various sensory modalities from a systems engineering perspective. Techniques from linear and nonlinear systems analysis are applied to aspects of vision, hearing, touch, and position sensing in humans. Comparisons are made with artificial emulations of these senses.
- 623 PROCESSING OF BIOMEDICAL SIGNALS** 3 credits
Prerequisites: graduate standing in the College of Engineering and 611 or equivalent. Concepts for the analysis of biological continuous signals and point processes including discriminant and principal component analysis, histograms, correlograms and data displays.
- 624 IMAGE PROCESSING FOR BIOMEDICAL DATA** 3 credits
Image sampling, quantization, and transforms. Enhancements including smoothing and sharpening. Restoration using inverse and Wiener filters. Edge detection and thresholding with region growing for segmentation.
- 630 BIOMEDICAL COMPUTING** 3 credits
Prerequisite: 4100:206 or equivalent. Computer applications in health care, clinical laboratories, AMHT, medical records, direct order entry, A-D, D-A conversion, patient monitoring, peripherals and interfaces, diagnostic algorithms, automated EEG, ECG systems.
- 632 DIAGNOSTIC IMAGING TECHNIQUES** 3 credits
Advanced Diagnostic Imaging techniques as applied to Digital Radiography, Computed Tomography (CT), nuclear medicine, ultrasound imaging, magnetic resonance imaging (MRI), microwaves and optical confocal microscopy.
- 633 BIOMEDICAL OPTICS** 3 credits
Application of lightwave principles and optical fibers on the engineering design and development of instrumentation, techniques, and applications for medical diagnostic imaging, and treatment of disease.
- 634 MEDICAL IMAGING DEVICES** 3 credits
Imagining modalities including radiation, magnetic resonance, and sound. The formation of images. Specific devices including computer tomography, magnetic resonance, ultrasound, gamma cameras and PET.
- 635 BIOMEDICAL NANOTECHNOLOGY** 3 credits
Prerequisite: permission of instructor. Engineering principles of nanotechnology as applied to the design of instrumentation, systems and techniques, aimed to explore biomolecules and biomaterials at the microscopic level, at one billionth of a meter.
- 640 SPINE MECHANICS** 3 credits
Prerequisites: 3100:561 or equivalent; 4300:406 or equivalent; or permission. Physical properties and functional biomechanics of ligament, tendon, joint-capsule insertions, myotendinous junction, articular cartilage and meniscus. The mechanics of injury, repair, and replacement for accelerated repair and improved function.
- 641 SOFT CONNECTIVE TISSUE BIOMECHANICS** 3 credits
Prerequisites: 3100:561 or equivalent; 4300:407 or equivalent; or permission. Physical properties and functional biomechanics of ligament, tendon, joint-capsule insertions, myotendinous junction, articular cartilage and meniscus. The mechanics of injury, repair, and replacement for accelerated repair and improved function.
- 642 HARD CONNECTIVE TISSUE BIOMECHANICS** 3 credits
Prerequisites: 3100:561 or equivalent; 4300:407 or equivalent; or permission. Physical properties and functional biomechanics of bone. The biology and mechanics of fracture and fracture healing. Mechanics of external and internal fixators. Total joint implants and reconstruction techniques.
- 644 MUSCLE MECHANICS AND OPTIMIZATION** 3 credits
Prerequisite: Graduate standing in the College of Engineering or by permission. Human body joint kinetics, muscle mechanics and modelling. The principles of optimization as applied to muscle forces, along with muscle anatomy and physiology.
- 645 MECHANICS IN PHYSIOLOGY AND MEDICINE** 3 credits
Prerequisites: 4600:310 and 4300:202 or equivalent. Blood rheology, mechanics of microcirculation, finite deformation theory, soft tissue mechanics, mechanics of blood and lymph circulation, kinetics and kinematics of orthopedic joints. Clinical applications.
- 647 KINEMATICS OF THE HUMAN BODY** 3 credits
Prerequisites: 4600:321 or equivalent, graduate standing in the College of Engineering or by permission. Analytical methods used to model and quantify human body motion. Three-dimensional kinematics, joint coordinate systems, functional anatomy, segment center of mass and joint centers..
- 650 CARDIOVASCULAR DYNAMICS** 3 credits
Prerequisites: 3100:561, 562, or equivalent; 4600:310 or equivalent. Analysis of blood pumping action, pressure/flow waveform transmission and blood rheology factors. Use of modeling and direct measurement techniques. Clinical implications of disease.
- 651 CARDIOVASCULAR DIAGNOSTIC TECHNIQUES** 3 credits
Prerequisites: 3100:561, 562 or equivalent. Cardiovascular disease conditions, instrumentation and techniques (both invasive and noninvasive) used for diagnosis. Direct interaction with active clinical laboratories.
- 652 CARDIOVASCULAR THERAPEUTIC TECHNIQUES** 3 credits
Prerequisite: 651. Cardiovascular therapeutic devices and procedures for correction of congenital defects, valve failure, heart and arterial bypass grafting and less-invasive catheter-based procedures.
- 653 TRANSPORT PHENOMENA IN BIOLOGY AND MEDICINE** 3 credits
Prerequisites: 4200:321, 322 or 4600:310, 315 or equivalent. Basic definitions, cardiovascular mass and momentum transport, compartment modeling, mass transfer in physiological systems and artificial kidney and lung devices, Design optimization. Analysis of human thermal system.
- 655 REHABILITATION ENGINEERING** 3 credits
Prerequisites: graduate standing in engineering, mathematics, or science; or permission of the instructor. Devices for rehabilitation, interfacing the motor and/or sensory impaired, quantitative assessment techniques, prosthetics and orthotics, bedsores mechanics, emerging technologies.
- 660 BIOMATERIALS AND LABORATORY** 4 credits
Corequisite: Biomaterials Laboratory. Material uses in biological applications. Effect of physiological environment and sterilization on materials. Controlled and uncontrolled degradation. Effect of materials on soft tissue, hard tissue and blood. Laboratory experiments using materials designed for biomedical use and demonstrations of biological/materials interactions.
- 663 ARTIFICIAL ORGANS** 3 credits
Prerequisites: graduate standing in the College of Engineering or permission of instructor. Study of the rationale for the engineering and clinical aspects required for the design and variety of artificial organs, with emphasis on the artificial heart and artificial kidney.
- 670 MATHEMATICAL MODELING IN BIOLOGY AND MEDICINE** 3 credits
Prerequisites: graduate standing in engineering, mathematics, or physics; or permission of instructor. Modeling of pharmacokinetic, cardiovascular, neuromuscular, and immune systems, and artificial organ interactions. Deterministic and stochastic approaches.
- 685 MEDICAL DEVICES AND ARTIFICIAL ORGANS** 3 credits
Prerequisites: graduate standing in engineering, mathematics, or science; or permission of instructor. Design of medical devices and artificial organs, requirements, safety considerations, tissue constraints, optimization techniques, government regulations, and legal liability.
- 697 SPECIAL TOPICS IN BIOMEDICAL ENGINEERING** 1-4 credits
(May be repeated) Specialized areas of study as defined by the instructor.
- 698 MASTER'S RESEARCH** 1-6 credits
Prerequisite: Permission of advisor. (May be repeated.) Research on a suitable topic in biomedical engineering culminating in a master's thesis.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: permission of advisor. (May be repeated) Supervised research in the specific area of biomedical engineering.
- 730 FABRICATION AND DESIGN OF MICROSENSORS** 3 credits
Sensing principles, fabrication, and engineering design of microsensors for diagnostic, monitoring, and analytical biomedical applications.
- 735 IMAGE DETECTORS AND SENSORS** 3 credits
An introductory course designed to develop a deep knowledge of detector and sensing systems for Medical Imaging and Diagnostic Applications.
- 898 PRELIMINARY RESEARCH** 1-15 credits
(May be repeated) Prerequisite: Approval of the dissertation director. Preliminary investigations prior to the submission of a dissertation proposal to the Interdisciplinary Doctoral Committee.
- 899 DOCTORAL DISSERTATION** 1-15 credits
Prerequisite: acceptance of research proposal by the Interdisciplinary Doctoral Committee and approval of the dissertation director. (May be repeated) Original research by the doctoral student.

Education

EDUCATIONAL FOUNDATIONS AND LEADERSHIP 5100:

- 512 DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS** 3 credits (20 clinical hours)
Design, adaptation and preparation of instructional materials using graphics, transparency production, video equipment, computer authoring software, mounting and laminating processes, photography and other procedures.
- 520 INTRODUCTION TO INSTRUCTIONAL COMPUTING** 3 credits
Prepares the student in the use of instructional technologies in educational and business settings. Segments of the course are offered in an online format.
- 590,1,2 WORKSHOP** 1-3 credits
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.
- 600 PHILOSOPHIES OF EDUCATION** 3 credits
Examination of basic philosophical problems underlying broad educational questions that confront society. Provides foundation for understanding of questions of modern society and education.
- 602 COMPARATIVE AND INTERNATIONAL EDUCATION** 3 credits
Comparative study of selected national school systems with reference to forces that shape their characteristics. Different theoretical approaches used in study of comparative education also investigated.
- 604 TOPICAL SEMINAR IN THE CULTURAL FOUNDATIONS OF EDUCATION** 3 credits
(May be repeated for a total of six credits) Issues and subjects related to study of educational institutions, theories and/or ideas. Different topics will be offered from section to section.
- 614 PLANNING FOR TECHNOLOGY** 3 credits
Prerequisite: 520 or permission of instructor. Emphasizes the process of planning for the use of technology in the school. Includes plans for faculty support and alternative arrangements of computer set ups.
- 620 PSYCHOLOGY OF INSTRUCTION FOR TEACHING AND LEARNING** 3 credits
Prerequisite: 210/211 or equivalent. Current theories and research in the areas of cognition and learning, development, and motivation that underlay approaches to teaching in any context.
- 624 SEMINAR: EDUCATIONAL PSYCHOLOGY** 3 credits
(May be repeated for a total of six credits. Prerequisite: 250 or equivalent. In-depth study of research in selected areas of learning, development, evaluation and motivation.
- 629 FUNDAMENTAL IN E-LEARNING** 1 credit
The nature, purpose, history and philosophy of e-learning will be explored through examination of associated trends and issues. Establishment of a learning community will be addressed in the face-to-face course component. E-learning course/certificate overviews will be discussed.

- 630 TOPICAL SEMINAR IN COMPUTER-BASED EDUCATION** 3 credits
(May be repeated for a total of six credits. Prerequisite: 420/520. Advanced topics related to development, implementation, research and evaluation in C.B.E. Student involvement emphasized, required. Knowledge of programming language recommended.)
- 631 INSTRUCTIONAL DESIGN** 3 credits
The theory and practice of Instructional Design (ID) involves a systematic approach to the analysis, design, development, evaluation, and implementation of effective instruction.
- 632 WEB-BASED LEARNING SYSTEMS** 3 credits
The purpose of this course is to help students become proficient in the design and development of web-based learning systems for training and education.
- 633 HYPERMEDIA** 3 credits
The purpose of this course is to introduce students to a variety of Hypermedia tools (both web-based and CD-ROM). Students will also be introduced to a variety of authoring paradigms.
- 634 VISUAL LITERACY** 3 credits
This course will combine a basic understanding of design principles and concepts with research findings on the use of visuals in the learning process.
- 635 EMERGING TECHNOLOGIES FOR INSTRUCTION** 3 credits
This course examines emerging technologies (hardware, software, systems) that support teaching/learning, and methods for assessing the utility of any technology used for instructional purposes.
- 636 TOPICAL SEMINAR IN EDUCATIONAL TECHNOLOGY** 3 credits
(Repeatable for up to nine credits.) Current trends and practices in educational technology: computer authoring software, tools and processes for instructional video production, presentation systems.
- 637 PHILOSOPHIES OF EDUCATIONAL TECHNOLOGY** 3 credits
To introduce students to the many philosophies of educational technologies and the manner in which information technology especially influences our pedagogy.
- 638 INTEGRATING AND IMPLEMENTING TECHNOLOGY** 3 credits
This course is designed to equip teachers with tools, resources, and strategies to support the integration and implementation of effective use of technology in the classroom.
- 639 STRATEGIES FOR ON-LINE LEARNING** 3 credits
This course will prepare instructors to make the transition from teaching in a physical classroom to facilitating learning in an increasingly virtual classroom.
- 640 TECHNIQUES OF RESEARCH** 3 credits
Research methods and techniques commonly used in education and behavioral sciences; preparation of research reports. Includes library, historical, survey and experimental research and data analysis.
- 642 TOPICAL SEMINAR IN MEASUREMENT AND EVALUATION** 3 credits
(May be repeated for a total of six credits) Topics of current interest and need will be emphasized. The student will develop extended competence with contemporary measurement and evaluation techniques.
- 646 MULTICULTURAL COUNSELING** 3 credits
Prerequisites: 5600:643 or permission of instructor. An examination of multicultural counseling theory and research necessary to work with culturally diverse people.
- 648 INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFESPAN** 3 credits
An exploration of individual and family development. Emphasis will be placed on understanding the relationship between the individual and his/her family.
- 695 FIELD EXPERIENCE: MASTER'S** 1-3 credits
Prerequisites: permission of department chair and instructor. Area determined in accordance with student's program and professional goals.
- 696 MASTER'S TECHNOLOGY PROJECT** 2-3 credits
Prerequisite: permission of advisor. Prepare and test a technology learning package that includes any combination of text, graphics, sound, color, motion, and the provision for interaction by the target students.
- 697 INDEPENDENT STUDY** 1-3 credits
(May be repeated for a total of six credits) Prerequisites: permission of department chair and instructor. Specific area of study determined in accordance with student's program and professional goals.
- 698 MASTER'S PROBLEM** 2-4 credits
Prerequisite: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with problems in educational foundations.
- 699 MASTER'S THESIS** 4-6 credits
Prerequisites: permission of department chair and instructor. In-depth study of research problem within humanistic and behavior foundation.
- 701 HISTORY OF EDUCATION IN AMERICAN SOCIETY** 3 credits
Historical development of education in American social order, with special emphasis on social, political and economic setting.
- 703 SEMINAR: HISTORY AND PHILOSOPHY OF HIGHER EDUCATION** 3 credits
Prerequisite: 600 or equivalent. History and philosophy related to genesis and development of higher education in the Western world, with special emphasis given to higher education's development in United States.
- 705 SEMINAR: SOCIAL-PHILOSOPHICAL FOUNDATIONS OF EDUCATION** 3 credits
(May be repeated for a total of six credits) Prerequisite: 600 or equivalent. Inquiry into selected ideological, social, economic and philosophical factors affecting educational development in United States and other countries.
- 710 ADULT LEARNING, DEVELOPMENT, AND MOTIVATION** 3 credits
Emerging theories of intelligence; theories of adult learning; stage theories of adult cognitive, conceptual and moral development; life cycle development; adult life transitions.
- 721 LEARNING PROCESSES** 3 credits
Study of principles underlying classroom learning processes with particular emphasis on teaching as means of modifying pupil behavior; cognitive, motor, social and affective.
- 723 TEACHER BEHAVIOR AND INSTRUCTION** 3 credits
Prerequisite: 600. Intensive survey of theoretical and empirical literature involving teacher and conceptions of instruction. A student reports on theory, empirical research and applications in areas of individual interests.
- 740 RESEARCH DESIGN** 3 credits
Topics include problem statement, research questions, literature review, choosing a sample, selecting an appropriate research design and data collection method, and ethical and legal issues.
- 741 DATA COLLECTION METHODS** 3 credits
Prerequisite: 740. Emphasis on selecting, developing, and administering common data collection methods in education and social science research including standardized tests, inventories, questionnaires, focus groups, and content analysis.
- 742 STATISTICS IN EDUCATION** 3 credits
Statistical methods and techniques used in educational measurement and in educational research. Emphasis on hypothesis testing.
- 743 ADVANCED EDUCATIONAL STATISTICS** 3 credits
Prerequisite: 741. Emphasis on interpreting advanced statistics in education and the social sciences.
- 798 RESEARCH PROJECT IN SPECIAL AREAS** 1-3 credits
Prerequisite: permission of department chair and instructor. Critical and in-depth study of specific problem in educational foundations.
- 801 RESEARCH SEMINAR** 3 credits
Prerequisites: 640 and 741; permission of department chair and instructor. Intensive study of research methods applicable to education. Emphasis on developing a dissertation proposal.
- 897 INDEPENDENT STUDY** 1-4 credits
(May be repeated for a total of eight credits.) Prerequisites: permission of department chair and instructor. Specific area of inquiry within humanistic and behavioral foundations of education determined in advance by student and faculty advisor.

GENERAL ADMINISTRATION 5170:

- 590 WORKSHOP** 1-3 credits
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.
- 591.3 WORKSHOP** 1-3 credits
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.
- 601 PRINCIPLES OF EDUCATIONAL ADMINISTRATION** 3 credits
Prerequisite: 5100:640. A perspective of educational leadership and the context in which it operates, with emphasis on the processes, tasks, roles and relationships involved. Field based research required.
- 602 MANAGEMENT OF PHYSICAL RESOURCES** 3 credits
A comprehensive view of the principles, practices, and new dimensions involved in the planning and management of educational facilities.
- 603 MANAGEMENT OF HUMAN RESOURCES** 3 credits
An orientation to the major dimensions of the personnel function.
- 604 SCHOOL-COMMUNITY RELATIONS** 3 credits
Prerequisites: 601 and 5100:640. An analysis of the principles, practices, and materials that facilitate the interaction between the school's internal and external publics. Field based research required.
- 606 EVALUATION IN EDUCATIONAL ORGANIZATIONS** 3 credits
Prerequisites: 601 and 5100:640. An examination of the general concepts, models, practical applications and considerations involved in the evaluation of educational organizations.
- 607 SCHOOL LAW** 3 credits
Prerequisites: 601 and 5100:640. An examination of the legal principles underlying education in the United States as reflected in statutory provisions, court decisions and administrative orders. Field based research required.
- 608 SCHOOL FINANCE AND ECONOMICS** 3 credits
A study of financial operations of school systems, including taxes, other sources of revenue, expenditures, budgeting and effects of economic factors.
- 609 PRINCIPLES OF CURRICULUM DEVELOPMENT** 3 credits
Prerequisites: 601 and 5100:640. This course is intended to help the student develop the performance competencies necessary to engage in curriculum decision making.
- 610 PRINCIPLES OF EDUCATIONAL SUPERVISION** 3 credits
Prerequisites: 601 and 5100:640. An introduction to the school function that improves instruction through direct assistance, curriculum, staff and group development and action research.
- 613 ADMINISTRATION OF PUPIL SERVICES** 3 credits
Prerequisites: 601 and 5100:640. Overview of pupil services including analysis of the nature and development of each component and program and discussion of current issues and trends. Field based research required.
- 620 THE PRINCIPALSHIP** 3 credits
An examination of leadership as it relates to the development and maintenance of a school climate and culture conducive to teaching and learning.
- 697 INDEPENDENT STUDY** 1-3 credits
Prerequisites: permission of advisor and supervisor of the independent study. Area of study determined by student's needs. (May be repeated for a total of six credits.)
- 704 ADVANCED PRINCIPLES OF EDUCATIONAL ADMINISTRATION** 3 credits
Study of organizations and strengths and weaknesses of common methods of administering them. Practical means by which overcoming bureaucratic weaknesses of bureaucracies are offset or lessened by educational institutions.
- 705 DECISION MAKING IN EDUCATIONAL ADMINISTRATION** 3 credits
Decision making is portrayed as a central function of the educational administrator with a united presentation of the theory, research and practice of decision making.
- 707 THE SUPERINTENDENCY** 3 credits
An orientation to the superintendent's role and an examination of the strategies for dealing with the major relational and functional aspects of the superintendency.
- 708 ECONOMICS IN EDUCATION** 3 credits
Issues related to the changing marketplace of public, private schooling and higher education institutions as they relate to an urban environment.
- 709 ADVANCED PRINCIPLES OF CURRICULUM DEVELOPMENT** 3 credits
A second course in curriculum development with an emphasis on the performance competencies needed to engage in curriculum planning and decision making.
- 710 ADVANCED SCHOOL LAW** 3 credits
An in-depth study of the law as it pertains to the function and role of the administrator as instructional leader; disciplinarian; building, facilities, and auxiliary services manager.
- 716 ADVANCED EVALUATION OF EDUCATIONAL ORGANIZATIONS** 3 credits
An evaluation course to help educational leaders plan and assess educational priorities and outcomes.
- 720 TOPICAL SEMINAR: EDUCATIONAL ADMINISTRATION** 1-3 credits
(May be repeated.) Prerequisite: permission of instructor. Topical studies in selected areas of concern to students, practicing administrators in public, private educational institutions, organizations.
- 730 RESIDENCY SEMINAR** 3 credits
Focus on recent research in administration and educational administration theory.

- 731 RESIDENCY SEMINAR** *3 credits*
Prerequisite: 601. Focus on recent research in administration and educational administration theory.
- 732 PUBLIC AND MEDIA RELATIONS IN EDUCATIONAL ORGANIZATIONS** *3 credits*
A course in educational public relations intended to help educational leaders facilitate the development of common perceptions about school issues with multiple constituencies.
- 740 THEORIES OF EDUCATIONAL SUPERVISION** *3 credits*
Extends 610, including supervisory models, staff development, and the organizational environment's impact on the climate for effective supervision.
- 745 SEMINAR: URBAN EDUCATIONAL ISSUES** *3 credits*
A study of the linkages between educational organizations and their social contexts, particularly as they relate to educational change. Research project required.
- 746 POLITICS OF EDUCATION** *3 credits*
Emphasis given to recent efforts to bring about reform at all levels of the educational enterprise and to conceptual perspectives and research findings.
- 795.6 INTERNSHIP IN EDUCATIONAL ADMINISTRATION** *1-5 credits*
Students are required to successfully complete a two-semester internship in a school district chosen by the student and his/her advisor.
- 897 INDEPENDENT STUDY** *1-3 credits*
Prerequisites: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in education. (May be repeated for a total of six credits.)
- 899 DOCTORAL DISSERTATION** *1-20 credits*
Prerequisite: permission of advisor. Specific research problem that requires student to apply research skills and techniques to the problem being studied.

HIGHER EDUCATION ADMINISTRATION

5190:

- 500 INTRODUCTION TO THE STUDY OF HIGHER EDUCATION** *3 credits*
Introductory examination of roles, functions, issues, trends, topics and activities in institutions of higher education.
- 515 ADMINISTRATION IN HIGHER EDUCATION** *3 credits*
In-depth study of administrative roles, functions, knowledge and skills requirements, and administrative behavior. Trends in administrative theory and application also explored.
- 521 LAW AND HIGHER EDUCATION** *3 credits*
Legal aspects of higher education, sources of law and authority presented; impact on, interaction with, and implications of the administration of higher education discussed.
- 525 TOPICAL SEMINAR: HIGHER EDUCATION** *3 credits*
(May be repeated.) Topical study in a variety of areas related to public and/or private higher education institutions, organizations. Maximum of six credits applied to degree.
- 526 STUDENT SERVICES AND HIGHER EDUCATION** *3 credits*
Examination of issues related to the delivery and evaluation of student services in higher education.
- 527 THE AMERICAN COLLEGE STUDENT** *3 credits*
Introduction to the sociopsychological literature concerning the impact of college on students and student development theory.
- 530 HIGHER EDUCATION CURRICULUM AND PROGRAM PLANNING** *3 credits*
Study of curriculum planning at the college and university level, factors influencing curriculum design, theories and practices of curricular change and innovation are also explored.
- 590 WORKSHOP** *3-6 credits*
(May be repeated for a total of six credits.) Emphasizing the development and demonstration of leader behavior appropriate to the college or university setting.
- 600 ADVANCED ADMINISTRATIVE COLLOQUIUM IN HIGHER EDUCATION** *3 credits*
(May be repeated) Prerequisite: permission. Examination of contemporary and future perspectives and issues related to the administration of Higher Education Institutions, including those that pose particular concern to students.
- 601 INTERNSHIP IN HIGHER EDUCATION** *1-3 credits*
(May be repeated for a total of six credits) Prerequisite: permission; corequisite: 602. Intensive work experience in operations of an institution of higher education, related to student's own program of studies and professional goals.
- 602 INTERNSHIP IN HIGHER EDUCATION SEMINAR** *1 credit*
(May be repeated for a total of three credits) Prerequisite: permission; corequisite: 601. To be taken in conjunction with internship for synthesis of problems encountered in internship experience and to provide the opportunity to share ideas and experiences from various areas of higher education internship placement.
- 620 FINANCE AND HIGHER EDUCATION** *3 credits*
Facilitates student's understanding of how American Higher Education is financed, identifies various methodologies used, and political and economic impacts and processes involved.
- 626 ORGANIZATION AND POLICY DEVELOPMENT IN HIGHER EDUCATION** *3 credits*
Familiarizes student with the policymaking process as it related to higher education. Theoretical approaches explored, internal and external policy actors identified, and implementation issues examined.
- 635 INSTRUCTIONAL STRATEGIES AND TECHNIQUES FOR THE COLLEGE INSTRUCTOR** *3 credits*
Selected topics in instructional theory, techniques and strategies which are appropriate to instructional planning and development of college-level courses.
- 645 INDEPENDENT STUDY IN HIGHER EDUCATION** *1-3 credits*
Selected areas of independent investigation in an area of higher education as determined by the advisor and student in relation to student's academic needs and career goals.

POSTSECONDARY TECHNICAL EDUCATION

5400:

- 500 POSTSECONDARY LEARNER** *3 credits*
Describes characteristics of the postsecondary learner; studies issues, factors, and strategies pertinent to successful facilitation of learning in a variety of postsecondary learning environments. Delivered in web-based format.
- 501 LEARNING WITH TECHNOLOGY** *1 credit*
An overview of informational learning and research technologies used and applied in workforce education and training by practitioners/learners for learning, research, and evaluation. Delivered in web-based format.

- 505 WORKPLACE EDUCATION FOR YOUTH AND ADULTS** *3 credits*
Prerequisite: 501 or permission of instructor. History and operations of current workforce education for youth and adults. Includes study of social, economic, and political influences that stimulate growth and expansion of workforce education.
- 515 TRAINING IN BUSINESS AND INDUSTRY** *3 credits*
Prerequisite: 501 or permission of instructor. Examine the role and mission of the training function in the modern industrial setting. Foundation for students interested in industrial trainer or training supervision positions.
- 520 POSTSECONDARY INSTRUCTIONAL TECHNOLOGY** *3 credits*
Experiences in using, developing, and evaluating instructional technology and media used in postsecondary learning environments. Delivered in web-based format.
- 530 SYSTEMATIC CURRICULUM DESIGN FOR POSTSECONDARY INSTRUCTION** *3 credits*
Prerequisites: 501 and 5100:520 or permission of instructor. Development of postsecondary curriculum using sound instructional systems design principles and instructional technologies. Delivered in web-based format.
- 535 SYSTEMATIC INSTRUCTIONAL DESIGN IN POSTSECONDARY EDUCATION** *3 credits*
Prerequisites: 501, 530, 5100:520, admission to program, or permission of instructor. Best practices in instructional strategies appropriate for postsecondary instructors. Emphasis on instructional design and learner outcome assessments. Delivered in web-based format.
- 541 EDUCATIONAL GERONTOLOGY SEMINAR** *3 credits*
Designed for person practicing in field of gerontology or preparing for a specialization in educational gerontology, including person responsible for development and implementation of courses, seminars, occupational training programs and workshops for older people.
- 580 SPECIAL TOPICS: WORKFORCE EDUCATION/TRAINING** *1-3 credits*
(May be repeated for a maximum of 6 credit hours with a change in topic.) Prerequisite: permission of the instructor. Group study of special topics of critical, contemporary concern in workforce education/training.
- 590.1,2 WORKSHOP** *1-3 credits each*
Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.
- 594 EDUCATIONAL INSTITUTES** *1-4 credits*
Special courses designed as in-service upgrading programs, frequently provided with the support of national foundations.
- 600 SURVEY OF POSTSECONDARY INSTITUTIONS** *3 credits*
Prerequisite: 501 or permission of instructor. Introduces students to the nature, purpose, and philosophy of postsecondary institutions. Includes an examination of two-year colleges, technical schools, proprietary schools, and other higher education institutions offering courses at the postsecondary level. Delivered in web-based format.
- 605 ADVANCED SYSTEM DESIGN: NEEDS ASSESSMENT AND EVALUATION** *3 credits*
Prerequisites: 501, 530, 535, and 5100:520. An examination of the instructional design in workforce education and training and supporting research in effective performance-based program needs, assessment, and evaluation processes.
- 620 POSTSECONDARY TEACHER LEADERSHIP** *3 credits*
Prerequisites: 501, 530, 535, or permission of instructor. An examination of the role of supervisor of postsecondary instruction, facilitation and evaluation of postsecondary instructors, professional development, as well as related leadership and management issues.
- 660 POSTSECONDARY DISTANCE LEARNING** *3 credits*
Prerequisite: 501 or permission of instructor. Introduction of the nature, purpose, and philosophy of distance learning; examination of current scope, history, theory, institutions, and programs of distance learning.
- 661 CURRENT ISSUES IN HIGHER EDUCATION** *3 credits*
(May be repeated with change in topic.) Examination of many current problems and issues in institutions of higher education; adult education, technical institutes, community colleges, proprietary schools, undergraduate, graduate and professional education.
- 690 INTERNSHIP IN POSTSECONDARY EDUCATION** *3 credits*
Prerequisites: advisor and supervisor permission and completion of all required Technical Education coursework. Teaching or curriculum development under supervision from the University and the learning organization. Includes a seminar and portfolio development.
- 695 FIELD EXPERIENCE: MASTER'S** *1-6 credits (30-180 field hours)*
Prerequisites: permission of advisor and supervisor of field experience. On-the-job experience related to student's program of studies. Credit/noncredit.
- 697 INDEPENDENT STUDY** *1-3 credits*
(May be repeated for a total of six credits.) Prerequisites: permission of advisor and supervisor of independent study. Area of study determined by student's need.
- 698 MASTER'S PROBLEM** *3 credits*
(May be repeated for a total of six credits.) Prerequisite: permission of advisor. In-depth study of an instructional or curricular problem in workforce education or training. Student must be able to demonstrate critical, analytical, and problem-solving skills.
- 699 MASTER'S THESIS** *3 credits*
(May be repeated for a total of six credits.) Prerequisite: permission of advisor. Opportunity to conduct research on a problem in workforce education or training. Student must be able to demonstrate needed analytical, evaluation, and basic research skills. Credit/noncredit.

CURRICULAR AND INSTRUCTIONAL STUDIES

5500:

- 522 CONTENT AREA LITERACY** *3 credits*
Examines instructional strategies for constructing meaning in content subjects (e.g., science, social studies, mathematics) using print and electronic texts.
- 524 TEACHING READING TO CULTURALLY DIVERSE LEARNERS** *3 credits*
Knowledge, skills and attitudes to employ effective methods of teaching reading to diverse populations and/or learners whose language patterns are nonstandard.
- 540 PRINCIPLES OF BILINGUAL/MULTICULTURAL EDUCATION** *3 credits*
An introduction to the theoretic, cultural, sociolinguistic bases of bilingual/multicultural education. Legislation, court decisions, program implementation included.
- 541 TEACHING LANGUAGE LITERACY TO SECOND LANGUAGE LEARNERS** *4 credits*
Prerequisite: permission of instructor. Course applies methodologies for teaching reading, language arts in the bilingual/multicultural classroom. The bilingual student's native language and culture are stressed.
- 542 TEACHING MATHEMATICS, SOCIAL STUDIES AND SCIENCE TO BILINGUAL STUDENTS** *3 credits*
Prerequisites: elementary education majors, 5500:333, 336, 338; secondary education majors, 5500:311 (science, social studies in the bilingual/multicultural classroom. Course applies methodologies for teaching mathematics, science, social studies in the bilingual/multicultural classroom. The bilingual student's native language stressed.

- 543 TECHNIQUES FOR TEACHING ENGLISH AS A SECOND LANGUAGE IN THE BILINGUAL CLASSROOM** 4 credits
Prerequisite: permission of instructor. Course includes teaching language skills to Limited English Proficient students in grades K-12, administration of language assessment tests, selection and evaluation of materials.
- 565 VOCATIONAL BUSINESS EDUCATION** 3 credits
Prerequisite: senior status or permission. Principles of program construction, organization, implementation, evaluation, improvement, and development of program guides for both intensive and cooperative vocational business education.
- 570 MULTICULTURAL EDUCATION IN UNITED STATES** 3 credits
Inquiry into multicultural dimensions of American education. Comparisons of urban, suburban and rural educational settings with reference to socioeconomic differences.
- 571 CHARACTERISTICS OF CULTURALLY DIVERSE POPULATIONS** 3 credits
Characteristics of culturally diverse populations with focus on youth in low-income areas. Emphasis on cultural, social, economic and educational considerations and their implications.
- 572 PREPARATION FOR TEACHING CULTURALLY DIVERSE POPULATIONS** 3 credits
Gain knowledge of learning styles; motivational, instructional, and management techniques; and prepare/adapt instructional materials for diverse populations.
- 575 INSTRUCTIONAL TECHNOLOGY APPLICATIONS** 3 credits
Prerequisite: 5100:520 or instructor permission. Focus on developing learner competencies in the use of instructional technologies to enhance both the instructor's personal and professional productivity.
- 590,1,2 WORKSHOP** 1-3 credits
Workshop for educators to improve teaching skills in a specific area of the curriculum. (May be repeated for a maximum of 6 credits.)
- 594 EDUCATIONAL INSTITUTES** 1-4 credits
Special courses designed as in-service upgrading programs. Frequently provided with support of national foundations.
- 600 CONCEPTS OF CURRICULUM AND INSTRUCTION** 3 credits
A study of the undergirding research and theory of curriculum and instruction with special attention to educational decision in the metropolitan setting.
- 605 SEMINAR IN TRENDS AND ISSUES IN CURRICULUM AND INSTRUCTION** 3 credits
Prerequisite: 600. A study of recent research and theory in curriculum and instruction with special attention to applications to educational decision making.
- 610 EDUCATION AND THE YOUNG CHILD** 3 credits
Content centered on educational settings of young children from birth through five years.
- 615 PHILOSOPHY AND ORGANIZATION OF MIDDLE SCHOOLS** 3 credits
Philosophy, theory, research, and exemplary organizational, assessment, and evaluation components of middle level education.
- 616 MIDDLE SCHOOL CURRICULUM AND INSTRUCTION** 3 credits
Theories, research, and exemplary practices focusing on middle school curriculum and instruction.
- 617 ELEMENTARY AND SECONDARY LICENSURE SEMINAR** 3 credits
Prerequisite: admission to teacher education and the Master's with Licensure Program. This course should be taken at the beginning of the Master's with Licensure program as an introduction to curriculum and the pragmatics of teaching.
- 618 ADVANCED INSTRUCTIONAL TECHNIQUES** 3 credits
Prerequisite: 617. Methods of teaching a particular area of the middle and secondary school curriculum for students in the Master's with Licensure program.
- 619 INSTRUCTIONAL AND MANAGEMENT PRACTICES** 3 credits
Prerequisites: 617 and admission to teacher education and the Master's with Licensure Program; corequisite: 693. Students learn to use teaching models and management strategies to become effective in instructors. Also included are educational issues that relate to effective management and instruction.
- 620 LITERATURE FOR YOUNG CHILDREN** 3 credits
Literature for children ages two through six examined in depth in terms of value and purpose; methods and techniques for presenting it to children; variety and quality of books available.
- 621 ADVANCED INSTRUCTIONAL TECHNIQUES: MODERN LANGUAGES P-8** 3 credits
Prerequisite: 617 or permission of instructor. Focus is on theories of language acquisition, models of instruction suited to teaching foreign languages and cultures in the elementary school (P-8), and strategies that promote appropriate levels of language competence and proficiency for young learners.
- 622 CHILDREN'S LITERATURE IN THE CURRICULUM** 3 credits
Examination of literary genre with emphasis on methods and techniques for presenting literature to children in preschool, elementary, and middle grades.
- 625 CONTEMPORARY ISSUES IN LITERACY INSTRUCTION** 3 credits
Survey course explores current research in reading and writing as constructive processes of meaning-making.
- 627 SPECIAL TOPICS IN LITERACY EDUCATION** 3 credits
(May be repeated for a maximum of nine credits.) In-depth examination of current critical research on issues of literacy education.
- 628 LITERARY ASSESSMENT PRACTICUM** 3 credits
Prerequisite: supervisor permission. Laboratory experience within classroom, small groups and individuals. A student diagnoses, implements procedures, and follows prescribed reading improvement. (May be repeated for a maximum of 6 credits.)
- 629 READING PROGRAMS IN SECONDARY SCHOOLS** 3 credits
For all subject teachers both with and without previous study in the teaching of reading. Materials, class organization and procedures for developing reading improvement programs, for all secondary school and college students.
- 635 SEMINAR IN TEACHING FOREIGN LANGUAGES** 3 credits
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section.
- 637 TOPICAL SEMINAR IN RESEARCH AND THEORY IN FOREIGN LANGUAGE EDUCATION** 3 credits
(May be repeated for a total of six credits.) Issues and subjects related to research in foreign language education and language learning theories. Different topics will be offered from section to section.
- 645 THEORY AND PRACTICE IN ELEMENTARY SCHOOL MATHEMATICS** 3 credits
Focuses on the development of mathematics education, current trends in the teaching of elementary school mathematics, and future directions in mathematics education.
- 650 ELEMENTARY SCIENCE CURRICULUM AND INSTRUCTION** 3 credits
A critical analysis of contemporary science curriculum and instructional methods for the young learner with particular attention to constructivism and national standards.
- 651 SECONDARY SCIENCE CURRICULUM AND INSTRUCTION** 3 credits
A critical analysis of the theory and practice of curriculum and instructional methods in science for early adolescent and adolescent learners.
- 692 FIELD EXPERIENCE: COLLOQUIUM** 1 credit
Prerequisite: admission to student teaching; corequisite: 694. Instructional experience in the 7-12 classroom to apply theory and research to practice.
- 693 FIELD EXPERIENCE: MASTER'S WITH LICENSURE** 1-3 credits
Prerequisite: admission to student teaching. Instructional experience in the 7-12 classroom to apply theory and research to practice. (May be repeated for a maximum of 6 credits.)
- 694 FIELD EXPERIENCE: CLASSROOM INSTRUCTION** 1-12 credits
Prerequisites: approved student teaching application, pass PRAXIS II subject tests, approved portfolio and/or approval of the Student Teaching Committee; corequisite: 692. Planned teaching experience in schools selected and supervised by Office of Field Experience.
- 695 FIELD EXPERIENCE: MASTER'S** 1-6 credits
Prerequisites: permission of advisor and department chair. Experience in an educational setting to apply educational theory and research to practice.
- 696 MASTER'S PROJECTS** 1-6 credits
Prerequisites: permission of advisor and department chair. In-depth investigation of specific problem pertinent to student's area of concentration in education.
- 697 INDEPENDENT STUDY** 1-3 credits
Prerequisites: permission of advisor and department chair. Selected areas of independent investigation as determined by advisor and related to student's academic needs.
- 699 MASTER'S THESIS** 4-6 credits
Prerequisites: 5100:640 and permission of advisor and department chair. In-depth study of research problem in education. Student must be able to demonstrate necessary competencies to deal with research problem in education.
- 720 ASSESSMENT OF READING DIFFICULTIES** 3 credits
Prerequisite: 625. Examines formal and informal assessments and intervention strategies for children with reading difficulties.
- 750 CURRENT RESEARCH AND THEORY IN SCIENCE EDUCATION** 3 credits
Prerequisite: 650 or 651. Intensive examination of contemporary theory and research literature in science teaching and learning for preschool through senior high school students.
- 780 SEMINAR IN CURRICULAR AND INSTRUCTIONAL STUDIES** 1-3 credits
(May be repeated.) Intensive examination of a particular area of curriculum and instruction.
- 800 PROFESSIONAL SEMINAR IN CURRICULAR AND INSTRUCTIONAL STUDIES** 3 credits
Prerequisite: admission to either the Ph.D. in Elementary Education or the Ph.D. in Secondary Education program. Learners will develop individualized programs of study and plan their doctoral studies. An overview of process and procedures will be addressed.
- 820 ADVANCED STUDY AND RESEARCH IN READING INSTRUCTION** 3 credits
Prerequisite: 9 hours of graduate courses in reading or permission of instructor. Survey of research, comparison and evaluation of programs, design and development of projects in reading through group or individual study.
- 880 DOCTORAL SEMINAR IN CURRICULAR AND INSTRUCTIONAL STUDIES** 1-3 credits
Prerequisite: admission to the Ph.D. program in either Elementary Education or Secondary Education. Intensive examination of a particular area of teacher education. (May be repeated with change of topic and for a total of 9 credits.)
- 895 DOCTORAL FIELD EXPERIENCE** 1-6 credits each
(May be repeated for a total of 6 hours.) Prerequisites: permission of advisor and department chair. Intensive job-related experience pertinent to student's needs. Student must be able to demonstrate skills and leadership abilities in an on-the-job situation.
- 898 INDEPENDENT STUDY** 1-6 credits
(May be repeated for a total of 6 hours.) Prerequisites: permission of advisor and department chair. Area of study determined by student's needs.
- 899 DOCTORAL DISSERTATION** 1-20 credits
Prerequisites: permission of advisor and department chair. Study and in-depth analysis of a research problem in curriculum and instruction.

PHYSICAL EDUCATION 5550:

- 500 MUSCULOSKELETAL ANATOMY I: UPPER EXTREMITY** 3 credits
Prerequisites: 3100:200, 201, 202, 203 and 5550:201. Designed to address the upper portions of the musculoskeletal system in comprehensive detail. Includes articulations, svtology, histology, neurological integration with lab and practical experiences.
- 501 MUSCULOSKELETAL ANATOMY II: LOWER EXTREMITY** 3 credits
Prerequisites: 3100:200, 201, 202, 203 and 5550:201. Designed to address the lower portions of the musculoskeletal system in comprehensive detail. Includes articulations, svtology, histology, neurological integration with lab and practical experiences.
- 510 INTRODUCTION TO SPORT SOCIOLOGY** 3 credits
Provides information to students about the sociological aspects of sport. The course will educate students about gender and sport, race and sport, economics in sport, media and sport, children and sport, and intercollegiate athletics.
- 522 SPORTS PLANNING/PROMOTION** 3 credits
Analysis of marketing/promotions from a sport manager's perspective. Emphasis on marketing strategy, tactics, and development in sport delivery systems.
- 524 SPORT LEADERSHIP** 3 credits
This course has been designed to introduce the students to current issues related to leadership, management, and supervision. Course also will examine current sport leadership research as well as the fundamental governance structure of amateur and professional sport organizations.
- 536 FOUNDATIONS AND ELEMENTS OF ADAPTED PHYSICAL EDUCATION** 3 credits
Principles, components, and strategies necessary in providing motor activities for hand-capped students via application of a neuro-developmental model and alternative methods. Three hour lecture.
- 540 INJURY MANAGEMENT FOR TEACHERS AND COACHES** 2 credits
This course challenges the graduate student to understand ways to provide and care for the safety of individuals they teach.
- 541 ADVANCED ATHLETIC INJURY MANAGEMENT: UPPER EXTREMITY** 4 credits
Prerequisites: 3100:200, 201, 202, 203, and 5550:240. This course is designed to cover recognition, evaluation, and rehabilitation of upper extremity injuries as well as general medical pathologies of the upper extremity.
- 542 THERAPEUTIC MODALITIES AND PHARMACOLOGY** 3 credits
Prerequisites: 3100:200, 201, 202, 203, and 5550:240. This course is designed to develop techniques and skills of Sports Medicine personnel in the selection and implementation of therapeutic modalities and drugs.

- 551 ASSESSMENT AND EVALUATION IN ADAPTED PHYSICAL EDUCATION** 3 credits (20 clinical hours)
Prerequisite: Permission of advisor. Investigation analysis, and selection of appropriate assessment instruments, as well as methodology for determining instructional objectives and activities for handicapped students. Three hour lecture.
- 553 PRINCIPLES OF COACHING** 3 credits
Basics for becoming a successful coach. Discussion of principles applying to most sports, players, and coaches. Ten (10) clinical hours required.
- 562 LEGAL/ETHICAL ISSUES IN PHYSICAL AND LEISURE ACTIVITIES** 2 credits
Legal and contemporary issues of greatest concern to those interested in physical and leisure activity: risk management, playground safety, blood-borne pathogens, ethics.
- 590,1,2 WORKSHOP** 1-3 credits
Practical, intensive, and concentrated involvement with current curricular practices in areas related to physical education.
- 600 BIOMECHANICS APPLIED TO SPORT AND PHYSICAL ACTIVITY** 4 credits
Training future professionals in an integrated approach to qualitative diagnosis of motor skills for a variety of professional settings. Required clinical/field experiences.
- 601 SPORTS ADMINISTRATION AND SUPERVISION** 3 credits
Organizational and administrative efficiency in implementing sports programs (event management, budgeting, public relations); objective and effective procedures for evaluation/selection of personnel; periodic program reviews.
- 602 MOTOR BEHAVIOR APPLIED TO SPORTS** 3 credits
Coaching education principles related to motor development and motor skill learning. Focus on effective practices for learning and advanced skills teaching for coaches.
- 603 TACTICS AND STRATEGIES IN THE SCIENCE OF COACHING** 3 credits
Course focuses on coaching and teaching the skills, tactics, and strategies in individual and team sports.
- 604 CURRENT ISSUES IN PHYSICAL EDUCATION** 3 credits
This course represents a planned experience in interpretation and articulation of information within the context of selected aspects of current issues in sport.
- 605 PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE** 3 credits
Functions of body systems and physiological effects of exercise. Laboratory experiences, lectures, discussions.
- 606 STATISTICS: QUANTITATIVE AND QUALITATIVE METHODS** 3 credits
Prerequisite: 5100/640. Research methods/designs, statistics (application and interpretation), use of computers and appropriate software as they relate to various disciplines in the area of physical activity.
- 609 MOTIVATIONAL ASPECTS OF PHYSICAL ACTIVITY** 3 credits
Analysis of factors influencing motivation of motor performance with emphasis on competition, audience effects, aggression.
- 610 MASTERING TEACHING AND COACHING** 3 credits
To learn about becoming master teachers and coaches, students will apply effective teaching skills, focus on context, and reflect on the teaching/coaching process. Additional 10 clinical/field hours required.
- 611 RESEARCH AND ANALYSIS OF EFFECTIVE TEACHING IN PHYSICAL EDUCATION** 3 credits
For the new professional, this course concentrates on research and analysis of skills and professional competencies needed to become an effective teacher of physical education.
- 680 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION** 2-4 credits
(May be repeated) Prerequisite: permission of instructor. Group study of special topics in health and physical education and sports medicine.
- 695 FIELD EXPERIENCE: MASTER'S** 1-6 credits
Prerequisite: permission of advisor. Participation in a work experience related to physical education. The experience may not be part of current position. Documentation of project required.
- 697 INDEPENDENT STUDY** 1-3 credits
Prerequisite: Permission of advisor. In-depth analysis of current practices or problems related to physical education. Documentation of the study required.
- 698 MASTER'S PROBLEM** 2-4 credits
Prerequisite: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in physical education.
- 699 MASTER'S THESIS** 4-6 credits
Prerequisite: permission of advisor. In-depth research investigation. Student must be able to demonstrate necessary competencies to deal with a research problem in physical education.

OUTDOOR EDUCATION 5560:

- 550 APPLICATION OF OUTDOOR EDUCATION TO THE SCHOOL CURRICULUM** 4 credits
Provides knowledge, skills and techniques useful in application of outdoor education to school curriculum.
- 552 RESOURCES AND RESOURCE MANAGEMENT FOR THE TEACHING OF OUTDOOR EDUCATION** 4 credits
Resources and instructional techniques which are applicable to outdoor education; and in-depth study of methods and designs, unique to the process of teaching.
- 554 RESIDENT OUTDOOR EDUCATION** 2 credits
Focus on helping physical education teachers use critical thinking to review programming/organizational techniques relevant to outdoor education programs. Extended experience in outdoor settings required.
- 556 OUTDOOR PURSUITS** 4 credits
Investigation and participation in practical experiences in outdoor pursuits.
- 590 WORKSHOP: OUTDOOR EDUCATION** 1-3 credits
Practical application of contemporary idea, methodologies, knowledge relevant to outdoor education. Emphasis on participant involvement in educational practices, utilizing the natural environment.
- 594 EDUCATIONAL INSTITUTES: OUTDOOR EDUCATION** 1-4 credits
Practical experience with current research or curricular practices involving expert resource persons in outdoor education.
- 600 OUTDOOR EDUCATION: RURAL INFLUENCES** 3 credits
Prerequisite: 550 or 552. Utilization of resources of rural area as a learning/teaching environment. Content and methodology appropriate for teaching school-age children in rural setting.
- 605 OUTDOOR EDUCATION: SPECIAL TOPICS** 2-4 credits
(May be repeated with change in topic) Prerequisite: permission of instructor. Group and individual study of special topics of contemporary concern in outdoor education.

- 690 PRACTICUM IN OUTDOOR EDUCATION** 2-4 credits (60-120 field hours)
Prerequisites: 550, 552 and permission of advisor. Supervised practical experience with existing outdoor education programs. In conjunction with practical work student meets regularly with advisor.
- 695 FIELD EXPERIENCE: MASTER'S** 2-6 credits (60-180 field hours)
Prerequisite: permission of advisor. Participation and documentation of practical professional experience related to outdoor education.
- 697 INDEPENDENT STUDY** 1-3 credits (70-90 field hours)
Prerequisite: permission of advisor. In-depth analysis of current practices or problems related to outdoor education. Documentation of study required.
- 698 MASTER'S PROBLEM** 2-4 credits
Prerequisite: permission of advisor. Intensive research study related to a problem in outdoor education or related discipline.
- 699 MASTER'S THESIS** 4-6 credits
An original composition demonstrating independent scholarship in a discipline related to outdoor education.

HEALTH EDUCATION 5570:

- 520 COMMUNITY HEALTH** 2 credits
Study of current public health problems. Organization and administration of various agencies and their roles in the solution of community health problems.
- 521 COMPREHENSIVE SCHOOL HEALTH** 4 credits
Prerequisite: admission to Graduate School. This course explains and presents comprehensive school health curricula for K-12. The three components of a comprehensive school health program are presented; instruction, services, and the environment.
- 523 METHODS AND MATERIALS OF HEALTH EDUCATION** 3 credits
Prerequisite: permission of instructor. Planning, organization, use of instructional resources and delivery of health education content and teaching processes (pre K-12).
- 560 PRACTICUM IN HEALTH EDUCATION** 2-6 credits
Prerequisite: permission of instructor. The practicum in Health Education is an on-site participation in a community health organization, agency, or resource.

EDUCATIONAL GUIDANCE AND COUNSELING 5600:

- 550 COUNSELING PROBLEMS RELATED TO LIFE-THREATENING ILLNESS AND DEATH** 3 credits
Prerequisite: permission. Consideration of the global issues, current research, coping behavior, support systems and family and individual needs in regard to life-threatening situations.
- 590 WORKSHOP** 1-3 credits
Special instruction designed as in-service and/or upgrading individuals on current issues and practices in counseling.
- 600 SEMINAR IN COUNSELING** 1 credit
Prerequisite: counseling majors must elect 600 prior to electing 651 and/or within the first 10 credits of 5600 course work. Structured group experience designed to help a student assess selection of counseling as a profession.
- 610 COUNSELING SKILLS FOR TEACHERS** 3 credits
Prerequisite: 631 or 633 or permission. The study and practice of selected counseling techniques that can be applied by teachers in working with students, parents and colleagues.
- 620 ISSUES IN SEXUALITY FOR COUNSELORS** 3 credits
A seminar covering, in addition to changing current topics, sexuality across the lifespan, diversity and sexual orientation, and assessment.
- 621 COUNSELING YOUTH AT RISK** 3 credits
This course is designed to prepare counselors and other helping professionals to work with at-risk children and adolescents in school and community settings.
- 622 INTRODUCTION TO PLAY THERAPY** 3 credits
Prerequisites: enrolled in a master's or doctoral program in counseling or related field, or special nondegree students (i.e., professional counselor). This course is designed to give students an introduction to play therapy from a child-centered perspective. Students will develop competencies in child-centered play therapy.
- 623 MARRIAGE AND FAMILY COUNSELING/THERAPY ETHICS AND PROFESSIONAL IDENTITY** 3 credits
This course is designed to help students learn about marriage and family counseling/therapy as a distinct profession and about it corresponding ethical codes.
- 631 ELEMENTARY/SECONDARY SCHOOL COUNSELING** 3 credits
Introductory class; examines elementary and secondary school counseling practices.
- 635 COMMUNITY COUNSELING** 3 credits
Overview of community and college counseling services; their evaluation, philosophy, organization and administration.
- 640 COUNSELING ADOLESCENTS** 3 credits
Prerequisite: graduate student in counseling or related field. The examination of the physical, cognitive, emotional, and social developmental processes of the adolescent as these affect learning performance in a diverse population will be addressed.
- 643 COUNSELING THEORY AND PHILOSOPHY** 3 credits
Examination of major counseling systems including client-centered, behavioral and existential theories. Philosophical and theoretical dimension stressed.
- 645 TESTS AND APPRAISAL IN COUNSELING** 4 credits
Prerequisites: 5100/640. Study of the nature of tests and appraisal in counseling including reliability, validity, test construction and selection, administration, scoring, and basic interpretation of selected measures.
- 646 MULTICULTURAL COUNSELING** 3 credits
Prerequisites: 643 or permission of instructor. An examination of multicultural counseling theory and research necessary to work with culturally diverse people.
- 647 CAREER DEVELOPMENT AND COUNSELING ACROSS THE LIFE-SPAN** 3 credits
Overview of career development and choice over the life-span. Personal, family, and societal characteristics that affect choice, career choice, and implementation are discussed.
- 648 INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFESPAN** 3 credits
An exploration of individual and family development, human behavior, and theories of learning and personality. Emphasis will be placed on understanding the relationship between the individual and his/her family.

- 650 FILIAL THERAPY** 3 credits
Prerequisites: 590 or 622 and graduate student in counseling or related field. This course is designed to train students how to teach parents specific child-centered play therapy skills to use with their children.
- 651 TECHNIQUES OF COUNSELING** 3 credits
Prerequisite: 643 or permission. Study and practice of selected counseling techniques and skills with emphasis on structuring, listening, leading and establishing a counseling relationship.
- 653 GROUP COUNSELING** 4 credits
Prerequisites: 643 or 710, and 651. Knowledge and understanding of theory, research, and techniques necessary for conducting group counseling sessions. An experimental component is included.
- 655 MARRIAGE AND FAMILY THERAPY: THEORY AND TECHNIQUES** 3 credits
An overview of the theory and techniques of marital and family therapy, including exposure to the history, terminology and contributions of significant persons in the field.
- 657 CONSULTANT: COUNSELING** 3 credits
Prerequisites: 631, 651 or permission. Examination of consultation models with focus on process and product.
- 659 ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES** 3 credits
Prerequisite: 631 or 633 or permission. Development of a comprehensive articulated guidance and counseling program.
- 660 COUNSELING CHILDREN** 3 credits
Prerequisite: graduate student in counseling or related field. This course is designed as an entry-level course for counselors, school counselors, school psychologists, or other professionals preparing to engage in therapeutic work with children. It is not a class in diagnosis of childhood disorders.
- 663 DEVELOPMENTAL GUIDANCE AND EMOTIONAL EDUCATION** 3 credits
An experimental seminar designed for school counselors/teachers to learn developmental guidance strategies for affective education, classroom guidance, deliberate psychological education and developmental counseling.
- 667 MARITAL THERAPY** 3 credits
Prerequisite: 655. In-depth study of theories and interventions which focus on the nature and quality of marital relationships.
- 669 SYSTEMS THEORY IN FAMILY THERAPY** 3 credits
Prerequisite: 655. In-depth exploration of systems theory in family therapy. Major assumptions of systems theory will be examined and the implications for interventions will be explored.
- 675 PRACTICUM IN COUNSELING I** 5 credits
Prerequisite: 620, 643, 645, 646, 651, 653, 720 (DSM-IV). Supervised counseling experience specific to program which individuals, groups, couples, or families.
- 685 INTERNSHIP** 3 credits
Prerequisite: 675. Must be repeated for a minimum of 6 credit hours over two semesters. May be repeated for a maximum of 12 credit hours. Paid or unpaid supervised clinical experience taken at least two consecutive semesters immediately following completion of 675. Credit/noncredit.
- 695 FIELD EXPERIENCE: MASTER'S** 1-10 credits
Prerequisites: permission of advisor and department chair. Placement in selected setting for purpose of acquiring experiences and/or demonstration skills related to student's counseling program.
- 697 INDEPENDENT STUDY** 1-3 credits
(May be repeated for a total of nine credits) Prerequisites: permission of advisor and department chair. Specific area of investigation determined in accordance with student needs.
- 702 ADVANCED COUNSELING PRACTICUM** 4 credits
(May be repeated for a total of 12 credits) Prerequisite: 675, 720, 710. Supervised counseling experience in selected settings.
- 707,8 SUPERVISION IN COUNSELING PSYCHOLOGY I, II** 4 credits each
Prerequisite: doctoral residency or permission. Instruction and experience in supervising graduate student in counseling.
- 709 INTRODUCTION TO COUNSELING PSYCHOLOGY** 2 credits
Prerequisite: graduate standing in the Collaborative Program in Counseling Psychology. Introduction to historical foundations of and recent developments in counseling psychology, with an emphasis on contemporary research literature in the field.
- 710 THEORIES OF COUNSELING AND PSYCHOTHERAPY** 4 credits
Prerequisite: 3750:630 or departmental permission. Major systems of individual psychotherapy explored within a philosophy of science framework. Freudian, behavioral, Rogerian, cognitive and other. Includes research, contemporary problems and ethics.
- 711 VOCATIONAL BEHAVIOR** 4 credits
Prerequisite: 3750:630 or departmental permission. Theories and research on vocational behavior and vocational counseling. Topics include major theories on vocational behavior, empirical research on these theories, applied work in vocational counseling and applied research.
- 712 PRINCIPLES AND PRACTICE OF INDIVIDUAL INTELLIGENCE TESTING** 4 credits
Prerequisites: 630 or graduate standing in school psychology, and instructor's permission. History, principles and methodology of intelligence testing, supervised practice in administration, scoring and interpretation of individual intelligence tests for children and adults.
- 713 PROFESSIONAL, ETHICAL AND LEGAL ISSUES IN COUNSELING PSYCHOLOGY** 4 credits
Prerequisite: doctoral residency or permission. Examination of major issues in the field such as the counselor as a professional and as a person, and issues, problems and trends in counseling.
- 714 OBJECTIVE PERSONALITY EVALUATION** 4 credits
Prerequisites: completion of 3750:400/500, 3750:420/520, and 3750:750 or 5600:645 or permission. Study of the development, administration, and interpretation of objective instruments for personality assessment (MMPI, CPI, MBTI, 16 PF and selected additional inventories).
- 715 RESEARCH DESIGN IN COUNSELING I** 3 credits
Prerequisite: doctoral residency or permission. Study of research designs, evaluation procedures and review of current research.
- 716 RESEARCH DESIGN IN COUNSELING II** 3 credits
Prerequisite: doctoral residency or permission. This course is designed for doctoral students utilizing the qualitative approach for conducting research. Theory, methods, and design of qualitative inquiry are reviewed.
- 717 ISSUES OF DIVERSITY IN COUNSELING PSYCHOLOGY** 4 credits
Prerequisites: 3750:630; one semester of practicum work. Critical examination and application of research and theory in counseling diverse populations, focusing on race/ethnicity, sex/gender, sexual orientation, age, disability, and spirituality.
- 718 HISTORY AND SYSTEMS IN PSYCHOLOGY** 2 credits
Prerequisite: 3750:630. Philosophical and scientific antecedents of psychology and details of the development of systematic viewpoints in the 19th and 20th centuries.
- 720 TOPICAL SEMINAR: GUIDANCE AND COUNSELING** 1-4 credits
Prerequisite: permission of instructor. A topical study with a variety of disciplinary input. Staffing will be by department faculty and other professionals in counseling and related fields. A maximum of six credits may be applied to a degree.
- 722 INTRODUCTION TO PLAY THERAPY** 3 credits
Prerequisites: enrolled in a master's or doctoral program in counseling or related field, or special nondegree students (*i.e.*, professional counselor). This course is designed to give students an introduction to play therapy from a child-centered perspective. Students will develop competencies in child-centered play therapy.
- 725 PROFESSIONAL AND LEGAL ISSUES IN COUNSELOR EDUCATION** 3 credits
Prerequisite: Admission into the Guidance and Counseling Doctoral Program. To be taken the first Fall term upon admission. Professional and ethical issues in the counseling field and doctoral identity development.
- 730 USE OF ASSESSMENT DATA** 4 credits
Prerequisite: doctoral level status. Study of the methods and materials used to assess individuals and the effective use of the data obtained leading to professional decisions regarding the diagnosis of individuals present condition, and recommendations for appropriate treatment/intervention.
- 732 ADDICTION COUNSELING I: THEORY AND ASSESSMENT** 3 credits
This course is designed to teach graduate-level students the history, foundations, theoretical models, assessment strategies, and diagnostic procedures associated with addictive disorders.
- 734 ADDICTION COUNSELING II: TREATMENT PLANNING AND INTERVENTION STRATEGIES** 3 credits
This course is designed to teach graduate-level students the process of treatment planning and range of treatment interventions used with addictive disorders.
- 755 ASSESSMENT METHODS AND TREATMENT ISSUES IN MARRIAGE AND FAMILY THERAPY** 3 credits
Provides advanced counseling students with the knowledge and skills in assessment methods, techniques and instruments relevant to the practice of marriage and family therapy.
- 756 OUTCOME RESEARCH IN MARRIAGE AND FAMILY THERAPY** 3 credits
Prerequisite: 667; 5100:640, 741 This course will provide an in-depth examination of marriage and family therapy outcome research.
- 760 COUNSELING CHILDREN** 3 credits
Prerequisite: graduate student in counseling or related field. This course is designed as an entry-level course for counselors, school counselors, school psychologists, or other professionals preparing to engage in therapeutic work with children. It is not a class in diagnosis of childhood disorders.
- 785 DOCTORAL INTERNSHIP** 3 credits
(May be repeated for a total of 9 credit hours.) Prerequisite: passing grades on written and oral comprehensive examinations. Supervised experience in clinical settings, teaching, and supervision. A minimum of 600 clock hours must be completed in a minimum of two consecutive semesters immediately following passing of comprehensive examinations. Credit/noncredit.
- 796 COUNSELING PSYCHOLOGY PRACTICUM** 4 credits
(May be repeated for a total of 12 credits) Advanced counseling psychology students will have supervised training with clients in a variety of settings and will focus on supervised development of specialized theoretical applications. Credit/noncredit.
- 797 INDEPENDENT READING AND/OR RESEARCH IN COUNSELING PSYCHOLOGY** 1-5 credits
(May be repeated) Prerequisite: permission of instructor. Independent readings and/or research in an area of counseling psychology under the direction of a faculty member.
- 895 FIELD EXPERIENCE: DOCTORAL** 1-6 credits
(May be repeated) Prerequisite: doctoral candidate status. Placement in selected setting for purpose of acquiring experiences and/or developing skills related to student's doctoral program.
- 897 INDEPENDENT STUDY** 1-3 credits
(May be repeated for a total of nine credits) Prerequisites: permission of advisor and department chair. Specific area of investigation determined in accordance with student needs.
- 899 DOCTORAL DISSERTATION** 1-20 credits
Prerequisites: permission of major doctoral advisor and department chair. Study, design and analysis of counseling problem.

SPECIAL EDUCATION 5610:

- 540 DEVELOPMENTAL CHARACTERISTICS OF EXCEPTIONAL INDIVIDUALS** 3 credits
Prerequisite: admission to a College of Education Teacher Preparation Program or permission of instructor. A survey course covering the identification, developmental characteristics, and intervention strategies for exceptional children and youth in across educational and community settings
- 544 DEVELOPMENTAL CHARACTERISTICS OF INTELLECTUALLY GIFTED INDIVIDUALS** 3 credits
Prerequisite: 440/540. Survey of etiology, diagnosis, classification and developmental characteristics of intellectually gifted individuals.
- 547 DEVELOPMENTAL CHARACTERISTICS OF INDIVIDUALS WITH MILD/MODERATE EDUCATIONAL NEEDS** 4 credits
Prerequisites: 7400:265 and 5610:440/540. Survey of the etiology, identification, classification, developmental characteristics of and intervention strategies for individuals with mild/moderate educational needs.
- 548 DEVELOPMENTAL CHARACTERISTICS OF INDIVIDUALS WITH MODERATE/INTENSIVE EDUCATIONAL NEEDS** 4 credits
Prerequisites: 7400:265 and 5610:540. Survey of the etiology, diagnoses, classification and developmental characteristics of individuals with moderate/intensive educational needs.
- 550 SPECIAL EDUCATION PROGRAMMING: EARLY CHILDHOOD** 3 credits
Prerequisites: admission to a College of Education Teacher Preparation Program, 440/540, 7400:265, or permission of instructor. Developmental patterns of young children with disabilities and developmentally/exceptionality appropriate practices with respect to programming and adaptations.
- 551 SPECIAL EDUCATION PROGRAMMING: MILD/MODERATE I** 3 credits
Prerequisites: admission to a Special Education Licensure Program, 450/550, 447/54; 5200:245, 345, 342; or permission of instructor. Educational implications regarding assessment, teaching strategies, adaptive materials, necessary to meet the needs of school age students with mild/moderate educational needs.
- 552 SPECIAL EDUCATION PROGRAMMING: SECONDARY/TRANSITION** 3 credits
Prerequisite: 447 or 448. Study of diagnostic prescriptive service delivery systems designed to accommodate developmental patterns of secondary level students with exceptionalities.

- 553 SPECIAL EDUCATION PROGRAMMING: MODERATE/INTENSIVE I** 4 credits
Prerequisite: 448 Development of the programming strategies including assessment, inter/transdisciplinary models, family involvement, IFSP/IEP/IP development, instructional practices based upon legal/ethical principles for individuals with moderate/intensive educational needs.
- 554 SPECIAL EDUCATION PROGRAMMING: MODERATE/INTENSIVE II** 4 credits
Prerequisites: 448 and 453. Advanced program for providing educational planning and intervention for individuals with moderate to intensive educational needs. Focus is on developing a comprehensive educational program which will facilitate optimum functioning and independence.
- 557 SPECIAL EDUCATION PROGRAMMING: MILD/MODERATE II** 3 credits
Prerequisites: admission to a special education licensure program, 451/551; or permission of instructor. Special educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs.
- 559 COLLABORATION AND CONSULTATION IN SCHOOLS AND COMMUNITY** 3 credits
Prerequisites: 440/540 and 447/547, or 448/548, or permission of instructor. Provides professional educators/intervention specialists with skills in collaboration and consultation for working with parents of exceptional individuals and other professionals within school/community settings.
- 560 FAMILY DYNAMICS AND COMMUNICATION IN THE EDUCATIONAL PROCESS** 3 credits
Prerequisites: 440/540, or 447/547, or 448/548, or permission of instructor. A study of family theory and structure along with beginning techniques for working with families of students with exceptionalities, in educational and community settings.
- 561 SPECIAL EDUCATION PROGRAMMING: EARLY CHILDHOOD MODERATE/INTENSIVE** 3 credits
Prerequisite: Admission to a College of Education Teacher Preparation Program, 440/540, 450/550, and 7400:265, or permission of the instructor. Developmental patterns of young children with moderate/intensive needs (ages 3-8) and developmentally appropriate practices in programming and adaptations.
- 563 ASSESSMENT IN SPECIAL EDUCATION** 3 credits
Prerequisite: 440/540. Prepares student to select, administer and interpret formal and informal assessment procedures and use resulting data in planning educational programs for exceptional individuals.
- 564 ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD SPECIAL EDUCATION** 3 credits
Prerequisites: 440/540 and 7400:265. The assessment of children (three to eight) and their environment who are at risk for disabilities or currently in special education.
- 567 MANAGEMENT STRATEGIES IN SPECIAL EDUCATION** 3 credits
Prerequisites: 440/540. Corequisites: 447/547 or 448/548. Content emphasizing the development of application strategies with a variety of behavior management models for mediation of behaviors with exceptional individuals.
- 568 ADVANCED BEHAVIOR MANAGEMENT** 3 credits
Prerequisites: 467/567. Advanced techniques for remediating problematic behavior, establishing effective repertoires and evaluating research relevant to classroom management will be covered. Behavioral theory will be stressed.
- 570 CLINICAL PRACTICUM IN SPECIAL EDUCATION** 3 credits
Prerequisite: permission of instructor; corequisite: 403 and 486, or 487. Provides a pre-student teaching experience for students in the areas of assessment, program planning, instructional planning and presentation, classroom management, adaptations, and collaboration with parents and other educational professionals.
- 579 SEMINAR: INVITATIONAL STUDIES IN SPECIAL EDUCATION** 1-2 credits
(May be repeated for a total of four credits) Topical study with a varied array of disciplinary input. Staffing will be invited members of allied and contributing professions active in management of exception children.
- 601 SEMINAR SPECIAL EDUCATION CURRICULUM PLANNING** 3 credits
Prerequisite: certification in an area of special education. Study of curriculum planning practices unique to special education classes and services. Appropriate curriculum objectives for selected areas of instruction as well as effective organizational programs examined.
- 602 SUPERVISION OF INSTRUCTION** 3 credits
Prerequisite: certification in an area of special education. Study of administration an supervisory practices unique to special education classes and services.
- 604 COLLABORATION AND CONSULTATION SKILLS FOR SPECIAL EDUCATORS** 3 credits
Prerequisite: admission to graduate program in special education or permission of the instructor. Advanced consideration of the roles and responsibilities of parents, professionals and individuals with disabilities in the development and implementation of educational interventions and related issues.
- 605 INCLUSION MODELS AND STRATEGIES** 3 credits
Prerequisite: admission to graduate program in special education. History, theory, philosophy, legislative mandates, models, strategies, curriculum modifications, methods/materials adaptations which support the inclusion of students with disabilities. Emphasis on collaboration and teaming.
- 606 RESEARCH APPLICATIONS IN SPECIAL EDUCATION** 3 credits
Prerequisites: admission to graduate program in special education and 5100:640. An examination of quantitative and qualitative research/methodology and its application to the field of special education. Applied research is an essential component of the course.
- 611 SEMINAR: LEGAL ISSUES IN SPECIAL EDUCATION** 3 credits
Prerequisites: admission to graduate program in special education and 5170:720 or permission of instructor. A culminating seminar for graduate students in special education designed to study, examine and reflect upon the legal aspects of historical and current trends, issues and practices.
- 612 SEMINAR: SOCIAL/ETHICAL ISSUES IN SPECIAL EDUCATION** 3 credits
Prerequisites: admission to graduate program in special education, 611, or permission of the instructor. A culminating seminar for graduate students in special education designed to study, examine and reflect upon the social and ethical aspects of historical and current trends, issues and practices.
- 691 STUDENT TEACHING SEMINAR** 1 credit
Prerequisites: 5500:245 and 5500:286 or permission of advisor. Taken concurrently with Student Teaching. Review and discussion of issues raised during teaching experience.
- 692 STUDENT TEACHING: SCHOOL AUDIOLOGY** 6 credits
Prerequisite: Permission of advisor. Directed teaching under supervision of a special teacher and a University supervisor.
- 693 STUDENT TEACHING: SPEECH LANGUAGE PATHOLOGY** 6 credits
Prerequisite: Permission of advisor. Directed teaching under supervision of a special teacher and a University supervisor.
- 694 RESEARCH PROJECT IN SPECIAL AREA (SCHOLARLY PAPER)** 3 credits
Prerequisite: Culminating experience in master's program. An in-depth study of an identified topic in a scholarly paper.
- 695 FIELD EXPERIENCE: MASTER'S** 1-4 credits
(May be repeated for a total of eight credits) Designed to provide on-the-job experience in a special education program on an individual basis.

- 697 INDEPENDENT STUDY** 1-3 credits
(May be repeated for a total of nine credits) Prerequisites: permission of advisor and supervisor of independent study. Specific area of investigation determined in accordance with student's needs.
- 698 MASTER'S PROBLEM** 2-4 credits
Prerequisite: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in special education.
- 699 MASTER'S THESIS** 4-6 credits
Thorough study and analysis in depth of an educational problem, field projects in special areas; synthesis of existing knowledge in relationship to a specific topic.

SCHOOL PSYCHOLOGY 5620:

- 600 SEMINAR: ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST** 3 credits
Prerequisite: permission of instructor. Seminar on role and function of school psychologist. The course, tailored to meet individual needs of trainees, is a consideration of professional standards of school psychology practice.
- 601 COGNITIVE FUNCTION MODELS FOR PRESCRIPTIVE EDUCATIONAL PLANNING** 3 credits
Prerequisite: permission of instructor. Consideration of cognitive development theories and their application for educational programming.
- 602 BEHAVIORAL ASSESSMENT** 3 credits
Prerequisite: permission of instructor. Overview of behavioral theory and its application focusing upon the role of the school psychologist as an agent of behavior change.
- 603 CONSULTATION STRATEGIES IN SCHOOL PSYCHOLOGY** 3 credits
Prerequisite: permission of instructor. A consideration of consultant roles in the practice of school psychology as related to consultant process and with school and agency personnel, parents and children.
- 610 EDUCATIONAL DIAGNOSIS FOR SCHOOL PSYCHOLOGISTS** 4 credits
Prerequisites: permission of instructor. Clinical study and application of current assessment approaches applicable in assessment of children's learning problems.
- 611 PRACTICUM IN SCHOOL PSYCHOLOGY** 4 credits
Prerequisite: permission of instructor. Laboratory experience in psycho-educational study of individual children who have learning problems in school. (Repeat requirement).
- 630.1 INTERNSHIP IN SCHOOL PSYCHOLOGY: FALL/SPRING** 3 credits each
Prerequisite: permission of instructor. Full-time paid work assignment under supervision of a qualified school psychologist for an academic year structured according to provisions of State Department of Education. Additional readings required.
- 640 FIELD SEMINAR I: CURRENT PROFESSIONAL TOPICS/ISSUES IN SCHOOL PSYCHOLOGY** 3 credits
Prerequisite: permission of instructor. Consideration of pertinent topics/issues in practice of school psychology with emphasis upon field-based concerns of a practicing school psychologist.
- 641 FIELD SEMINAR II: LOW INCIDENCE/RELATED INQUIRIES** 3 credits
Prerequisite: permission of instructor. Consideration of pertinent topics/issues in practice of school psychology with emphasis on field-based concerns of a practicing school psychologist.
- 694 RESEARCH PROJECT IN SPECIAL AREAS** 1-3 credits
Prerequisite: permission of advisor. Study, analysis and reporting of school psychology problem.
- 695 FIELD EXPERIENCE: MASTER'S** 1-3 credits
Prerequisite: permission of instructor. Practical school psychology-related experience in school setting.
- 697 INDEPENDENT STUDY** 1-4 credits
Prerequisites: permission of advisor and supervisor of the independent study. Documentation of specific area of investigation. Nature of the inquiry to be determined by student-supervisor agreement.
- 698 MASTER'S PROBLEM** 2-4 credits
Prerequisite: permission of advisor. In-depth study of a research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in school psychology.
- 699 MASTER'S THESIS** 4-6 credits
Prerequisite: permission of instructor. Thorough study, analysis and reporting in depth of an educational problem; field projects in special areas; synthesis of existing knowledge in relationship to specific topic.

SPECIAL EDUCATIONAL PROGRAMS 5800:

- 590 WORKSHOP IN ECONOMIC EDUCATION OR IN SOCIAL STUDIES** 1-3 credits
Individual work under staff guidance on curriculum problems; utilization of community resources; planning of curriculum units.
- 591 WORKSHOP IN ARITHMETIC OR IN PHYSICAL SCIENCE** 1-3 credits
Individual work under staff guidance on curriculum problems; utilization of community resources; planning of curriculum units.

Business Administration

ACCOUNTANCY 6200:

- 520 ADVANCED ACCOUNTING** 3 credits
Prerequisites: 6200:321 and 322. Examination of accounting theory emphasizing accounting for business combinations, partnerships, foreign operations, nonprofit entities and consolidated statements.
- 530 TAXATION I** 3 credits
Prerequisite: 320 or 621. Federal tax law related to individuals. Master of Taxation students will not be able to take this course to satisfy tax electives in the Master of Taxation program.
- 531 TAXATION II** 3 credits
Prerequisite: 430/530 or permission. Federal income tax law related to partnerships, corporations, trusts and estates; also includes an overview of federal estate and gift tax law.

- 540 AUDITING** 3 credits
Prerequisites: 320 and 321; 430, 454 and 6500:221 must be taken prior to or concurrently; or permission of instructor. Examines auditing standards and procedures used by independent auditors in determining whether a firm has fairly presented its financial position.
- 570 GOVERNMENTAL AND INSTITUTIONAL ACCOUNTING** 3 credits
Prerequisites: 320 or 601. Theory and procedures involved in application of fund accounting, budgetary control, appropriations and various accounting systems to governmental units, educational, medical and other nonprofit institutions.
- 590 SPECIAL TOPICS IN ACCOUNTING** 1-3 credits
Prerequisite: Permission of instructor. Opportunity to study special topics and current issues in accounting. May be repeated with a change of subject but not to exceed 6 credits.
- 601 FINANCIAL ACCOUNTING** 3 credits
Introductory course for student with no accounting background. Examines accounting principles as applied to financial problems of firm.
- 603 BUSINESS SYSTEMS WITH PROCESSING APPLICATIONS** 3 credits
Prerequisite: 601. Introduction to basic concepts in concepts in computer technology, steps in system development and logic of designing accounting systems by using a business-oriented language or related software.
- 606 APPLICATIONS DEVELOPMENT FOR FINANCIAL SYSTEMS** 3 credits
Prerequisites: 601 and 6500:605. Analysis, design and development of financial and control applications, using object oriented languages, integrated development environments (IDE), and object analysis and design methodology.
- 607 FINANCIAL DATA COMMUNICATIONS AND ENTERPRISE INTEGRATION** 3 credits
Prerequisites: 6200:601, 6500:605 and 6500:622. In-depth study of contemporary methodologies, technologies, and standards used to integrate business processes and systems, including XML and XBRL.
- 610 PROCESS ANALYSIS AND COST MANAGEMENT** 3 credits
Prerequisites: 6200:601, 6500:601, 6500:602, or placement. Investigates management accounting and control systems and the use of accounting information in cost management, risk assessment, planning, decision making, and performance evaluation.
- 615 ENTERPRISE RESOURCE PLANNING AND FINANCIAL SYSTEMS** 3 credits
Prerequisite: 601. Detailed examination of issues related to acquisition, implementation and use of financial modules in enterprise resource planning applications, with emphasis on risk assessment and mitigation.
- 621 CORPORATE ACCOUNTING AND FINANCIAL REPORTING I** 3 credits
Prerequisite: 601. An examination of generally accepted accounting principles in theory and application, as well as financial statement preparation.
- 622 CORPORATE ACCOUNTING AND FINANCIAL REPORTING II** 3 credits
Prerequisite: 621. A continuation of 6200:621 which examines generally accepted accounting principles in theory and practice, as well as financial statement preparation.
- 627 SURVEY OF FEDERAL TAXATION** 3 credits
Prerequisites: 601 or equivalent. Introduction to federal taxation for students who have not yet completed more than one undergraduate or graduate tax course. Examines individual and business federal taxation. Completion of this course will not count towards fulfilling the requirements of the Master of Taxation degree.
- 628 BASIC TAX RESEARCH** 2 credits
Prerequisites: completion of M.Tax foundation courses. Designed to develop basic research competence involving federal income, estate, and gift tax laws.
- 631 CORPORATE TAXATION I** 3 credits
Prerequisite: completion of M.Tax foundation courses. Detailed examination of tax problems of corporations and their shareholders. Formation, distribution, redemption, liquidation and penalty taxes covered.
- 632 TAXATION OF TRANSACTIONS IN PROPERTY** 3 credits
Prerequisite: completion of M.Tax foundation courses. Explores federal tax implications of gains and losses derived from sales, exchanges and other dispositions of property.
- 633 ESTATE AND GIFT TAXATION** 3 credits
Prerequisite: completion of M.Tax foundation courses. Analyzes provisions of federal estate and gift tax laws and tax consequences of testamentary and lifetime transfers.
- 637 ADVANCED ACCOUNTING THEORY** 3 credits
Prerequisite: 6200:621 and 622 or equivalent. Examination of accounting concepts and standards through critical analysis of articles on current trends in profession. Discussion and outside research stressed.
- 640 ADVANCED AUDITING** 3 credits
Prerequisite: 440/540. Conceptual foundations and current research on professional and internal auditing. Includes government regulation and litigation, statistics, computer systems as well as current and prospective developments in auditing.
- 641 TAXATION OF PARTNERSHIPS** 3 credits
Prerequisite: completion of M.Tax foundation courses. Examines intensive provisions of sub-chapters K and S of Internal Revenue Code and uses of partnerships for tax planning.
- 642 CORPORATE TAXATION II** 3 credits
Prerequisite: 631. Continuation of 631. Concludes study of subchapter C on Internal Revenue Code with major focus on corporate reorganization.
- 643 TAX ACCOUNTING** 2 credits
Prerequisite: completion of M.Tax foundation courses. Attention focused on timing of income and expenses for individuals businesses and its relation to tax planning.
- 644 INCOME TAXATION OF DECEDENTS, ESTATES AND TRUSTS** 2 credits
Prerequisite: 633. An in-depth examination of the decedent's last income tax return along with the analysis of income taxation of trusts and estates and their creators, fiduciaries and beneficiaries.
- 645 ADVANCED INDIVIDUAL TAXATION** 3 credits
Prerequisite: 430/530. In-depth study of some of the more involved areas of individual income taxation.
- 646 CONSOLIDATED TAX RETURNS** 2 credits
Prerequisite: completion of M.Tax foundation courses. Intensive study of tax provisions concerning use of consolidated tax returns.
- 647 QUALIFIED PENSIONS AND PROFIT SHARING** 3 credits
Prerequisite: completion of M.Tax foundation courses. Nature, purpose and operation of various forms of deferred compensation examined with much emphasis on pension and profit-sharing plans.
- 648 TAX PRACTICE AND PROCEDURE** 2 credits
Prerequisite: completion of M.Tax foundation courses. In-depth study of administration and procedures of Internal Revenue Service and responsibilities of tax practitioner.
- 649 STATE AND LOCAL TAXATION** 3 credits
Prerequisite: 631. Examines common types of taxes imposed by state and local governments and includes taxation of multistate businesses.
- 650 ESTATE PLANNING** 2 credits
Prerequisite: 633. Considers entire process of planning the estate with due regard for disposition of property, tax minimization, liquidity requirements and administrative costs.
- 651 UNITED STATES TAXATION AND TRANSNATIONAL OPERATIONS** 2 credits
Prerequisite: completion of M.Tax foundation courses. Examines United States taxation of foreign income of domestic corporations, citizens and residents, as well as United States income of nonresident aliens and foreign corporations.
- 652 TAX-EXEMPT ORGANIZATIONS** 2 credits
Prerequisite: completion of M.Tax foundation courses. Analysis of tax exempt organizations, including nature of and limitations of its exemption.
- 654 INDEPENDENT STUDY IN TAXATION** 1-3 credits
Prerequisite: permission of instructor. Intensive study of particular topic or limited number of topics not otherwise offered in curriculum. (May be repeated for a total of six credits.)
- 655 ADVANCED INFORMATION SYSTEMS** 3 credits
Prerequisites: 603 or equivalent and 610. Advanced study of accounting information system theory, elements, principles, design and implementation. Practical data processing and networks to control flow of information.
- 658 ENTERPRISE RISK ASSESSMENT AND ASSURANCES** 3 credits
Prerequisite: 601 or equivalent and 610 or equivalent. An examination of the unique risks, controls, and assurance services resulting from and related to the e-business environment.
- 659 ASSURANCE SERVICES WITH DATA WAREHOUSING AND DATA MINING** 3 credits
Prerequisite: 658. Application of data warehousing, data mining, and intelligent agent concepts and tools to designing and developing systems for assurance services, fraud and error detection, and risk mitigation.
- 660 INFORMATION SYSTEMS AUDIT AND CONTROL PROJECT** 3 credits
Prerequisites: 540 and instructor approval. Comprehensive, hands-on information systems audit and control project approved by the instructor.
- 670 CORPORATE PERFORMANCE EVALUATION AND CONTROL SYSTEMS** 3 credits
Prerequisite: 610. Investigation of the role of financial information systems in developing strategy, planning, measuring results, and motivating managers to define and pursue organizational goals and objectives.
- 680 INTERNATIONAL ACCOUNTING** 3 credits
Prerequisite: 610. Examination of accounting theory and practice from international perspective with emphasis on multinational investment, business and auditing activities and reporting problems.
- 693 SELECTED TOPICS IN TAXATION** 1-3 credits
(May be repeated for a total of six credits.) Prerequisites: completion of M.Tax foundation courses. Provides study in contemporary issues in taxation that are not covered in current courses.
- 695 GRADUATE INTERNSHIP IN ACCOUNTING** 3 credits
Prerequisites: 601, 621, 610, and 655. This course provides an opportunity for graduate accounting students to apply classroom instruction to practice problems in a professional working environment.
- 697 INDEPENDENT STUDY IN ACCOUNTING** 1-3 credits
(May be repeated for a total of six credits.) Focus on special topics of study and research in accounting on an independent basis.

ENTREPRENEURSHIP 6300:

- 640 FINANCING THE ENTREPRENEURIAL VENTURE** 3 credits
Prerequisite: 6500:508. Exploration of financing, legal, taxation, and insurance issues involved with entrepreneurial ventures.
- 670 MANAGING ENTREPRENEURIAL GROWTH** 3 credits
Prerequisites: 6500:508 and 6300:640. Interdisciplinary capstone course focusing on problems and opportunities associated with the management of entrepreneurial growth in existing entrepreneurial ventures. Includes a field project.

FINANCE 6400:

- 538 INTERNATIONAL BANKING** 3 credits
Prerequisite: 371 or 602. Examination of recent trends in the expansion of international banking activities and associated revenue maximizing strategies.
- 602 MANAGERIAL FINANCE** 3 credits
Prerequisite: 6200:601 or equivalent. 6400:602 may be taken concurrently with 6200:601. Emphasis on financial decision making related to goal of firm; specifically, the investment decision, the financial decision and the dividend decision.
- 623 LEGAL ASPECTS OF BUSINESS TRANSACTIONS** 3 credits
(Not open to students with six credits of undergraduate business law.) Advanced legal analysis of contracts, UCC, debtor-creditor relationships, business organizations, property, and government regulation.
- 631 FINANCIAL MARKETS AND INSTITUTIONS** 3 credits
Prerequisite: 602 or equivalent. A study of major financial markets and financial institutions with an emphasis on the decision making processes within a rapidly changing, but regulated operating environment.
- 645 INVESTMENT ANALYSIS** 3 credits
Prerequisite: 602 or equivalent. Study of the economic and market forces that influence security prices. Techniques of analysis used in evaluating limited income and equity securities.
- 650 TECHNIQUES OF FINANCIAL MODELING** 3 credits
Prerequisites: 3250:600 and 6400:602. Current techniques and methods of financial analysis are examined, including the use of financial models for short and long run profitability decisions.
- 655 GOVERNMENT AND BUSINESS** 3 credits
Public policy with regard to business institutions and issues are considered from an economic, legal, ethical, political framework.
- 674 STRATEGIC FINANCIAL DECISION MAKING** 3 credits
Prerequisite: 602. Examines the role of financial decision makers as strategic consultants to other business units/functions with integrative risk management as a unifying theme.
- 678 CAPITAL BUDGETING** 3 credits
Prerequisite: 602 or equivalent. Attempt to integrate various theories of capital budgeting into comprehensive conceptual scheme. Theoretical concepts and practical applications blended for better understanding of capital problems.
- 681 MULTINATIONAL CORPORATE FINANCE** 3 credits
Prerequisite: 602 or equivalent. Financial policies and practices of companies involved in multinational operations. Considers management of working capital and permanent assets, return on investment and capital budgeting for the global firm.
- 685 E-BUSINESS: LEGAL ISSUES** 3 credits
Study of the application of law to emerging e-commerce form of business with concentration on emerging law and policy.

- 686 E-BUSINESS: FINANCIAL STRATEGY AND PLANNING** 3 credits
Prerequisite: minimum of six credits of E-business foundation courses. Study of finance issues relating to analysis, evaluation, planning, long and short term financing, and management of E-business projects.
- 690 SELECTED TOPICS IN FINANCE** 3 credits
(May be repeated for a total of six credits) Prerequisite: 602 or equivalent. Provides study of contemporary issues and areas not covered in current finance graduate courses.
- 691 INTERNATIONAL MARKETS AND INVESTMENTS** 3 credits
Prerequisites: 602 or equivalent. A study of international financial markets with an emphasis on international investments and risks in a rapidly changing global economy.
- 697 INDEPENDENT STUDY IN FINANCE** 1-3 credits
(May be repeated for a total of six credits) Focus on special topics of study and research in finance on an independent basis.
- 698 INDEPENDENT STUDY: BUSINESS LAW** 1-3 credits
(May be repeated for a total of six credits) Focus on special topics of study and research in the legal aspects of business administration.

MANAGEMENT 6500:

- 571 MANAGEMENT PROJECT** 3 credits
Prerequisite: 670. Student applies modern management principles, practices, theory to an actual problem in industry.
- 580 INTRODUCTION TO HEALTH-CARE MANAGEMENT** 3 credits
Prerequisite: upper-college or graduate standing (Students who are required to take 301 or 600 or have completed 301 or 600 or equivalent are ineligible to take this course for credit). Introductory course for health professionals covering principles and concepts of management applied to health services organizations. For those registered for graduate credit, a major paper is required.
- 582 HEALTH SERVICES OPERATIONS MANAGEMENT** 3 credits
Prerequisite: 580 or 600 or equivalent or permission of instructor. Application of operations and systems analysis to health services organizations.
- 585 SPECIAL TOPICS IN HEALTH SERVICES ADMINISTRATION** 1-3 credits
Prerequisite: permission of instructor. Special topics in health services administration (e.g., management) focusing on historical and/or contemporary managerial organizational and/or policy/strategy issues as related to health-care organizations and health-care systems. Separate topics may be repeated for a maximum of six credits. For those registered for graduate credit, a major research paper is required.
- 600 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR** 3 credits
Course examines management principles, concepts, functions and process, as well as human behavior in organizations.
- 601 QUANTITATIVE DECISION MAKING** 3 credits
Applies quantitative techniques to business decision making. Topics covered include probability estimation and hypothesis testing, simple and multiple regression and correlation analysis, analysis of variance and nonparametric statistics.
- 602 COMPUTER TECHNIQUES FOR MANAGEMENT** 3 credits
Introduction to the use of integrated spreadsheet software, database management software and the analysis and design of management information systems.
- 605 BUSINESS APPLICATIONS DEVELOPMENT** 3 credits
The analysis and automation of standard business processes with examples from diverse business functions. Students will integrate these applications for business decision making.
- 608 ENTREPRENEURSHIP** 3 credits
Prerequisites: upper-college or graduate standing and 301 or 600 or equivalent. Students develop new products and work with entrepreneurial businesses in the development of business plans that are presented to investors and entrepreneurs in local and international business plan competitions.
- 620 E-BUSINESS FOUNDATIONS** 3 credits
Provides an understanding of the foundation of Electronic Business focusing on business and application issues.
- 622 E-BUSINESS TECHNOLOGIES** 3 credits
Prerequisite: 602 or 620. This course provides a foundation in internet related technologies for successfully managing an e-business. Students will be required to design and implement a functional e-business prototype.
- 629 E-BUSINESS PROJECT** 2 credits
A capstone course that integrates the foundation and functional courses. Student teams will apply project management methods as they design and develop an e-business project.
- 640 MANAGEMENT INFORMATION SYSTEMS** 3 credits
Prerequisite: 602 or equivalent. Examines issues, strategies, and tactics for managing information systems within organizations, including IS architecture, databases, development, outsourcing, emerging technologies, and enabling business strategy.
- 641 BUSINESS DATABASE SYSTEMS** 3 credits
Prerequisite: 602. Introduction to issues underlying the analysis, design, implementation, and management of business databases.
- 642 SYSTEMS SIMULATION** 3 credits
Prerequisites: 601, 602. Manufacturing or service sector systems are analyzed and modeled on a computer. Experimental designs, statistical significance of results, model verification and validation will be discussed.
- 643 ANALYSIS AND DESIGN OF BUSINESS SYSTEMS** 3 credits
Prerequisite: 602 or 6200:603. A hands-on treatment of the methods used to develop different types of business information systems.
- 644 KNOWLEDGE MANAGEMENT AND BUSINESS INTELLIGENCE** 3 credits
Explores the technologies of Business Intelligence (data warehouses, data mining, portals) and how organizations successfully manage the creation, sharing, transfer, and exploitation of knowledge.
- 645 ADVANCED MANAGEMENT INFORMATION SYSTEMS** 3 credits
Prerequisites: 640. Examines management challenges for difficult and cross-cultural IS problems such as business-technology alignment, metrics, mergers, legacy systems, ERP, IS project failure, global sourcing, and international e-business.
- 646 PROCESS REDESIGN WITH ENTERPRISE RESOURCE PLANNING** 3 credits
Prerequisite: 602. An investigation of the cross-functional redesign and integration of business processes and the use and influence of Enterprise Resource Planning software in this effort.
- 648 MANAGEMENT OF TELECOMMUNICATIONS** 3 credits
Prerequisite: 602 or 6200:603. An introduction to the use and management of telecommunications resources to support the activities of the organization.
- 650 HUMAN RESOURCE SYSTEMS FOR MANAGERS** 3 credits
Prerequisite: 600 or equivalent. A broad survey of the fundamental principles, research findings and practices related to the acquisition, development, maintenance and effective utilization of a business firm's human resources.
- 651 MANAGEMENT OF ORGANIZATIONAL TRANSFORMATION** 3 credits
Prerequisite: 600 or equivalent. A comprehensive study of innovations in organizations designed to increase human satisfaction and productivity through changes in human management.
- 652 ORGANIZATIONAL BEHAVIOR** 3 credits
Prerequisite: 600 or equivalent. Study of factors which influence human behavior in business organizations. Emphasis on theories of individual and group behavior, motivation, leadership and communication in organizations.
- 653 ORGANIZATIONAL THEORY** 3 credits
Prerequisite: 600. Examines the structure, design and overall effectiveness of a business organization from a macro-perspective.
- 654 MANAGEMENT OF EMPLOYEE AND LABOR RELATIONS** 3 credits
Prerequisite: 600 or equivalent. Study of rights, responsibilities, and policies of management operating in union and nonunion workplaces.
- 655 COMPENSATION AND PERFORMANCE MANAGEMENT** 3 credits
Prerequisite: 600 or equivalent. The development and analysis of systems of payments and rewards in business organizations with special attention placed on performance evaluation methods and productivity enhancement.
- 656 MANAGEMENT OF INTERNATIONAL OPERATIONS** 3 credits
Prerequisite: 600 or equivalent. Deals with institutional environment of international business; parameters of international business system which hold the system together and which individual business people cannot materially alter.
- 657 THE LEADERSHIP ROLE IN ORGANIZATIONS** 3 credits
Prerequisite: 600. Analysis and development of leadership theory and thought. Identification of leaders in both formal and informal organizations. Training and development methods of leaders evaluated. Individual and small group field study assignments.
- 658 STRATEGIC AND GLOBAL HUMAN RESOURCES MANAGEMENT** 3 credits
Prerequisites: 600 or equivalent. The formulation, design and implementation of human resource practices designed to generate competitive cost advantages for business firms operating in domestic and/or international markets.
- 659 INTERNATIONAL HUMAN RESOURCE MANAGEMENT** 3 credits
Prerequisite: 600. A survey course focused on the identification, analysis, and resolutions of human resource problems in business firms with global operations.
- 660 STAFFING AND EMPLOYMENT REGULATION** 3 credits
Prerequisite: 600 or equivalent. Design and implementation of staffing practices and systems for businesses with an emphasis on the implications of federal regulations on the staffing function.
- 662 APPLIED OPERATIONS RESEARCH** 3 credits
Prerequisite: 601 or equivalent. Survey of basic techniques of operations research. Stresses application to functional area of business.
- 663 DATA ANALYSIS FOR MANAGERS** 3 credits
Prerequisite: 601 or equivalent. Design, evaluation and interpretation of research in business and organizations. Integrates quantitative and behavioral concepts and processes encountered in conducting such research, including ethical issues.
- 664 APPLIED INDUSTRIAL STATISTICS** 3 credits
Prerequisite: 601 or equivalent. Applications of multiple regression including determining "best" set of independent variables, correlation models, analysis of variance models including multifactor models. Experimental designs including randomized block and Latin square designs.
- 665 MANAGEMENT OF TECHNOLOGY** 3 credits
Survey of the principles and management practices of technology driven organizations are discussed with concepts, models and case studies for managers of technology intensive operations.
- 669 POLYMER MANAGEMENT DECISIONS** 3 credits
Introduces major polymer concepts, production processes, and uses of polymeric materials in an easy-to-comprehend interdisciplinary instructional way. Industrial case studies help integrate enterprise-wide innovation and technology management related decisions.
- 670 MANAGEMENT OF OPERATIONS** 3 credits
Prerequisites: 600, 601, 602; or equivalent. An overview of the issues directly related to the management of operations at the strategic, tactical, and operational levels of the organization.
- 673 QUALITY AND PRODUCTIVITY TECHNIQUES** 3 credits
Prerequisite: 601. Introduction to techniques for improving productivity and quality, including statistical process control (SPC), material requirements planning (MRP), just-in-time (JIT) inventory control and management of the program.
- 675 SUPPLY CHAIN MANAGEMENT** 3 credits
Prerequisite: 600. Focuses on the integration of activities and information/material flows across multiple organizations that comprise the supply chain, and the relationships among those organizations.
- 676 MANAGEMENT OF PRODUCTION AND OPERATIONS** 3 credits
Prerequisites: 600, 602, 662. Surveys the management of resources required to transform inputs into products or services. Addresses issues related to services, materials, people and equipment utilized for production.
- 678 PROJECT MANAGEMENT** 3 credits
Prerequisites: 600, 601, 602. Provides working knowledge of tools and methods available to project managers including computerized analysis of network models to aid in the planning and control functions.
- 683 HEALTH SERVICES SYSTEMS MANAGEMENT** 3 credits
Prerequisite: 580 or 600 or equivalent or permission of instructor. Study of health services organizations, comparative delivery systems, the roles of third-party payors and government policy in health care. Seminar format: major research paper required.
- 686 HEALTH SERVICES RESEARCH PROJECT** 3 credits
Prerequisites: 683 or permission of instructor. In-depth field study in health services administration with applications of research and analysis skills. Course requires review of literature and a major research paper.
- 688 INDEPENDENT STUDY IN HEALTH SERVICES ADMINISTRATION** 1-3 credits
(May not be repeated for more than three credits) Prerequisites: 580 or 600 or equivalent or permission of instructor. Independent study and research of a special topic of interest in health services administration (e.g., management), chosen by the student in consultation with and under the supervision of the instructor.
- 690 SELECTED TOPICS IN MANAGEMENT** 3 credits
(May be repeated for a total of six credits) Prerequisite: 652. Selected topics in historical, contemporary and/or operational and functional areas of management.
- 695 BUSINESS STRATEGY AND POLICY: DOMESTIC AND INTERNATIONAL** 3 credits
Prerequisite: to be final course in M.B.A. program. A case-oriented course which focuses on integration of theoretical and practical knowledge acquired in core business courses. Students analyze, evaluate, formulate organization objectives and strategies within domestic and international environmental contexts.

- 697 INDEPENDENT STUDY IN MANAGEMENT** *1-3 credits*
(May be repeated for a total of six credits) Focus on special topics of study and research in management on an independent basis.

MARKETING 6600:

- 540 PRODUCT AND BRAND MANAGEMENT** *3 credits*
Prerequisite: 600. Applied investigation into the management of new product development, product life cycle management, products mix strategies, brand positioning, brand image, and brand equity.
- 575 BUSINESS NEGOTIATIONS** *3 credits*
Examines business negotiation principles and practices and builds skills in the process of negotiating business agreements within a global environment.
- 580 SALES MANAGEMENT** *3 credits*
Prerequisite: 600. Develops analytical and managerial skills through case studies and other learning activities relating to the organization, selection, training, motivation, and control of domestic or global sales force. (Graduate credit requires additional research paper)
- 600 MARKETING CONCEPTS** *3 credits*
Introductory course examining buyer behavior, environmental influences, target marketing, product development, distribution, promotion, and pricing for business firms and nonprofit organizations within a global context.
- 620 STRATEGIC MARKETING MANAGEMENT** *3 credits*
Prerequisite: 600 or equivalent. Managerial assessments of opportunities, threats are explored as are the development and management of appropriate strategic marketing plans and their tactical implementation.
- 630 MARKETING OF SERVICES** *3 credits*
Prerequisite: 600 or permission of instructor. Examines marketing strategies within the service industry. Focuses on both profit (e.g., transportation, financial) and nonprofit (e.g., educational, social) organizations. Product support services are also covered.
- 635 E-BUSINESS: ELECTRONIC MARKETING STRATEGIES AND TACTICS** *3 credits*
Prerequisites: 600 and 6500:620. Covers the impact of electronic technology on marketing strategy and tactics. Investigations include: vendor/dealer relations, website traffic designs, database applications, and web appraisal metrics.
- 640 BUSINESS RESEARCH METHODS** *3 credits*
Prerequisites: 6500:601 and 602. Covers the scientific methods as well as the gathering and analysis of information to identify opportunities and solve problems within a business organization.
- 645 INNOVATIVE MARKETING STRATEGIES** *3 credits*
Prerequisites: 600. A review of contemporary business issues and their impact on innovative marketing practices. Simulations, cases, and field projects support structured class dialogues on emerging strategic business and marketing themes.
- 655 MARKETING COMMUNICATIONS** *3 credits*
Prerequisite: 600. The total range of marketing communication tools are examined individually and in the context of planning, developing, and implementing a systematic and integrated communications program.
- 670 COMPETITIVE BUSINESS STRATEGY** *3 credits*
Prerequisite: 600. Investigation of competitive business strategy from an industry perspective. The course presents a framework which can be used to understand and develop competitive strategies.
- 697 INDEPENDENT STUDY IN MARKETING** *1-3 credits*
(May be repeated for a total of six credits) Focus on special topics of study and research in marketing on an independent basis.

PROFESSIONAL 6700:

- 690 PROFESSIONAL RESPONSIBILITY** *1 credit*
Prerequisite: Nine graduate credits. Seminar on the professional responsibilities of business men and women to make them and the business organization in which they work more responsible decision makers.
- 692 INTERNATIONAL BUSINESS** *1 credit*
Prerequisite: Nine graduate credits. Enhances understanding of global business issues, present relevant trends and updates, facilitates cross-cultural interaction, and explores applied practices of international business.
- 694 APPLIED BUSINESS DOCUMENTATION AND CONTACT** *1 credit*
This course is designed to offer a practicum approach to the skills and strategies for handling specialized documents, contact protocols, and business presentations.
- 695 INTERNSHIP IN BUSINESS** *1-3 credits*
Prerequisite: permission of instructor. On-the-job experience with cooperating private and public sector organizations. Individual assignments made by supervising faculty member. Periodic reports and research papers required. Credit/noncredit.
- 696 SPECIAL TOPICS IN PROFESSIONAL DEVELOPMENT** *1 credit*
Special topics and current issues in the MBA Program Professional Core. May be repeated with a change of subject, not to exceed 4 credits.
- 698 COLLOQUIUM IN BUSINESS** *1-3 credits*
Prerequisite: permission of graduate director. Study of business administration through a seminar of several lectures in business research and practice. A broad range of topics in business research and issues will be discussed by guests, faculty and graduate students. May be repeated, but will not satisfy degree requirements Credit/noncredit.

INTERNATIONAL BUSINESS 6800:

- 605 INTERNATIONAL BUSINESS ENVIRONMENTS** *3 credits*
Prerequisites: all MBA foundation courses. This course is intended to develop an understanding of the global business environment and the integrated functions of the multinational corporation.
- 630 INTERNATIONAL MARKETING POLICIES** *3 credits*
Explores the problems of formulating and implementing marketing strategies and tactics within complex and changing multinational organizations and international markets. A planning framework is emphasized.
- 685 MULTINATIONAL CORPORATIONS** *3 credits*
A course designed to develop an understanding of global businesses, their functions, structures, and strategic operations.
- 690 SEMINAR IN INTERNATIONAL BUSINESS** *3 credits*
A course covering major issues in international business.
- 697 INDEPENDENT STUDY IN INTERNATIONAL BUSINESS** *1-3 credits*
(May be repeated for a total of six credits) Prerequisites: Graduate standing and permission of instructor. Focus on special topics of study and research in international business on an independent basis.

Fine & Applied Arts

ART 7100:

- 500 ART IN THE UNITED STATES BEFORE WORLD WAR II** *3 credits*
Prerequisite: 101 or permission of instructor. Consideration of development of art in the United States from earliest evidences to approximately World War II.
- 501 SPECIAL TOPICS IN HISTORY OF ART** *1-3 credits*
Prerequisite: 101 or permission. A lecture course focusing on a particular movement, period, artist, or medium. (May be repeated when a different subject or level of investigation is selected.)
- 502 MUSEOLOGY** *3 credits*
Lecture course dealing with museum science, including museum history, staff structures, art handling, storage and presentation, and exhibition preparation.
- 505 HISTORY OF ART SYMPOSIUM** *1-3 credits*
(May be repeated for credit when a different subject is indicated) Prerequisite: one art history course beyond 101 or permission of instructor. Lecture, individual research and evaluation, group discussion related to a specific time period or to an artistic problem
- 510 METHODS OF TEACHING ELEMENTARY ART** *3 credits*
Prerequisite: admission to Teacher Education Program Art P-12. A lecture course presenting the necessary skills and knowledge to successfully implement, plan, instruct, and assess a diverse, art-based curriculum for the elementary school. No credit as elective courses for art majors.
- 511 METHODS OF TEACHING SECONDARY ART** *3 credits*
Prerequisite: admission to Teacher Education Program Art P-12. A lecture course providing the knowledge, skills, and experience necessary for the development of curriculum, instruction and assessment appropriate for application at the high school level. No credit as an elective for art majors.
- 512 STUDENT TEACHING COLLOQUIUM** *1 credit*
Prerequisites: senior status, successful completion of field experience, and permission. Corequisite: 5500:694. Lecture course providing the skills and knowledge necessary for art education licensure. Student will gain knowledge in resume building, licensure requirements, and practical pedagogical techniques.
- 589 SPECIAL TOPICS IN STUDIO ART** *3 credits*
(May be repeated for credit when a different subject or level of investigation is indicated). Prerequisite: varies by course. Group investigation of topics not offered elsewhere in the curriculum.
- 590 WORKSHOP IN ART** *1-4 credits*
(May be repeated for credit when a different subject or level of investigation is indicated - 490 to maximum of eight credits; 590 to maximum of 12 credits) Prerequisite: advanced standing in art or permission of instructor. Group investigation of a particular phase of art not offered by other courses in curriculum.
- 591 ARCHITECTURAL PRESENTATIONS I** *3 credits*
Prerequisites: Junior level or permission. Studio practice in architectural design and presentation methods in residential and commercial interiors.
- 592 ARCHITECTURAL PRESENTATIONS II** *3 credits*
Prerequisites: 491/591. Continuation of concepts covered in Architectural Presentations I with additional work in color rendering techniques. Emphasis on a variety of rendering mediums.
- 597 INDEPENDENT STUDIES** *1-3 credits*
(May be repeated) Prerequisites for art majors: advanced standing in area chosen and permission of instructor. Prerequisite for non-art majors: permission of instructor. Investigation in depth of aesthetic and technical problems within a studio-selected area of specialization. Student must present in writing a proposed study plan and time schedule for instructor approval.
- 598 SPECIAL PROBLEMS IN HISTORY OF ART** *1-3 credits*
(May be repeated for credit when a different subject or level of investigation is indicated) Prerequisites: 14 credits in art history and permission of instructor. Individual research in art history centered around limited topic, such as specific time period, history of specific techniques, a single artist or movement in art history. No more than 10 credits will be counted toward major.

FAMILY AND CONSUMER SCIENCES 7400:

- 500 NUTRITION COMMUNICATION AND EDUCATION SKILLS** *4 credits*
Prerequisite: 133 or 316. Theory and development of communication and education skills essential to dietetics practice; interpersonal communication; interviewing; nutrition counseling; education techniques, media, and current technology.
- 501 AMERICAN FAMILIES IN POVERTY** *3 credits*
Overview of the issues, trends, and social policies affecting American families living in poverty.
- 503 ADVANCED FOOD PREPARATION** *3 credits*
Prerequisite: 141 or 245 or permission of instructor. Study of advanced techniques of food preparation. Introduction to and interpretation of classic and foreign cuisines. Emphasis on individualized experience, skill development and evaluation of procedures and results.
- 504 MIDDLE CHILDHOOD AND ADOLESCENCE** *3 credits*
Prerequisites: 201, 265 or permission of instructor. The influences of middle childhood and adolescent behavior on the family and the influences of the family environment on middle childhood and adolescent development.
- 506 FAMILY FINANCIAL MANAGEMENT** *3 credits*
Analysis of the family as a financial unit including financial problems and their resolution, decision-making patterns and financial practices behavior. Cases, exercises, problems and computer analysis.
- 507 FCS OCCUPATIONAL EMPLOYMENT EXPERIENCE** *4 credits*
Provides student with knowledge of current business and industrial practices at level minimally commensurate with employment expectations of graduates of vocational job training programs in Family and Consumer Sciences.
- 518 HISTORY OF INTERIOR DESIGN I** *4 credits*
The study of furnishings, interiors, and architecture from antiquity through the eighteenth century, with emphasis on the socio-cultural influences shaping their development.
- 519 HISTORY OF INTERIOR DESIGN II** *4 credits*
The study of nineteenth and twentieth-century furnishings and interiors, with emphasis on the socio-cultural influences shaping their development.
- 520 EXPERIMENTAL FOODS** *3 credits*
Prerequisites: 246 and 3150:130. Theory and methods used in the experimental study of foods. Analytical procedures in sensory and instrumental evaluation of food quality. Individual research emphasized. Lecture/Laboratory.

- 523 PROFESSIONAL IMAGE ANALYSIS** 3 credits
Prerequisites: Senior status. Comparison of theories associated with projecting and maximizing an appropriate professional image consistent with career goals and objectives.
- 524 NUTRITION IN THE LIFE CYCLE** 3 credits
Prerequisite: 316. Study of the physiological basis for nutritional requirements; interrelating factors which affect growth, development, maturation and nutritional status from conception through the elderly years.
- 525 ADVANCED TEXTILES** 3 credits
Prerequisite: 121. Evaluation of physical, aesthetic, comfort, care and durability properties of textile products and testing procedures to determine suitability for desired end uses.
- 527 GLOBAL ISSUES IN TEXTILES AND APPAREL** 3 credits
Prerequisite: 139. Examines the global structure and scope of the textile and apparel industries emphasizing an economic perspective.
- 531 PROFESSIONAL PRESENTATION SKILLS IN FAMILY & CONSUMER SCIENCES** 3 credits
Prerequisite: 141 or 250. Emphasis on development of abilities and strengths in coordination of equipment, materials, motion, speech, and presentation delivery relating to education and industry in Family and Consumer Sciences.
- 536 TEXTILE CONSERVATION** 3 credits
Prerequisites: 121, 123, 317. Principles and practices of textile conservation with emphasis on procedures appropriate for collectors and small historical agencies.
- 537 HISTORIC COSTUME** 3 credits
Study of western costume and textiles from antiquity to 1830, with emphasis on social-cultural influences.
- 538 HISTORY OF FASHION** 3 credits
Prerequisite: 317. Study of western fashion, textiles, and designers from the nineteenth century to present, with emphasis on social-cultural influences.
- 540 FAMILY CRISIS** 3 credits
Study of family stress and crisis including internal and external variables and their influence on degree of disorganization, coping and recovery. Includes theory, research and application dimensions.
- 542 HUMAN SEXUALITY** 3 credits
Prerequisite: 201 or permission of instructor. Introduction to problems and values. Emphasis is on the role of values in intimate relationships, the diverse dimensions of sexual responsibility.
- 546 CULTURE, ETHNICITY AND THE FAMILY** 3 credits
Study of the role of culture and ethnicity in adaptation of the family system to environment. Program applications considered.
- 548 BEFORE AND AFTER SCHOOL CHILD CARE** 3 credits
Study of the development, implementation and evaluation of school-age child-care programs for before and after school and vacation periods.
- 549 FLAT PATTERN DESIGN** 3 credits
Prerequisite: 123 or equivalent. Theory and experience in clothing design using flat pattern techniques.
- 551 CHILD IN THE HOSPITAL** 4 credits
Prerequisite: 265, comparable course or permission of instructor. Seminar dealing with special needs and problems of hospitalized/ill child and family. Literature related to effects, separation, illness and stress. Examination of strategies for coping.
- 555 PRACTICUM EXPERIENCE IN A CHILD LIFE PROGRAM** 3 credits
Prerequisite: 451/551. Field experience in a child life program and classroom activities including critical analysis of a currently functioning program and program administration.
- 560 ORGANIZATION AND SUPERVISION OF CHILD-CARE CENTERS** 3 credits
Theory, principles and procedures involved in establishing and operating centers for infants, toddlers, preschool and school-age children.
- 561 CASE MANAGEMENT FOR CHILDREN AND FAMILIES I** 3 credits
Provides an overview of Case Management basics in a multi-systems collaborative context. Includes roles, values, principles, state and service systems, and service coordination.
- 562 CASE MANAGEMENT FOR CHILDREN AND FAMILIES II** 3 credits
Prerequisite: 461/561. Provides in-depth exploration of Case Management principles and practice. Emphasis on process and functions, assessment, cross-system service planning and coordination, advocacy, and cultural diversity.
- 563 PRACTICUM IN CROSS-SYSTEMS CASE MANAGEMENT FOR CHILDREN AND FAMILIES** 3 credits
Prerequisites: 461/561, 462/562, and six hours of electives. Provides on-site opportunities to apply skills in cross-systems collaborative Case Management with children and families. Includes review of strategies, ethics, and survival skills, and supervision.
- 570 THE FOOD INDUSTRY: ANALYSIS AND FIELD STUDY** 3 credits
Prerequisite: 245 or permission. Role of technology in extending the food supply. Chemical, physical and biological effects of processing and storage, on-site tours of processing plants.
- 574 CULTURAL DIMENSIONS OF FOOD** 3 credits
An examination of cultural, geographical and historical influences on development of food habits. Emphasis on evolution of diets; effects of religion, education, gender roles, media.
- 575 ANALYSIS OF FOOD** 3 credits
Prerequisite: 3150:130. General chemistry or equivalent. Comprehensive course in the theory and practice of food analysis by classical and modern chemical and instrumental methods. Principles emphasized by experimentation and demonstration.
- 576 DEVELOPMENTS IN FOOD SCIENCE** 3 credits
Prerequisite: 246. Advanced study of the chemistry and physics of food components, affecting characteristics of foods. Critical evaluation of current basic and applied research emphasized.
- 580 COMMUNITY NUTRITION I-LECTURE** 3 credits
Corequisite: 481 for CP student only. Socio-cultural aspects of community assessment, program implementation and evaluation, and rationales for nutrition services.
- 581 COMMUNITY NUTRITION I-CLINICAL** 1 credit
Prerequisite: CP Students only 428. Corequisite: 480/580. Field placement in area agencies offering nutrition services. Study of the agency's goals, organization, and philosophy of nutritional care. Credit/Noncredit.
- 582 COMMUNITY NUTRITION II- LECTURE** 3 credits
Prerequisites: 480/580 (481/581 for CP student only). Corequisite: 483/583 for CP student only. This course will focus on managing nutrition services for productivity (economic, community and labor resources, and evaluation), and educating the dietitians' "various publics" about nutrition.
- 583 COMMUNITY NUTRITION II-CLINICAL** 1 credit
Prerequisite: (CP students only) 481/581. Corequisite: 482/582. Field placement in area agencies offering nutrition services. Study of the agency's goals, organization, and philosophy of nutritional care. Credit/Noncredit.
- 584 HOSPITAL SETTINGS, CHILDREN, AND FAMILIES** 3 credits
Prerequisite: 265, comparable course or permission of instructor. Focuses on hospital as a major social institution; introduces procedures and functions of the hospital; roles played by various hospital personnel plus cursory knowledge of medical terminology, common childhood diseases, illnesses and injuries.
- 585 SEMINAR IN FAMILY AND CONSUMER SCIENCES** 1-3 credits
Prerequisite: permission of instructor. Exploration and evaluation of current developments in selected areas.
- 587 SPORTS NUTRITION** 3 credits
Prerequisites: 133; 3100:207; 3150:130 or 203 or permission of instructor. In-depth study of energy metabolism and utilization before, during, and after exercise. Factors affecting nutrient needs and peak performance of different athletic populations are emphasized.
- 588 PRACTICUM IN DIETETICS** 1-3 credits
Prerequisite: approval of advisor/instructor. Practical experience in application of the principals of nutrition.
- 589 PROFESSIONAL PREPARATION FOR DIETETICS** 1 credit
Prerequisite: open to those dietetics students in the Didactic Program or Graduate program who plan to apply for a Dietetic Internship. Historical aspects of dietetics and where the profession is going. Specialty areas of dietetic practice are explored. Students prepare the application for dietetic internship.
- 590 WORKSHOP IN FAMILY AND CONSUMER SCIENCES** 1-3 credits
Prerequisite: at least junior standing. Investigation on current issue or topic in selected areas of family and consumer sciences. May be on off-campus study tour or an on-campus full-time group meeting.
- 591 CAREER-TECHNICAL FCS INSTRUCTIONAL STRATEGIES** 3 credits
Prerequisite: senior standing or permission. Organization of Career-Technical Family and Consumer Sciences programs in public schools grades 4-12. Emphasis on strategies, compliance with state career-technical directives, student organizations, and program planning.
- 594 PRACTICUM IN PARENT AND FAMILY EDUCATION** 3 credits
Prerequisites: 596, 605. Provides on-site opportunities to apply parent and family education skills. Includes a review of strategies, ethical considerations, and supervision by the on-site director.
- 595 CHILD LIFE INTERNSHIP** 5 credits
Prerequisite: Acceptance into the program. Field experience in a child life program at an approved pediatric facility under the supervision of Certified Child Life Specialists.
- 596 PARENT EDUCATION** 3 credits
Prerequisite: 265, comparable course, or permission. Practical application that reviews and analyzes various parenting techniques with major emphasis on the evaluation of parent education programs.
- 598 STUDENT TEACHING SEMINAR** 1 credit
Corequisite: 5500:695. Seminar for students currently enrolled in Family and Consumer Sciences student teaching. Emphasis on block and lesson plan development, licensure, portfolio development, PRAXIS III, professional development, and student teaching reflections.
- 602 FAMILY IN LIFE-SPAN PERSPECTIVE** 3 credits
Study of individual and family development across life span. Emphasis on adjustment patterns and interpersonal competence. Implications for education theory research and social policy.
- 603 FAMILY RELATIONSHIPS IN MIDDLE AND LATER YEARS** 3 credits
Study of family patterns and problems during middle and later years of life with emphasis on psychological and biological changes and economic and social adequacy. Research and trends in gerontology.
- 604 ORIENTATION TO GRADUATE STUDIES IN FAMILY AND CONSUMER SCIENCES** 1 credit
Introduction to the concepts and processes necessary for graduate study in the interdisciplinary field of family and consumer sciences.
- 605 DEVELOPMENTAL PARENT-CHILD INTERACTIONS** 3 credits
Prerequisite: 265 or permission. Study of reciprocal interactions between parent and child from birth to adulthood. Consideration of cross-cultural studies, historical and societal influences, and various family characteristics and structures. Online course.
- 607 FAMILY DYNAMICS** 3 credits
Development of techniques in family and consumer sciences programs utilizing role theory, exchange theory and systems theory as understood through the study of the family across the life cycle.
- 610 CHILD DEVELOPMENT THEORIES** 3 credits
A comparative study of developmental theories of the child within the family context. Application of the theories to child rearing in the family will be emphasized.
- 624 ADVANCED HUMAN NUTRITION I** 3 credits
Prerequisites: undergraduate or graduate-level courses in nutrition and biochemistry. In-depth study of human nutrition emphasizing metabolism physiological functions, and interrelationships of carbohydrate, protein and lipids and the determinants of human energy requirements.
- 625 ADVANCED HUMAN NUTRITION II** 3 credits
Prerequisite: 624 or equivalent in-depth study of human nutrition with and emphasis in the utilization, physiological functions and interrelationships of vitamins and minerals.
- 631 PROBLEMS IN DESIGN** 1-3 credits
(May be repeated, but no more than 6 credits will apply to M. A.) Prerequisite: written proposal approved by faculty advisor. Individual solution of a specific design problem within the student's area of clothing, textiles and interior specialization.
- 632 ADVANCED FOOD THEORY AND APPLICATIONS** 3 credits
Prerequisite: 420/520 or permission. Advanced study of the chemistry and physics of food components, attesting the characteristics of foods. critical evaluation of current basic and applied research emphasized.
- 634 MATERIAL CULTURE STUDIES** 3 credits
Methods of studying clothing, textiles, and interiors from a cultural and historical perspective.
- 639 THEORIES OF FASHION** 3 credits
In-depth analysis of the theories underlying fashion and evaluation of current research related to the study of fashion.
- 640 NUTRITION IN DIMINISHED HEALTH** 3 credits
Prerequisite: 428 or permission. An examination of concepts related to nutritional intervention associated with selected pathophysiological and debilitating conditions throughout the life cycle. Emphasis on current literature.
- 651 FAMILY AND CONSUMER LAW** 3 credits
Study of laws which control and protect individuals within family. Emphasis on current trends, legal rulings. Course taught by attorney.
- 652 PROFESSIONAL PRESENTATION IN FAMILY AND CONSUMER SCIENCES** 3 credits
Developing effective family and consumer sciences professional presentations. Emphasis on visuals, display, demonstrations, public relations materials, user manuals, conference management, portfolio development, and learning styles.

- 665 DEVELOPMENT IN INFANCY AND EARLY CHILDHOOD** 3 credits
Analysis of research and theoretical frameworks regarding infant and child development from conception through age five. Implications for guidance and education.
- 677 SOCIAL PSYCHOLOGY OF DRESS AND THE NEAR ENVIRONMENT** 3 credits
Study of dress and the near environment as they relate to human behavior at the micro and macro level.
- 680 HISTORICAL AND CONCEPTUAL BASES OF FAMILY AND CONSUMER SCIENCES** 3 credits
History of the field of family and consumer sciences with emphasis on the leaders and the conceptual basis of the field.
- 685 RESEARCH METHODS IN FAMILY AND CONSUMER SCIENCES** 3 credits
A study of family and consumer sciences research methods emphasizing concept and theory development, policy application and ethical considerations.
- 688 PRACTICUM IN FAMILY AND CONSUMER SCIENCES** 3 credits
Prerequisite: permission of advisor/instructor. A minimum of 150 hours of supervised experience in an approved community setting to acquire skills related to area of specialization.
- 690 THESIS RESEARCH/READING** 3 credits
Prerequisite: permission of thesis advisor. Supervised reading and research related to approved thesis topic. May be repeated once.
- 694 MASTER'S PROJECT** 5 credits
Prerequisite: permission of advisor. The development, implementation and evaluation of a community-based supervised project which makes a significant contribution to the field and may lead to publication.
- 695 INTERNSHIP: ADVANCED PROGRAMMING IN CHILD LIFE** 5 credits
Prerequisite: 595. Field experience in a specialized area in a child life program in an approved pediatric facility under the supervision of a certified child life specialist.
- 696 INDIVIDUAL INVESTIGATION IN FAMILY AND CONSUMER SCIENCES** 1-3 credits
Prerequisite: permission of advisor. Individual investigation and analysis of a specific topic in student's area of specialization of interest under direction of a faculty advisor.
- 697 INDIVIDUAL INVESTIGATION IN FAMILY DEVELOPMENT** 1-3 credits
Prerequisite: permission of graduate advisor only. Individual pursuit and analysis in specific area of student's interest and design under direction of faculty advisor.
- 698 INDIVIDUAL INVESTIGATION OF CHILD DEVELOPMENT** 1-3 credits
Prerequisite: permission of graduate advisor only. Individual pursuit and analysis in specific area of student's interest and design under direction of faculty advisor.
- 699 MASTER'S THESIS** 5 credits
Prerequisite: permission of advisor. Supervised research in a specialized area of family and consumer sciences which makes a contribution to the field and may lead to publication.
- 572 STUDIES IN CHORAL LITERATURE III: CLASSIC-ROMANTIC** 2 credits
A study of the repertoire in terms of general structure, character, voicing, notation, pitch, ornamentation, improvisation, and interpretation of dynamics, rhythm, articulation, and tempo.
- 573 STUDIES IN CHORAL LITERATURE IV: THE 20TH CENTURY** 2 credits
A study of the repertoire in terms of general structure, character, voicing, notation, pitch, ornamentation, improvisation, and interpretation of dynamics, rhythm, articulation, and tempo.
- 574 INTEGRATIVE CONDUCTING WORKSHOP** 2 credits
A study of how to prepare and execute effective rehearsal which respond to the needs of the singers while maintaining stylistic integrity in executing the music.
- 590 WORKSHOP IN MUSIC** 1-3 credits
Prerequisite: permission of instructor. Investigation of topics not offered in regular curriculum. Graduate student must fulfill additional requirements.
- 601 CHORAL LITERATURE** 2 credits
Prerequisite: permission of instructor. Study in depth of style, structure, technical demands, manner of setting text, and special performance problems found in masterworks by great choral composers of nine centuries.
- 604 DEVELOPMENT OF OPERA** 2 credits
Prerequisite: permission of instructor. Growth and development of opera from 1600 to present. Includes detailed examination of stylistic and structural changes as well as performance practices.
- 605 BEGINNING ITALIAN I FOR SINGERS** 2 credits
Instruction is given in grammar, pronunciation, and syntax in the Italian language. Classroom drills will involve reading in Italian with special attention to pronunciation for singing.
- 606 BEGINNING ITALIAN II FOR SINGERS** 2 credits
Prerequisite: 605 or equivalent. Instruction is given in grammar, pronunciation, and syntax in the Italian language. Classroom drills will involve reading in Italian with special attention to pronunciation for singing.
- 609 PEDAGOGY OF JAZZ IMPROVISATION** 3 credits
A detailed study of the methods and materials as they relate to the teaching of jazz improvisation.
- 611 FOUNDATIONS AND PRINCIPLES OF MUSIC EDUCATION** 3 credits
Prerequisite: permission of instructor. Study of basic philosophical, historical, sociological and psychology concepts among which public school music programs function.
- 612 PRACTICES AND TRENDS IN MUSIC EDUCATION** 3 credits
Prerequisite: permission of instructor. In-depth exploration of innovative practices and trends in music education. Findings of research and practice related to prevailing situations in public/private school programs.
- 613 INSTRUCTIONAL PROGRAMMING IN MUSIC FOR THE MICROCOMPUTER** 3 credits
Prerequisite: 453/553/ Introduction to programming languages for the microcomputer including BASIC, Pascal and Assembler. Programming will be directed towards music educational concepts.
- 614 MEASUREMENT AND EVALUATION IN MUSIC** 3 credits
Prerequisite: permission of instructor. Study and application of principles of music aptitude, music achievement and content evaluation; and research as a function of evaluation.
- 615 MUSICAL STYLES AND ANALYSIS I** 2 credits
Prerequisite: permission of instructor. Detailed study of compositional techniques and stylistic traits observed in Western music from period of Gregorian chant through music of Palestrina and Gesualdo and others of late Renaissance.
- 616 MUSICAL STYLES AND ANALYSIS II** 2 credits
Prerequisite: permission of instructor. Detailed study of compositional techniques and stylistic traits observed in Western music from Monteverdi through early Beethoven.
- 617 MUSICAL STYLES AND ANALYSIS III** 2 credits
Prerequisite: permission of instructor. Detailed study of compositional techniques and stylistic traits observed in Western music from period of late Beethoven through Mahler and Strauss.
- 618 MUSICAL STYLES AND ANALYSIS IV** 2 credits
Prerequisite: permission of instructor. Detailed study of compositional techniques and stylistic traits observed in Western music in 20th Century.
- 619 THEORY AND PEDAGOGY** 2 credits
Prerequisite: permission of instructor. Methodology of theory teaching in 20th Century. Focus on differing philosophies of approach to theory instruction as noted from tests on subject. Recent innovations and techniques of teaching, such as programmed material, computer-assisted instruction studied.
- 620 COMPUTER ANALYSIS IN MUSIC** 2 credits
Prerequisite: a minimum of one course in the 615-618 series. A systematic study of analytic techniques in music which make use of the computer. Hands-on experiences with music encoding, card manipulation, interactive, systems and program writing as related to music analysis.
- 621 MUSIC HISTORY SURVEY: MIDDLE AGES AND RENAISSANCE** 2 credits
Prerequisite: permission of instructor. Historical and stylistic analysis of all aspects of music of Middle Ages and Renaissance. Research and writing in areas of special interest.
- 622 MUSIC HISTORY SURVEY: BAROQUE** 2 credits
Prerequisite: permission of instructor. Historical and stylistic analysis of Baroque music; study in depth of specific examples, from recordings, scores and live performances; continuation and synthesis of approaches normal to study of music history; selected readings related to each student's particular fields of interest; project papers.
- 623 MUSIC HISTORY SURVEY: CLASSIC AND ROMANTIC** 2 credits
Prerequisite: permission of instructor. Historical and stylistic analysis of classic and romantic music; study in depth of specific examples, through recordings, scores and live performances; discontinuation and synthesis of approaches normal to study of music history; selected readings related to each student's particular fields of interest; project papers.
- 624 MUSIC HISTORY SURVEY: MUSIC SINCE 1900** 2 credits
Prerequisite: permission of instructor. Historical and stylistic analysis of music since 1900; study in depth of specific examples through recordings and live performances, continuation and synthesis of approaches normal to study of music history; selected readings and project papers.
- 625 GRADUATE BIBLIOGRAPHY AND RESEARCH IN MUSIC** 2 credits
Prerequisite: undergraduate music degree or equivalent. Examination of all types of published music materials; research methods for thesis preparation and professional publishing; field trips to music libraries, computerized music research.
- 627 COMPUTER STUDIO DESIGN** 2 credits
The design and maintenance of a computer lab. Emphasis on hardware and software setup to maximize function and minimize maintenance.
- 630 TEACHING AND LITERATURE: BRASS INSTRUMENTS** 2 credits
Prerequisite: permission of instructor. Research in current trends and issues in brass teaching techniques and appropriate literature.

MUSIC**7500:**

- 525 MUSIC TEACHING METHODOLOGIES FOR GRADUATE STUDENTS** 2 credits
Basic pedagogic techniques related to the teaching of undergraduate music courses, including preparation of syllabi, methods of evaluation, and instruction on class preparation and presentation.
- 526 GRADUATE MUSIC THEORY REVIEW** 2 credits
Prerequisite: Undergraduate music theory equivalent to four semesters. Review of basic music theory concepts. Coverage includes the chromatic harmony vocabulary of the 18th, 19th, and 20th centuries.
- 527 GRADUATE MUSIC HISTORY REVIEW** 2 credits
Prerequisite: Undergraduate music history equivalent to four semesters of music history or literature study. review of basic music history for graduate students. Coverage extends from antiquity to the present. Both reading and listening assignments will be required.
- 532 TEACHING AND LITERATURE: PERCUSSION INSTRUMENTS** 2 credits
To train undergraduate and graduate percussion students in techniques of percussion education. Emphasis on research, literature, performance, and techniques from elementary through secondary levels.
- 551 INTRODUCTION TO MUSICOLOGY** 2 credits
Prerequisite: 352. Comparative musicology; acoustics; psychology and physiology of music; aesthetics; theory of music theory; historical musicology.
- 553 MUSIC SOFTWARE SURVEY AND USE** 2 credits
Prerequisite: 152 or permission of instructor. A survey and evaluation of available software in the various forms of musical instruction. Students will design a course suitable for submission to a programmer.
- 555 ADVANCED CONDUCTING: INSTRUMENTAL** 2 credits (30 clinical hours)
Prerequisites: 361 and 442 or permission. Baton techniques and problems relating to practice, reading and preparation of scores; organization of ensembles; programming; conducting large instrumental ensembles. One hour lab required.
- 556 ADVANCED CONDUCTION: CHORAL** 2 credits
Prerequisite: 361 or equivalent. Conduction techniques to the choral ensemble, including leadership, error detection, tonal development, stylistic accuracy and analysis. One hour lab required.
- 562 REPERTOIRE AND PEDAGOGY: ORGAN** 3 credits
Prerequisite: permission of instructor. Survey of organ literature of all eras and styles, and of methods of teaching organ, applying principles to literature.
- 563 REPERTOIRE AND PEDAGOGY: STRING INSTRUMENTS** 3 credits
Prerequisite: permission of instructor. Study in depth of the four bowed string instruments, their teaching and close relationship. Despite obvious difference in physical application of cello and bass from violin and viola, methods of bowing, sound production and coloring are closely related. Application of the instruments to solo, chamber and orchestral playing.
- 567 GUITAR PEDAGOGY** 2 credits
Prerequisite: permission of instructor. A systematic analysis of prevailing schools of guitar pedagogy. sound production psychology, method books and special problems in teaching addressed.
- 568 GUITAR ARRANGING** 2 credits
Prerequisite: permission of instructor. After comparative analyses of selected examples, student make original solo guitar arrangements of works written for other solo instruments ensembles.
- 569 HISTORY AND LITERATURE OF THE GUITAR AND LUTE** 2 credits
Prerequisite: permission of instructor. Study of plucked, fretted, string instruments from the 14th Century to the present; construction, notation, literature and performance practices. Modern editions and recordings evaluated.
- 570 STUDIES IN CHORAL LITERATURE I: MEDIEVAL-RENAISSANCE** 2 credits
A survey of choral repertoire in terms of general structure, character, voicing, notation, pitch, ornamentation, improvisation, and interpretation of dynamics, rhythm, articulation, and tempo.
- 571 STUDIES IN CHORAL LITERATURE II: BAROQUE** 2 credits
A study of the repertoire in terms of general structure, character, voicing, notation, pitch, ornamentation, improvisation, and interpretation of dynamics, rhythm, articulation, and tempo.

- 631 TEACHING AND LITERATURE: WOODWIND INSTRUMENTS** *2 credits*
Prerequisite: permission of instructor. To delineate and clarify contemporary techniques of woodwind pedagogy and to develop a comprehensive understanding of woodwind literature.
- 633 TEACHING AND LITERATURE: PIANO AND HARPSICHORD** *2 credits*
Prerequisite: permission of instructor. The examination of piano and harpsichord literature in historically chronological order with special attention to its pedagogical value and stylistic differences.
- 634 TEACHING AND LITERATURE: STRING INSTRUMENTS** *2 credits*
Prerequisite: permission of instructor. Research in current trends and issues in string teaching techniques and appropriate literature.
- 640,1,2,3 ADVANCED ACCOMPANYING I, II, III, IV** *1 credit each*
Prerequisite: Graduate standing in keyboard performance and/or accompanying or the permission of the instructor. An in-depth study of principles of accompanying, sight reading, standard repertoire, and transposition.
- 653 ELECTRONIC MUSIC** *3 credits*
The theory and practice of electronic music composition. Developing a practical understanding of sound synthesis and MIDI in a digital/analog multi-track recording studio.
- 657 STUDENT RECITAL** *0 credits*
Required of all music majors. Forum for student and faculty providing lectures, recitals, and opportunity to practice skills for successful music performance.
- 665 VOCAL PEDAGOGY** *3 credits*
Prerequisite: permission. In-depth study of subjects dealing with teaching of voice; physiology of vocal instrument, principles governing vocal production and application of vocal pedagogy.
- 666 ADVANCED SONG LITERATURE** *3 credits*
Prerequisite: permission of instructor. Systematic study of song literature presented chronologically according to national schools of composition. Stylistic compositional characteristics and representative works of all major composers of solo song literature.
- 675 SEMINAR IN MUSIC EDUCATION** *1-3 credits*
(May be repeated for a total of 6 credits) Intensive examination of special topics in the field of music education.
- 676 WORKSHOP IN CHORAL MUSIC EDUCATION** *2 credits*
A seminar dealing with the selection of choral repertoire for multiple choir programs at all levels. Approaches to score preparation, programming, rehearsal, and vocal techniques will be studied.
- 697 ADVANCED PROBLEMS IN MUSIC** *1-3 credits*
(May be repeated for a total of eight credits) Prerequisite: permission of graduate advisor. Studies or research projects related to problems in music.
- 698 GRADUATE RECITAL** *2 credits*
Prerequisite: permission of graduate advisor. Recital prepared and presented as a requirement for any appropriate degree option. If recital document is to be written in conjunction with the recital, add 699 for the additional credit. Once passed, may not be repeated for credit.
- 699 MASTER'S THESIS/PROJECT** *4-6 credits*
Prerequisite: permission of graduate advisor. Research related to the completion of the master's thesis, project, or recital document written in conjunction with the graduate recital, depending on the student's degree option.

MUSICAL ORGANIZATIONS **7510:**

- 602 AKRON SYMPHONY CHORUS** *1 credit*
Open to University and community members by audition. Prospective members should contact School of Music two weeks before semester begins. Performs with Akron Symphony Orchestra.
- 603 UNIVERSITY SYMPHONY ORCHESTRA** *1 credit*
Membership by audition. Organization devoted to study of orchestral literature. Full-length concerts as well as special University appearances. Major conducted ensemble.
- 604 SYMPHONIC BAND** *1 credit*
Membership by audition. The University Symphonic Band is the most select band at the University and performs the most demanding and challenging music available.
- 605 VOCAL CHAMBER ENSEMBLE** *1 credit*
Membership open to those enrolled in applied voice study. Coaching and rehearsal of solo and ensemble literature for voices from operatic, oratorio and lieder repertoires.
- 606 BRASS ENSEMBLE** *1 credit*
Membership by audition. Study and performance of literature for brass ensemble from all periods of music history. Frequent public concerts. For advanced brass players.
- 607 STRING ENSEMBLE** *1 credit*
Membership by audition. In-depth study and performance of chamber music literature with special emphasis on string quartet and piano trio.
- 608 OPERA WORKSHOP** *1 credit*
Membership by audition. Musical and dramatic group study of excerpts from operatic repertoire. Includes annual production of standard opera and/or contemporary chamber work with staging, costumes and scenery.
- 609 PERCUSSION ENSEMBLE** *1 credit*
Membership by audition. Study and performance of literature for various percussion groups; develops skill in ensemble performance.
- 610 WOODWIND ENSEMBLE** *1 credit*
Membership by audition. Study and performance of woodwind literature from all periods for various combinations of woodwinds. Develops performance skills and knowledge of woodwind literature.
- 614 KEYBOARD ENSEMBLE** *1 credit*
Involves three hours a week of accompanying. Keyboard major required to enroll for at least three years. Music education major may substitute another musical organization for one year.
- 615 JAZZ ENSEMBLE** *1 credit*
Membership by audition. Provides experience in jazz ensemble performance. A student is assumed to have knowledge of rudiments of music and some experience in jazz ensemble performance.
- 618 SMALL ENSEMBLE-MIXED** *1 credit*
Chamber Ensemble, Baroque Ensemble and Contemporary Music Ensemble. Each is a group of diverse instruments which rehearses and performs a selected body of music.
- 620 CONCERT CHOIR** *1 credit*
Membership by audition. Highly select mixed choir. Performs classical literature from all periods. Campus, regional, and tour performances. "Major conducted ensemble" for vocal majors.
- 621 UNIVERSITY SINGERS** *1 credit*
Membership by audition. Mixed ensemble devoted to performance of a wide variety of choral literature from classical to popular. "Major conducted ensemble" for vocal majors.
- 625 CONCERT BAND** *1 credit*
Membership by Audition. Performs the finest in concert band literature available for concert bands today.

- 626 MARCHING BAND** *1 credit*
This organization is noted for its high energy performances a University football games. Enrollment is open to all members of the University student body.
- 627 BLUE AND GOLD BRASS** *1 credit*
The official band for Akron home basketball games. Membership is by audition.
- 628 UNIVERSITY BAND** *1 credit*
This ensemble is active during spring Semester Only. This concert band is open to all members of the University Community.
- 629 BLUE AND GOLD BRASS II** *1 credit*
The official band for Akron home ladies basketball games. Membership is by audition.

APPLIED MUSIC **7520:**

- 521-569 APPLIED MUSIC FOR MUSIC MAJORS** *2 or 4 credits each*
The following courses are intended for a student majoring in one of the programs in the Department of Music. Courses levels correspond approximately to class standing (100 for freshman, 200 for sophomore, etc.) A student may progress up one level by successfully completing an applied music jury, usually offered in the spring semester. NOTE: No more than eight credits at the 100, 200 or 300 level may apply in music degree programs; no such limit exists for the 400 level.
- 521 PERCUSSION**
- 522 CLASSICAL GUITAR**
- 523 HARP**
- 524 VOICE**
- 525 PIANO**
- 526 ORGAN**
- 527 VIOLIN**
- 528 VIOLA**
- 529 CELLO**
- 530 STRING BASS**
- 531 TRUMPET OR CORNET**
- 532 FRENCH HORN**
- 533 TROMBONE**
- 534 BARITONE**
- 535 TUBA**
- 536 FLUTE OR PICCOLO**
- 537 OBOE OR ENGLISH HORN**
- 538 CLARINET OR BASS CLARINET**
- 539 BASSOON OR CONTRABASSOON**
- 540 SAXOPHONE**
- 541 HARPSICHORD**
- 542 PRIVATE LESSONS IN MUSIC COMPOSITION** *2-4 credits each*
(May be repeated) Prerequisites: 7500:252 and permission of instructor; 7500:452 recommended. Private instruction in composition. Primarily for student whose major is theory-composition.
- 569 JAZZ VOCAL STYLES**
- 621-661 GRADUATE STUDY IN APPLIED MUSIC** *2 or 4 credits each*
(May be repeated) Prerequisites: undergraduate degree in music, graduate standing and/or permission of instructor determined through audition.
- 621 PERCUSSION**
- 622 CLASSICAL GUITAR**
- 623 HARP**
- 624 VOICE**
- 625 PIANO**
- 626 ORGAN**
- 627 VIOLIN**
- 628 VIOLA**
- 629 CELLO**
- 630 STRING BASS**
- 631 TRUMPET OR CORNET**
- 632 FRENCH HORN**
- 633 TROMBONE**
- 634 BARITONE**
- 635 TUBA**
- 636 FLUTE OR PICCOLO**
- 637 OBOE OR ENGLISH HORN**
- 638 CLARINET OR BASS CLARINET**
- 639 BASSOON OR CONTRABASSOON**
- 640 SAXOPHONE**
- 641 HARPSICHORD**
- 642 APPLIED COMPOSITION**
- 661 JAZZ PERCUSSION**
- 662 JAZZ GUITAR** *2-4 credits*
(May be repeated) Prerequisite: undergraduate degree with a major in music. Private instruction in composition offered primarily for a student majoring in composition. Another student may be approved by composition faculty.
- 663 JAZZ ELECTRIC BASS**
- 664 JAZZ PIANO**
- 665 JAZZ TRUMPET**

- 666 JAZZ TROMBONE
 667 JAZZ SAXOPHONE
 668 JAZZ COMPOSITION
 669 JAZZ VOCAL STYLES

COMMUNICATION 7600:

- 500 HISTORY OF JOURNALISM IN AMERICA 3 credits
 A review and analysis of the historical evolution of journalism in America, focusing primarily on newspapers, magazines, radio, television.
- 508 WOMEN, MINORITIES AND NEWS 3 credits
 Study of images of women and minorities in U.S. news, along with the power women and minorities have as decision-makers in the news industry.
- 516 NEW MEDIA WRITING 3 credits
 Prerequisite: 201 or permission of the instructor. This class will look at how today's professionals practice online publishing. Students will work on writing and reporting skills need in New Media.
- 517 NEW MEDIA PRODUCTION 3 credits
 Prerequisites: 375 or permission of the instructor and 516. Covers practical application of software to create on-line multimedia documents and explores design ideas for New Media content.
- 520 MAGAZINE WRITING 3 credits
 An advanced writing class designed to develop the specialized reporting, researching, and writing skills needed in consumer and specialized business magazines today.
- 525 COMMERCIAL ELECTRONIC PUBLISHING 3 credits
 This advanced class allows an in depth investigation of the business and production principles of electronic publishing of magazines.
- 535 COMMUNICATION IN ORGANIZATIONS 3 credits
 Overview of theories and approaches for understanding communication flow and practices in organizations; including interdepartmental, networks, superior-subordinate, formal and informal communication.
- 536 ANALYZING ORGANIZATIONAL COMMUNICATION 3 credits
 Prerequisite: 535 or permission. Methodology for in-depth analysis and application of communication in organizations; team building, conflict management, communication flow. Individual and group projects; simulations.
- 537 TRAINING METHODS IN COMMUNICATION 3 credits
 Prerequisite: 345 or permission. Principles and concepts in the design and delivery of communication training programs; integration of theory and methodology; presentation skills; matching methods and learner needs.
- 538 HEALTH COMMUNICATION 3 credits
 This course presents an overview of health communication theory and research issues in interpersonal, small group, organizational, public relations, and mass media contexts.
- 546 WOMEN, MINORITIES, AND MEDIA 3 credits
 Examination of the media's portrayal of white women and people of color and the roles of media decision-makers as powerful counterparts to these images.
- 554 THEORY OF GROUP PROCESSES 3 credits
 Group communication theory and conference leadership as applied to individual projects and seminar reports.
- 557 PUBLIC SPEAKING IN AMERICA 3 credits
 Survey and critical analysis of major speakers, speeches and speech movements in American history. Examines how style and content of American speaking influenced events and reflected their times.
- 559 LEADERSHIP AND COMMUNICATION 3 credits
 Theories of leadership and communication across public, organizational, small group, interpersonal, and political contexts. Assessment tools provided. Guest speakers.
- 562 ADVANCED MEDIA WRITING 3 credits
 Prerequisites: 201, 280, 387, or equivalent. Practical applications of script writing principles and techniques, focusing on the skills and discipline required to finish an entire script.
- 568 NONLINEAR VIDEO EDITING 3 credits
 Prerequisites: 280 or equivalent. Advanced computerized multi-track audio and video editing. Theory and practice of multi-track sound mix for video productions.
- 571 THEORIES OF RHETORIC 3 credits
 Study of key figures in history of rhetorical theory, stressing interrelationships among theories of rhetoric, intellectual climates and social climates.
- 581 FILM AS ART: AN INTRODUCTION TO THE FILM FORUM 3 credits
 Explores the formal laws that govern a film acquainting the students with the film narrative and its stylistic elements.
- 590 COMMUNICATION WORKSHOP 1-3 credits
 (May be repeated for a total of six credits) Group study or group projects investigating a particular phase of media not covered by other courses in curriculum.
- 593 PRODUCTION PRACTICUM 3 credits
 Prerequisite: permission. Practical application of writing, directing, management, recording, and editing skills in problems in electronic media production.
- 600 INTRODUCTION TO GRADUATE STUDY IN COMMUNICATION 3 credits
 Introduction to the ideas and scholarship that constitute the various research interests in the department.
- 603 EMPIRICAL RESEARCH IN COMMUNICATION 3 credits
 An introduction to elementary concepts of empirical and quantitative research and their application in studies of mass media research topics.
- 604 INTRODUCTION TO QUANTITATIVE RESEARCH IN COMMUNICATION 3 credits
 Prerequisite: 603 or equivalent. An introduction to reading and understanding research designs employing basic parametric and nonparametric descriptive and hypotheses testing statistical models in mass media-communication.
- 606 COMMUNICATION PROBLEMS IN THE BASIC SPEECH COURSE 1 credit
 Designed to train a graduate student in methods and materials of introductory speech course. Required of all teaching graduate assistants.
- 608 COMMUNICATION PEDAGOGY 3 credits
 Familiarizes students with aspects of teaching communication and media courses at the college level.
- 624 SURVEY OF COMMUNICATION THEORY 3 credits
 Study of dimensions of field of communication: information analysis, social interaction and semantic analysis.
- 625 THEORIES OF MASS COMMUNICATION 3 credits
 A review of theories of mass media and studies exploring the effect of media.

- 628 CONTEMPORARY PUBLIC RELATIONS THEORY 3 credits
 Study and practical application of communication concepts, theories and skills relevant to public relations programs in businesses and nonprofit organizations.
- 645 INTERCULTURAL COMMUNICATION THEORY 3 credits
 Analysis of the impact on the communication process of cultural difference between communicators; examination of existing literature in intercultural communication.
- 670 COMMUNICATION CRITICISM 3 credits
 Introduces the basic elements, approaches and types of critical discourse as it is relevant to communication and mass media studies.
- 680 GRADUATE COMMUNICATION INTERNSHIP 1-6 credits
 (May be repeated for a total of six credits.) Prerequisites: must have attained the category of full admission and be in good standing in the School's graduate program; must receive permission and approval of internship placement and research proposal. Provides communication graduate students with opportunity to obtain experience and to apply knowledge of academic concepts in a supervised work setting in the communication field.
- 691 ADVANCED COMMUNICATION STUDIES 3 credits
 (May be repeated for a total of six credits.) Special topics in communication in areas of particular faculty expertise. Consult department for particular topic each semester.
- 697 GRADUATE RESEARCH IN COMMUNICATION 1-6 credits
 (May be repeated for a total of six credits.) Prerequisites: 7800:600 and approval of project prospectus one term prior to undertaking the project. Performance of research on problems found in mass media-communication.
- 698 MASTER'S PROJECT/PRODUCTION 1-6 credits
 (May be repeated for a total of six credits.) Prerequisite: Permission of the school director.
- 699 MASTER'S THESIS 1-6 credits
 (May be repeated for a total of six credits.) Prerequisite: Permission of the school director.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY 7700:

- 530 ASPECTS OF NORMAL LANGUAGE DEVELOPMENT 3 credits
 (Not open to communicative disorders major) Introduction to acquisition and development of comprehension and production of language – phonologically, semantically and syntactically. Relates language acquisition to perceptual development of child and looks at function of language in individual, family and school.
- 540 AUGMENTATIVE COMMUNICATION 3 credits
 Prerequisite: 330 or 430/530 or permission of instructor. Overviews augmentative communication systems—candidates, symbol systems, devices, vocabulary, funding. Considers interdisciplinary issues in assessment/intervention.
- 545 MULTICULTURAL CONSIDERATIONS FOR AUDIOLOGISTS AND SPEECH-LANGUAGE PATHOLOGISTS 2 credits
 Prerequisite: 7700:110 or graduate standing. This course introduces the multicultural considerations faced by audiologists and speech-language pathologists providing services to families and individuals with communication disorders.
- 560 SPEECH-LANGUAGE AND HEARING DISORDERS IN THE PUBLIC SCHOOLS 2 credits
 (Not open to communicative disorders major) Nature, causes and treatment of speech, hearing and language disorders in public schools. Special reference to role of classroom teacher in identifying and referring student with suspected problems and in working with school clinician.
- 561 ORGANIZATION AND ADMINISTRATION: PUBLIC SCHOOL SPEECH-LANGUAGE AND HEARING PROGRAMS 2 credits
 Prerequisites: Senior or graduate standing. For clinicians who plan to work in public school systems. Covers program requirements and professional/ethical issues imposed by PL 94-142.
- 580 EARLY INTERVENTION FOR PRESCHOOLERS 2 credits
 Prerequisite: graduate status. This course explores model programs currently being offered to the three to five year old population, with and without disabilities at two different levels.
- 585 DEVELOPMENTAL DISABILITIES 2 credits
 Prerequisite: graduate status. Current practice related to clinical intervention designed for individuals with developmental disabilities. Explores the use of the natural environment and the computer as intervention tools.
- 590 WORKSHOP: SPEECH-LANGUAGE PATHOLOGY AND/OR AUDIOLOGY 1-3 credits
 (May be repeated for a total of four credits) Prerequisite: permission. Group investigation of particular phase of speech pathology and/or audiology not offered by other courses.
- 610 INSTRUMENTATION IN SPEECH PATHOLOGY AND AUDIOLOGY 2 credits
 Principles and use of clinical and research instrumentation in speech and hearing.
- 611 RESEARCH METHODS IN COMMUNICATIVE DISORDERS I 3 credits
 Introduction to experimental design in field of communicative disorders.
- 612 RESEARCH METHODS IN COMMUNICATIVE DISORDERS II 2 credits
 Prerequisite: 611. Advanced experimental methods; development of a research study.
- 620 ARTICULATION 2 credits
 Historical background, current theories and research related to etiology, evaluation and treatment of articulation and phonology disorders.
- 623 SUPPORT SYSTEMS FOR INDIVIDUALS AND FAMILIES WITH COMMUNICATIVE DISORDERS 2 credits
 Enhances students' abilities to interview, provide educational information, and create support systems for persons with communicative handicaps and their families.
- 624 NEUROGENIC SPEECH AND LANGUAGE DISORDERS 3 credits
 Prerequisite: graduate status. Course presents current theories and research related to neuroanatomical etiology, diagnosis, classification and treatment of adults with neurologically based communication disorders.
- 626 VOICE AND CLEFT PALATE 3 credits
 Prerequisite: graduate status. Background and current research related to normal vocal and velopharyngeal function as well as the etiology, diagnosis, and treatment of voice and cleft palate.
- 627 STUTTERING: THEORIES AND THERAPIES 2 credits
 Prerequisite: graduate status. This course provides information and discussion on theories, classification, diagnosis, and treatment of fluency disorders.
- 628 TOPICS IN DIFFERENTIAL DIAGNOSIS OF SPEECH AND LANGUAGE DISORDERS 2 credits
 (May be repeated for a total of four credits) Prerequisite: permission of director of Speech and Hearing Center.
- 629 TOPICS: SPEECH PATHOLOGY AND AUDIOLOGY 2 credits
 Prerequisite: permission of instructor. Selected current topics in clinical and/or experimental areas of speech pathology, audiology, or language. Emphasis on review of current and historical literature.

- 630 CLINICAL ISSUES IN CHILD LANGUAGE** 4 credits
Prerequisite: graduate status. Presents current research perspectives on child language disorders and clinical methodologies in language assessment and intervention.
- 631 ACQUIRED BRAIN INJURY** 3 credits
Prerequisites: permission of instructor. A study of behavioral deficits, stages of recovery, assessment techniques, and principles of cognitive rehabilitation related to closed head injury.
- 632 DYSPHAGIA** 3 credits
Outlines etiology, assessment, and treatment for infants, children, and adults with feeding and swallowing disorders (dysphagia). It provides actual experiences in diagnosis and feeding techniques.
- 633 PROFESSIONAL ISSUES** 2 credits
Prerequisite: graduate status. Ethical, moral, and legal processes within current SLP professional issues are discussed. Students are encouraged to develop personal professional viewpoints and identity.
- 638 SEMINAR IN LANGUAGE AND SPEECH OF THE HEARING IMPAIRED** 2 credits
Study of development of language and speech in hearing-impaired children, emphasizing psycholinguistic approach, and means of intervention. Communicative processes of hearing-impaired adults. Effect of conditions of minimum auditory stimulation and acoustic feedback on speech and language. Methods of speech conservation.
- 639 ADVANCED CLINICAL TESTING** 4 credits
Theoretical basis for pure tone, speech tests, masking and acoustic impedance measurements. Review of classical and current literature relative to above tests.
- 650 ADVANCED CLINICAL PRACTICUM: SPEECH-LANGUAGE PATHOLOGY** 1-6 credits
Prerequisite: Permission (may be repeated). Supervised clinical practicum in evaluation and treatment of speech and language disorders; includes preparation of written reports.
- 695 EXTERNSHIP: SPEECH PATHOLOGY** 6 credits
Prerequisite: Permission (may be repeated once). Clinical practicum in a selected speech-language pathology or audiology facility.
- 696 EXTERNSHIP SEMINAR** 1 credit
(May be repeated once) Corequisite: 695. Taken concurrently with externship in speech-language pathology. Review and discuss issues raised during extern experience.
- 697 SPECIAL PROBLEMS: SPEECH PATHOLOGY AND/OR AUDIOLOGY** 1-3 credits
(May be repeated for total of six credits.) Prerequisite: permission of instructor. Guided research or reading in selected topics in speech pathology, audiology, or language disorders.
- 699 MASTER'S THESIS** 4-6 credits
(May be repeated for a total of six credits.) Prerequisite: permission of School Director.
- 701 BASIC AND APPLIED PHYSICAL ACOUSTICS FOR AUDIOLOGY** 4 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of physical acoustics, basic electricity and electronics, as well as principles, methodology, calibration and maintenance of audiology equipment (included 1 credit hour lab).
- 702 ANATOMY AND PHYSIOLOGY OF THE PERIPHERAL AUDITORY AND VESTIBULAR SYSTEMS** 3 credits
Prerequisite: admission to the Au.D. program or permission of instructor. A study of the anatomy, biophysics, and physiology of the auditory and vestibular systems.
- 703 ACOUSTIC PHONETICS** 4 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of the acoustics, measurement, and nomenclature of speech sounds and theoretical and acoustic bases of speech perception (includes 1 credit hour lab).
- 704 CRITICAL ANALYSIS OF RESEARCH IN AUDIOLOGY I** 4 credits
Prerequisite: admission to the Au.D. program or permission of instructor. General introduction to the research process with an emphasis on acquiring a reading knowledge of research and an ability to evaluate research.
- 705 AUDITORY DISORDERS** 2 credits
Prerequisite: admission to the Au.D. program. Study of conditions/diseases that can affect the auditory system.
- 706 ANATOMY AND PHYSIOLOGY UNDERLYING NEURO-OTOLOGY** 4 credits
Prerequisite: 702. An in-depth study of the anatomy and physiology of the central auditory and vestibular nervous systems (includes 1 credit hour lab).
- 707 PSYCHOACOUSTICS** 3 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of the principles, procedures, and research of psychoacoustics: the relationships between the physical dimensions of auditory stimuli and the resultant perceptual experience with normal and impaired hearing.
- 708 CRITICAL ANALYSIS OF RESEARCH II** 2 credits
Prerequisite: 704. Development of a reading knowledge of research and the ability to evaluate the quality of research studies.
- 709 AUDIOLOGIC ASSESSMENT** 3 credits
Prerequisite: 705, 743. Theoretical basis for tests underlying basic audiologic assessments.
- 710 INDUSTRIAL AND COMMUNITY NOISE** 3 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Theoretical principles of noise measurement; etiology of noise-induced hearing loss and acoustic trauma; industrial hearing conservation program, Occupational Health and Safety Act; community and recreational noise evaluation and management.
- 711 SPEECH-LANGUAGE PATHOLOGY FOR THE AUDIOLOGIST** 4 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Examination of normal and abnormal aspects of speech and language including their impact on auditory function and testing.
- 712 DIAGNOSIS OF AUDITORY DISORDERS** 3 credits
Prerequisite: 709. Underlying theory and principles of administration and interpretation of site-of-lesion tests.
- 713 HEARING AID TECHNOLOGY** 4 credits
Prerequisite: 701. Study of amplification systems for the hearing impaired.
- 714 GERONTOLOGICAL ISSUES IN AUDIOLOGY** 3 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Physiological, psychological, and sociological theories of aging with a focus on the etiology, symptomatology, assessment, and rehabilitation of older adults with hearing impairments.
- 715 CENTRAL AUDITORY PROCESSING: EVALUATION AND MEASUREMENT** 3 credits
Prerequisites: 705 and 706. Study of audiologic evaluation and habilitation/rehabilitation procedures for people having central auditory disabilities.
- 716 ADULT HEARING AID FITTING AND SELECTION** 3 credits
Prerequisite: 713. Examination of the theory and practice of fitting hearing aids. Emphasis on special clinical procedures, research needs, and evolving technology in hearing instruments (includes 1 credit hour lab).
- 717 PEDIATRIC AUDIOLOGY** 3 credits
Prerequisite: 709. Study of audiologic diagnostic and auditory habilitative protocols for the birth to 3 population. Both assessment and management strategies will be emphasized.
- 718 COCHLEAR IMPLANTS** 2 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of cochlear implants in children and adults including equipment, candidacy, mapping, and overview of (re)habilitation.
- 719 COUNSELING IN AUDIOLOGY** 3 credits
Prerequisites: admission to the Au.D. program or permission of instructor. Focus on interviewing, counseling, and interacting with individuals with hearing impairments, their families, and significant others.
- 720 PEDIATRIC AMPLIFICATION** 3 credits
Prerequisites: 713, 716, 717. The focus of study is on amplification systems and fitting techniques for the pediatric population.
- 721 EVALUATION AND MANAGEMENT OF BALANCE DISORDERS** 3 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of the balance mechanism; differential diagnostic assessment of balance disorders including electronystagmography, posturography and rotational testing; rehabilitation of the balance disordered patient (includes 1 credit hour lab).
- 722 AUDIOLOGIC MANAGEMENT OF THE SCHOOL-AGED CHILD** 3 credits
Prerequisite: 717. Focus on educational audiology. Features delivery of audiologic services designed to access the school environment for children ages 4-21.
- 723 AUDIOLOGIC REHABILITATION OF ADULTS** 4 credits
Prerequisite: 716. Study of current methodologies employed in the audiologic rehabilitation of adults with hearing impairments. Implementation of remedial strategies is emphasized.
- 724 HISTORY OF AUDIOLOGY** 1 credit
Prerequisite: admission to the Au.D. program or permission of instructor. An examination of the history of deafness/hearing impairment and the profession of audiology.
- 725 MEDICAL MANAGEMENT OF AUDITORY DISORDERS** 2 credits
Prerequisite: 712. A study of the multidisciplinary approach to medical/surgical management of patients with auditory and vestibular disorders.
- 726 ELECTROPHYSIOLOGICAL TECHNIQUES IN AUDIOLOGY** 3 credits
Prerequisite: 706. Study of evoked responses used in diagnostic audiology, including ABR, MLR, ECochG, ENOG, ALR, P300, VER, and SSER.
- 727 CULTURAL ISSUES IN DEAFNESS** 2 credits
Prerequisite: admission to the Au.D. program or permission of instructor. An introduction to Deaf Culture and the audiologist's roles and responsibilities in planning treatment with members of the deaf community.
- 728 SEMINAR IN AUDIOLOGY** 2 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Selected current topics in audiology with emphasis on review of current literature. Course may be repeated up to six credits.
- 729 RESEARCH PROJECT IN AUDIOLOGY** 3 credits
Prerequisite: admission to the Au.D. program or permission. Completion of a Doctoral Research Project including data collection, analysis, write-up, and oral presentation.
- 730 PRACTICE MANAGEMENT IN AUDIOLOGY** 4 credits
Prerequisite: admission to the Au.D. program or permission of instructor. Study of issues which impact the management of audiologic practices, including establishing a private practice, reimbursement, marketing, record keeping and professional liability.
- 731 SEMINAR: SUPERVISED PROFESSIONAL EXPERIENCE** 1-6 credits
Corequisite: 750 or 751 or permission of instructor. In depth consideration of topics/issues in the practice of audiology with emphasis upon issues related to clinical rotation issues. Repeatable up to six credits.
- 741 DIRECTED OBSERVATION IN AUDIOLOGY I** 1 credit
Prerequisite: admission to the Au.D. program or permission of instructor. Introduction to clinical practicum in Audiology. Directed observation of clinical practice including audiologic diagnosis and audiologic rehabilitation are required.
- 742 DIRECTED OBSERVATION IN AUDIOLOGY II** 1 credit
Prerequisite: admission to the Au.D. program or permission of instructor. Introduction to clinical practicum in Audiology. Directed observation of clinical practice including audiologic diagnosis and audiologic rehabilitation are required.
- 743 CLERKSHIP I** 1 credit
Corequisite: 709. Clinical practicum in audiology during which students perform discrete tasks under supervision.
- 744 CLERKSHIP II** 1 credit
Prerequisite: 743. Supervised clinical practicum in audiology during which students will perform discrete clinical tasks while under supervision.
- 745 INTERNSHIP IN AUDIOLOGY I** 2 credits
Prerequisite: 744. Supervised practicum in audiology requiring the independent performance of basic audiologic procedures, including hearing aid management.
- 746 INTERNSHIP IN AUDIOLOGY II** 3 credits
Prerequisites: 745 and permission. Supervised clinical practicum in audiology requiring the independent performance of diagnostic audiology, hearing aids, and audiologic rehabilitation procedures.
- 747 GRADUATE AUDIOLOGIST I** 3 credits
Prerequisites: 746. Supervised clinical practicum in audiology which encompasses audiologic assessments and audiologic rehabilitation.
- 748 GRADUATE AUDIOLOGIST II** 3 credits
Prerequisites: 747 and permission. Supervised clinical practicum in audiology requiring the independent performance of audiologic procedures, audiologic rehabilitation, and vestibular assessment and rehabilitation.
- 749 GRADUATE AUDIOLOGIST III** 3 credits
Prerequisites: 748 and permission. Supervised clinical practicum in audiology which encompasses the entire range of audiologic procedures including neurophysiological based procedures.
- 750 SUPERVISED PROFESSIONAL EXPERIENCE IN AUDIOLOGY I** 14 credits
Prerequisites: 749 and permission and successful completion of the PRAXIS Examination. Corequisite: 731. Full-time clinical practicum in audiology at an off-campus site.
- 751 SUPERVISED PROFESSIONAL EXPERIENCE IN AUDIOLOGY II** 14 credits
Prerequisites: 750 and permission. Corequisite: 731. Full-time clinical practicum in audiology at an off-campus site.

SOCIAL WORK**7750:**

- 501 SOCIAL WORK PRACTICE I** 3 credits
Prerequisite: 276 or permission of instructor. Basic concepts and methods of social work practice, particularly relating to understanding and working with individuals and families.
- 502 SOCIAL WORK PRACTICE II** 3 credits
Prerequisite: 401 or permission of instructor. Concepts and methods of social work practice particularly relating to understanding and working with groups in various settings in our society.

- 503 SOCIAL WORK PRACTICE III** 3 credits
Prerequisite: 401 or permission of instructor. Development of understanding and practice methods for utilization of community organization and social planning as social work process in assessing problems and developing programs to meet needs.
- 504 SOCIAL WORK PRACTICE IV** 3 credits
Prerequisite: 401 or permission of instructor. Professional social work practice with families in social services; the dynamics of family systems, assessment of family function and dysfunction, professional helping processes.
- 510 MINORITY ISSUES IN SOCIAL WORK PRACTICE** 3 credits
Prerequisite: 276 or permission of instructor; must be taken prior to or concurrently with 401 and one of the other practice courses (402, 403, 404). Racial, ethnic and cultural issues in social work related to various practice and theoretical perspectives, to various types of social problems, service agencies, individual family, group, community and societal contexts integrated with the methodological processes of the social work practitioners.
- 511 WOMEN'S ISSUES IN SOCIAL WORK PRACTICE** 3 credits
Prerequisite: 276 or permission of instructor. Social work practice, knowledge and skill, social welfare institutions and social policy in relation to women's issues and concerns in the United States.
- 525 SOCIAL WORK ETHICS** 3 credits
Prerequisite: 276 or permission of instructor. Social Worker's code of ethics as applied to practices, problems and issues in social work.
- 527 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I** 3 credits
Prerequisite for 427: 276 or permission of instructor; for 527: permission of instructor. Social work perspective on human development across the life cycle. Human diversity approach consistent with the needs of social work students preparing for practice.
- 530 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II** 3 credits
Prerequisites for 430: 276, 427 or permission of instructor; for 530: permission of instructor. Emphasis on social workers' understanding of and use of individual interaction and growth within family as a system, groups, roles, organizations, community, and culture.
- 540 SOCIAL WORK RESEARCH I** 3 credits
Prerequisites for 440: 276 or permission of instructor; for 540: permission. Social work practitioner's role in utilization of scientific method in the conduct of practice and utilization of social work research as found in social work and social science literature for improvement and advancement of social work practice.
- 541 SOCIAL WORK RESEARCH II** 3 credits
Prerequisite for 441:440 or permission of instructor; for 541: permission of instructor. Evaluation of social work intervention with individual, group and community. Processing and interpreting agency information for better practice, policy and administrative decisions.
- 545 SOCIAL POLICY ANALYSIS FOR SOCIAL WORKERS** 3 credits
Prerequisite for 445: 276 or permission of instructor; for 545: undergraduate social work degree or permission. Description, analysis and construction of social policy in social services; to understanding forces and processes which establish or change social policies, to predict consequences of social policies, and to establish goals for social policy development; integrated into effective social work methodology.
- 550 SOCIAL NEEDS AND SERVICES FOR LATER ADULTHOOD AND AGING** 3 credits
Prerequisite: 276 or permission of instructor. Application of knowledge and principles of professional social work practice to understanding, development and provision of social services to meet needs of aging and later maturity individuals, families and communities and institutions serving them and their relatives.
- 551 SOCIAL WORK IN CHILD WELFARE** 3 credits
Prerequisite: 276 or permission of instructor. In-depth exploration of structure and functioning of social services designed to help children, and of practice of social work in child-welfare settings. consideration of supportive, supplementary, and substitutive services.
- 552 SOCIAL WORK IN MENTAL HEALTH** 3 credits
Prerequisite: 276 or permission of instructor. Issues, organization, development, and methodologies of current professional social work practice in mental-health settings.
- 554 SOCIAL WORK IN JUVENILE JUSTICE** 3 credits
Prerequisite: 276 or permission of instructor (undergraduate). The theory and practice of social work in the juvenile justice systems of the United States. Traditional procedures and recent developments, prevention, diversion and community outreach, legal concerns, case management, institutional functioning.
- 555 THE BLACK FAMILY** 3 credits
Prerequisite: 276 or permission of instructor. Contemporary problems facing black families; male-female relationships, single parent households, black teens and elderly, public policy, theoretical models, explaining development of the black family.
- 556 SOCIAL WORK IN HEALTH SERVICES** 3 credits
Prerequisite: 276 or permission of instructor. Policies, programs and practice in health-care settings: short-term, intermediate and long-term, hospitals, out-patient services, emergency services, clinics, visiting nurse services, nursing homes, pediatric services, self-help organizations.
- 558 ADULT DAY CARE** 3 credits
Prerequisite for 458: 276 or permission of instructor; for 558: permission of instructor. Planning, development, implementing, evaluating, and delivery of adult day-care services.
- 559 SOCIAL WORK WITH THE MENTALLY RETARDED** 3 credits
Prerequisite: 276 or permission of instructor. Application of social work principles in the provision of social services to meet the need of the mentally retarded and developmentally disabled and their families.
- 565 ADMINISTRATION AND SUPERVISION IN SOCIAL WORK** 3 credits
Prerequisite: 401 or permission of instructor. Preparation for use of supervision, staff development and program planning in a social work agency. Examines the social work/welfare agency in its community as it affects its organizational goal-setting and program-implementation problems.
- 570 LAW FOR SOCIAL WORKERS** 3 credits
Prerequisite: 276 or permission of instructor. Basic terminology, theories, principles, organization, and procedures of law will be explored along with the relationships between social work and law and comparisons of the theoretical bases of the two professions.
- 575 SUBSTANCE ABUSE AND SOCIAL WORK PRACTICE** 3 credits
Prerequisite: 276 or permission of instructor. Provides students with the essential knowledge and skill for successful social work practice with people involved in substance abuse.
- 580 SPECIAL TOPICS IN SOCIAL WORK AND SOCIAL WELFARE** 1-3 credits
Prerequisite: permission of instructor. Analysis of current social work and social welfare theory and policy, settings, innovative interventions and trends in delivery systems in relation to selected areas of concern. Topics and credits variable.
- 597 INDIVIDUAL INVESTIGATIONS IN SOCIAL WORK SOCIAL WELFARE** 1-3 credits
Prerequisites: permission and prearrangement with instructor. Individual readings, research or projects in area of interest in social welfare theory or institutional operations or in social work practice under guidance of social work faculty member. Preparation of report paper appropriate to nature of topic. For social work major.
- 601 FOUNDATION FIELD PRACTICUM** 3 credits
Prerequisites: first of two field practicum courses to be taken in the first year of the MSW program. A two-semester, 400 clock hour, supervised internship at a social service agency. Credit/noncredit. (Offered only Fall Semester.)
- 602 FOUNDATION FIELD PRACTICUM** 3 credits
Prerequisites: second of two field practicum courses to be taken in the first year of the MSW program. A two-semester, 400 clock hour, supervised internship at a social service agency. Credit/noncredit. (Offered only Spring Semester.)
- 603 ADVANCED FIELD PRACTICUM** 3 credits
Prerequisites: first of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student's concentration and specialization. Credit/noncredit. (Offered only Fall Semester.)
- 604 ADVANCED FIELD PRACTICUM** 3 credits
Prerequisites: second of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student's concentration and specialization. Credit/noncredit. (Offered only Spring Semester.)
- 605 SOCIAL WORK PRACTICE WITH LARGE SYSTEMS** 3 credits
Prerequisite: 604 or permission of instructor. Provides the basic knowledge, skills, and strategies of social work practice with task groups, organizations and communities.
- 607 ADVANCED PRACTICE WITH SMALL SYSTEMS I** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course focuses on the differential assessment of individuals, families and small groups and the application of a range of theory bases.
- 608 ADVANCED PRACTICE WITH SMALL SYSTEMS II** 3 credits
Prerequisite: 704 or permission of instructor. As a continuation of Advanced Practice I, this course focuses on the development and implementation of intervention strategies with and on behalf of small systems.
- 609 SOCIAL WORK PRACTICE WITH SMALL SYSTEMS** 3 credits
Prerequisite: graduate status or permission of instructor. Provides the basic knowledge, skills, professional ethics and values necessary for beginning social work practice with small client systems.
- 611 DYNAMICS OF RACISM AND DISCRIMINATION** 3 credits
Prerequisite: graduate status or permission of instructor. Provides knowledge of analyzing and understanding the factors leading to and sustaining racism, sexism, homophobia, and the like, at micro and macro levels.
- 622 FUNDAMENTALS OF RESEARCH I** 3 credits
Prerequisite: graduate status or permission of instructor. This course provides an introduction to the logic of scientific inquiry, the research process, and the relationship between research and social work practice.
- 623 FUNDAMENTALS OF RESEARCH II** 3 credits
Prerequisite: 622; statistics course; or permission of instructor. Provides students with an understanding of quantitative and qualitative methodologies and the use of descriptive and inferential statistics in analyzing research data.
- 631 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT: SMALL SOCIAL SYSTEMS** 3 credits
Prerequisite: graduate status or permission of instructor. This course focuses on understanding the human behavior and life cycle development of people as individuals and as members of families and other small groups.
- 632 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT: LARGE SYSTEMS** 3 credits
Prerequisites: 631 or permission of instructor. This course focuses on the human behavior of people as members of larger social systems including formal and informal organizations, communities and institutions.
- 646 SOCIAL WELFARE POLICY I** 3 credits
Prerequisite: graduate status or permission of instructor. Examines the historical, philosophical and value bases of social welfare as well as the relationship between social work practice, policy and service delivery.
- 647 SOCIAL WELFARE POLICY II** 3 credits
Prerequisite: 646 or permission of instructor. This course prepares students with the beginning skills to engage in social problem/policy analysis.
- 650 ADVANCED STANDING INTEGRATIVE SEMINAR** 6 credits
Prerequisite: advanced standing. Provides an integrative view of social work practice with an emphasis on values, foundation knowledge and skills, and evaluation of professional interventions.
- 656 SOCIAL WORK PRACTICE WITH GAYS AND LESBIANS** 3 credits
Prerequisite: second level graduate status or permission of instructor. This course examines gay and lesbian culture and lifestyles, discrimination based on sexual orientation, and intervention strategies appropriate to practice with gays and lesbians.
- 663 PSYCHOPATHOLOGY AND SOCIAL WORK** 3 credits
Prerequisite: second level graduate student or permission of instructor. An examination of the symptoms, theories, and psychosocial aspects of mental illness, and the role of the social worker in the treatment of mental disorders.
- 664 DIRECT PRACTICE RESEARCH** 3 credits
Prerequisite: second level graduate student or permission of instructor. Provides students with advanced knowledge about the methodology of single system design and skills to implement an evaluation study of their intervention with clients.
- 665 SUPERVISION AND STAFF DEVELOPMENT** 3 credits
Prerequisite: second level graduate student or permission of instructor. An examination of the purpose, functions, and theories of supervision; the impact of cultural, ethnic and racial differences in supervision/staff development; and problems encountered.
- 671 SOCIAL WORK ADMINISTRATION** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course focuses on supervisory and managerial roles and functions as they are carried out at different hierarchical levels in human service organizations.
- 672 STRATEGIES OF COMMUNITY ORGANIZATION** 3 credits
Prerequisite: second level graduate student or permission of instructor. Emphasizes the historical development and application of several community strategies used to identify community problems, and how to organize and empower diverse community groups.
- 673 COMMUNITY ORGANIZATION AND PLANNING** 3 credits
Prerequisite: must have completed first year of master's program. Required for all second year students concentrating on Macro Practice sequence. Prepares students to work in communities and in public and private agencies.
- 674 COMMUNITY, ECONOMIC SYSTEMS AND SOCIAL POLICY ANALYSIS** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course provides a base for understanding economic systems and analyzing the political framework at federal, state, and local levels and their impact on communities.
- 675 PROGRAM EVALUATION** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course provides students with methods of evaluating programs in agencies, including approaches, measurement, design, data collection and analyses employed in program outcome research.

- 676 FISCAL MANAGEMENT OF SOCIAL AGENCIES** 3 credits
Prerequisite: second level graduate student or permission of instructor. This elective course concentrates on the financial management of social administration, financial planning and management, principles of economic and fiscal exchange, accountability and fiscal accounting.
- 680 AGING AND SOCIAL WORK PRACTICE** 3 credits
Prerequisite: second level graduate student or permission of instructor. An examination and evaluation of aging programs and policies, demographic trends and the changing role of social work service providers.
- 681 AGING: POLICIES AND PROGRAMS** 3 credits
Prerequisite: second level graduate student or permission of instructor. An examination and evaluation of aging programs and policies, demographic trends and the changing role of social work service providers.
- 685 SOCIAL WORK PRACTICE: FAMILY AND CHILDREN** 3 credits
Prerequisite second level graduate student or permission of instructor. Examines the major problems encountered by children and families in the life cycle and explores intervention strategies and programs to address their needs and strengths.
- 686 SOCIAL WELFARE POLICY AND SERVICES: FAMILY AND CHILDREN** 3 credits
Prerequisite: second level graduate student or permission of instructor. Examines the federal and state laws, policies, and services governing children and families, including the supportive, supplemental and substitutive aspects of services.
- 690 ADVANCED PRACTICE AND POLICY IN SUBSTANCE ABUSE** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course provides students the knowledge and skill base necessary for managing and practice with people involved in substance abuse, evaluating programs, and preventive work.
- 695 HEALTH CARE: PLANNING AND POLICY ISSUES** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course is designed to orient students to the planning and policy issues in health care, and how social work can interface with health care.
- 696 EPIDEMIOLOGIC ANALYSIS OF HEALTH AND SOCIAL PROBLEMS** 3 credits
Prerequisite: second level graduate student or permission of instructor. This course applies the epidemiological method to social work practice, such as treatment groups, making administrative decisions, in planning and evaluation, and doing preventive work.

THEATRE 7800:

- 567 CONTEMPORARY THEATRE STYLES** 3 credits
A detailed examination of representative plays of the contemporary theatre.
- 570 THEATRE IN EDUCATION** 3 credits
An in-depth experience with current theories, methods, and materials in P-12 theatre education and process drama techniques. Field experience provided when possible.
- 575 ACTING FOR THE MUSICAL THEATRE** 3 credits
Prerequisite: permission. A scene study course in analyzing and performing roles in American musicals. Accompanist provided.
- 600 RESEARCH AND WRITING TECHNIQUES** 3 credits
Exploration of the basic research tools and methods appropriate to the discipline, including utilization of the computer. Guidelines for writing thesis.
- 603 SPECIAL TOPICS IN THEATRE ARTS** 1-4 credits
(May be repeated as different subject areas are covered, but no more than 12 credits may be applied toward M. A. degree) Traditional and experimental courses in theatre, supplementing those listed in the *General Bulletin*.
- 605 COLLOQUIUM ON THE ARTS** 3 credits
A brief exploration of the major visual and performing art forms and organizations examined in relationship to the business management of arts. Team-taught.
- 641 PROBLEMS IN DIRECTING** 3 credits
Advanced directing course with special emphasis on staging of complex plays from all periods of dramatic literature.
- 645 SEMINAR IN DRAMATIC LITERATURE** 3 credits
Representative Western stage play (non-American) are examined in theatrical, historical, and critical/theoretical contexts.
- 646 GRADUATE ACTING: TECHNIQUES** 3 credits
Advanced study of basic acting techniques, especially Stanislavski, through analysis and performance. Voice/Movement Lab required.
- 648 GRADUATE ACTING: PROBLEMS** 3 credits
Study of problems confronting the advanced actor in various modern styles of performance Voice/Movement Lab required.
- 658 HISTORY OF THEATRE** 3 credits
Theatre history from the Greeks to the present with emphasis on physical theatre, conventions, and theatre architecture of each period.
- 659 HISTORY AND THEORY OF STAGE LIGHTING** 3 credits
Historical survey of evolution of stage lighting culminating in understanding of modern lighting design skills and their practical application. Term paper or major project required.
- 660 ADVANCED TECHNICAL THEATRE** 3 credits
Processes including multiple set productions, revolves and their rigging, techniques in simple hydraulics, pneumatics and load capacities, and properties and techniques in multi-media.
- 662 SEMINAR IN SCENE DESIGN** 3 credits
Prerequisite: 106 or undergraduate scene design course or permission of instructor. Study of problems in scene design: portfolio projects, research of noted designers, studies of theatre spaces, and new scenographic materials.
- 665 AUDIENCE DEVELOPMENT** 3 credits
Developing audiences for the Arts through Arts marketing techniques, including season and single ticket campaigns, promotional strategies, media/public relations, market research, and telemarketing.
- 666 PRINCIPLES OF ARTS ADMINISTRATION** 3 credits
Principles and practices in non-profit arts management, including organizational structure, function of boards, personnel and volunteer management, and public policy for the arts.
- 682 FUND RAISING AND GRANTSMANSHIP IN THE ARTS** 3 credits
Techniques and execution of a development campaign for individuals, corporations, foundations, federal and state grants, and endowment, including research and proposal writing.
- 690 GRADUATE RESEARCH/READINGS** 1-3 credits
(May be repeated for a total of nine credits) Prerequisite: permission. Individual research or independent readings under supervision of member of theatre graduate faculty.
- 691 ARTS ADMINISTRATION PRACTICES AND POLICIES** 3 credits
Financial management of the arts, facilities management, presenting performances, touring, and unique management problems in non-profit theatre companies, dance companies, orchestras, and museums.

- 692 LEGAL ASPECTS OF ARTS ADMINISTRATORS** 3 credits
Legal responsibilities and liabilities of an arts organization, contracts, copyright law, insurance, taxation, artists' rights, personnel law, and labor law.
- 698 INTERNSHIP** 3-6 credits
Prerequisite: permission. Faculty supervised work experience in which student participates in an arts management, performance or technical situation with a selected cultural organization.
- 699 MASTER'S THESIS** 6 credits
Prerequisite: permission of graduate coordinator of theatre arts program. Research related to the completion of the master's thesis.

THEATRE ORGANIZATIONS 7810:

- 601 PRODUCTION PRACTICUM/DESIGN/TECHNOLOGY** 1-2 credits
(May be repeated for a total of four credits) Prerequisite: permission of instructor. Practice in selected production design/technology operations, applications and techniques as they apply to production projects and major departmental productions.
- 605 PERFORMANCE PRACTICUM** 1-2 credits
(May be repeated for a total of 12 credits) Prerequisite: permission of project advisor. Recognition of work undertaken by the student when performing a role in a theatre production. Credit assigned and work supervised by faculty project supervisor.

DANCE PERFORMANCE 7920:

- 590 WORKSHOP IN DANCE** 1-3 credits
Prerequisite: Advanced standing or permission. (May be repeated for a total of eight credits. Group study/projects investigating a particular field of dance not covered by other courses.

Nursing

NURSING 8200:

- 509 INTERNATIONAL HEALTH** 2-3 credits
Prerequisite: Admission to MSN program. A comparison of nursing roles and responsibilities in an international environment. The influence of education, ethics, government, demography, and geography on health care will be considered.
- 512 GLOBAL PERSPECTIVES OF HEALTH AND HEALTH CARE** 2-3 credits
Prerequisite: Senior or graduate status. (May be repeated for a maximum of 6 credits) Cultural, political, educational, and economical perspectives of different regions of the world and the impact of these factors on health will be compared and examined.
- 553 SCHOOL NURSE PRACTICUM I** 5 credits
Prerequisite: 5570:521, 523 and 8200:225 or 650; corequisite: 225 or 650 if not previously completed. Emphasis on clinical primary health care nursing to enhance positive health behavior outcomes of well children and adolescents with minor conditions in family, community, school contexts.
- 554 SCHOOL NURSE PRACTICUM II** 5 credits
Prerequisite: 5570:521, 523 and 8200:225 or 650; 8200:553. Emphasis on primary health care nursing to enhance positive health behavior outcomes of children/adolescents with minor common health or behavioral problems and chronic illnesses.
- 561 ADVANCED PHYSIOLOGICAL CONCEPTS IN HEALTH CARE I** 3 credits
Prerequisite: acceptance into Graduate School. This course presents an in-depth study of physiological processes in the areas of neurological, neuromuscular and cardiovascular physiology and their interrelationship with therapeutic agents.
- 562 ADVANCED PHYSIOLOGICAL CONCEPTS IN HEALTH CARE II** 3 credits
Prerequisite: 561. This course presents an in-depth study of physiological processes in the areas of respiratory, renal and endocrine physiology and their interrelationship with therapeutic agents.
- 589 SPECIAL TOPICS: NURSING** 1-4 credits
(May be repeated as new topics are presented) Group studies of special topics in nursing. May not be used to meet requirements for the major in nursing. May be used for elective credit.
- 593 WORKSHOPS** 1-4 credits
(May be repeated as new topics are presented) Selected topics in nursing. May be used to meet undergraduate/graduate requirements at the discretion of the college.
- 598 SPECIAL READINGS** 1-4 credits
Prerequisite: permission of student's advisor or dean. Special readings in an area of concentration may be taken to satisfy elective credit. Special readings may not be used to satisfy requirements of the major.
- 603 THEORETICAL BASIS FOR NURSING** 3 credits
Prerequisite: Admission to the Graduate Program. Overview of extant nursing science. Evaluation and critique of nursing conceptual models. Analysis of the relationships of theory, research, and practice.
- 606 INFORMATION MANAGEMENT IN ADVANCED NURSING PRACTICE** 3 credits
Prerequisite: Admission to MSN Program, completion of Graduate Statistics and/or corequisite 613 Nursing Inquiry I. Corequisite: 613. This course is focused on nursing informatics to support clinical decision making in advanced practice and administration.
- 607 POLICY ISSUES IN NURSING** 3 credits
Prerequisite: Admission to Graduate Program. Analysis of policy issues that impact on nursing and health care delivery to diverse populations. Examine methods to shape policy, distribution, and allocation of resources.
- 608 PATHOPHYSIOLOGICAL CONCEPTS OF NURSING CARE** 3 credits
Prerequisite: Admission to the Graduate Program. In-depth study of pathological conditions and related treatment modalities. The course focuses on specific nursing interventions related to these pathophysiological abnormalities.
- 610 ADVANCED ADULT/GERONTOLOGICAL ASSESSMENT** 3 credits
Prerequisites: Admission to Graduate Program, admission to Advance Practice Nursing tracks, 620, 627, 661, 671 or permission of instructor. Corequisite: 627. Advanced adult/gerontological assessment and clinical reasoning in primary health care nursing with introduction to differential diagnosis and clinical management.

- 612 ADVANCED CLINICAL PHARMACOLOGY** 3 credits
Prerequisites: Admission to Graduate Program, 608. Students who believe or know that they have a disability should register with ACCESS, Office of Disability, The University of Akron. Examines principles of pharmacology and therapeutics for major pharmacologic agents used by Advanced Practice Nurses to manage adult/gerontological problems in primary health care settings.
- 613 NURSING INQUIRY I** 3 credits
Prerequisites: graduate level statistics, admission to Graduate Program. Concepts and ethical issues relating to scientific inquiry are examined, emphasizing the phases of the research process. Students participate in critical analysis of nursing research.
- 618 NURSING INQUIRY II** 3 credits
Prerequisite: 613 or permission of instructor. Emphasis on development of competencies in scientific inquiry. Research practicum will involve a) a pilot study; or b) participation in faculty research.
- 620 ADULT/GERONTOLOGICAL HEALTH NURSING NP I** 2 credits
Prerequisite: Admission to Adult/Gerontological Nurse Practitioner track; corequisite: 610. Research and theory integral to advanced nursing practice of adults/older adults/families with selected common health problems. Emphasis on comprehensive assessment, health promotion, and risk reduction.
- 621 ADULT/GERONTOLOGICAL HEALTH NURSING NP II** 2 credits
Prerequisite: 610,620; corequisite: 690. Focuses on problems common to acute illness in adults, older adults in acute, episodic care settings. Multidisciplinary care planning and coordination are emphasized, including transition to community-based care.
- 622 ADULT/GERONTOLOGICAL HEALTH NURSING NP III** 2 credits
Prerequisites: 621, 690; corequisite: 692. Focuses on nursing care of middle aged/older adults and their families experiencing chronic illness. Emphasizes management of problems common to chronic care and rehabilitation.
- 623 PRACTICUM: ADULT/GERONTOLOGICAL HEALTH NURSING NP** 3 credits
Prerequisite: 622; corequisite: 694. Integration of nursing knowledge and skills with an adult/older adult population and their families. Emphasis on implementation and evaluation of programmatic interventions.
- 627 ADULT/GERONTOLOGICAL HEALTH NURSING NP I PRACTICUM** 2 credits
Prerequisite: Admission to Adult/Gerontological Nurse Practitioner program or Post-Master's Adult/Gerontological NP program; corequisite: 610. Practicum with emphasis on comprehensive assessment, health promotion, and risk reduction for common health problems of adults/older adults.
- 628 ADULT/GERONTOLOGICAL HEALTH NURSING NP II PRACTICUM** 2 credits
Prerequisites: 610, 620 or acceptance into Post-Master's Adult/Gerontological NP program, 690; corequisite: 621 or acceptance into Post Master's Adult/Gerontological NP program. Practicum with emphasis on health appraisal/risk reduction and common, uncomplicated acute or chronic illness states of the adult/older adult/families.
- 629 ADULT/GERONTOLOGICAL HEALTH NURSING NP III PRACTICUM** 2 credits
Prerequisites: 628, 690; corequisite: 692. Practicum with emphasis on complex chronic illness states and Comorbidities of the adult/older adult.
- 630 RESOURCE MANAGEMENT IN NURSING SETTINGS** 3 credits
Prerequisite: Admission to Graduate Program or permission of instructor. Examines management of fiscal and human resources in nursing service settings; analyzes impact of economics and labor relations on health and nursing care.
- 632 FISCAL MANAGEMENT IN NURSING ADMINISTRATION** 3 credits
Prerequisite: Admission to Graduate Program or permission of instructor. Examines management of fiscal resources in nursing service settings.
- 633 LEADERSHIP IN NURSING ORGANIZATIONS I** 3 credits
Prerequisites or Corequisites: 630, 632,635. Leadership and management theories are utilized to guide practice in the role of nurse administrator.
- 634 LEADERSHIP IN NURSING ORGANIZATIONS II** 3 credits
Prerequisites: 633, 638. Leadership and management theories are utilized to guide study of the role of nurse administrator.
- 635 ORGANIZATIONAL BEHAVIOR IN NURSING SETTINGS** 3 credits
Prerequisite: Admission to Graduate Program or permission of instructor. Examines organizational behavior theories/principles related to systems analysis and assessment of organizational structure in nursing settings.
- 637 NURSE ANESTHESIA RESIDENCY I** 4 credits
Prerequisites: 644, 645. This course introduces the second year student to the art and science of both obstetrical and pediatric anesthesia related theory, research, and practice.
- 638 PRACTICUM: NURSING ADMINISTRATION I** 5 credits
Prerequisites: Admission to Graduate Program or permission of instructor. Leadership and management theories are utilized to guide study of the role of nurse administrator.
- 639 PRACTICUM: NURSING ADMINISTRATION II** 2 credits
Prerequisite: 633; corequisites: 634, 638. Leadership and management theories are utilized to guide study of the role of nurse administrator.
- 640 SCIENTIFIC COMPONENTS OF NURSE ANESTHESIA** 3 credits
Prerequisite: admission into the Nurse Anesthesia program. The course presents content dealing with the chemical and physical components of anesthesia agents.
- 641 PHARMACOLOGY FOR NURSE ANESTHESIA I** 3 credits
Prerequisite: 640. The study of intravenous induction agents, injectable analgesics and inhaled anesthetics commonly used in the administration of general anesthesia. Includes use of muscle relaxants.
- 642 INTRODUCTION TO NURSE ANESTHESIA** 2 credits
Prerequisite: admission into the Nurse Anesthesia program. This course provides a general overview of anesthetic concepts and prepares students for their in-hospital residency. The course includes a lecture component and selected laboratory experiences.
- 643 PRINCIPLES OF ANESTHESIA I** 4 credits
Prerequisite: 640. This course focuses on the acquisition of basic skills related to nursing anesthesia care and administration of anesthesia agents, with a focus on equipment.
- 644 PHARMACOLOGY FOR NURSE ANESTHESIA II** 3 credits
Prerequisite: 641. Focuses on mechanisms of drug transport within the human body for inhaled and injected medications. The effects of accessory drugs are also discussed.
- 645 PRINCIPLES OF ANESTHESIA II** 4 credits
Prerequisite: 643. Emphasis on pre-operative anesthesia care including induction techniques. Discusses airway management, fluid therapy, and ventilator use.
- 646 NURSE ANESTHESIA RESIDENCY II** 4 credits
Prerequisite: 637. Concentration on the theoretical basis for specific nursing interventions and the rationale for their use in thoracic anesthesia, cardiac anesthesia, vascular anesthesia, and neurosurgical anesthesia management.
- 647 PROFESSIONAL ROLE SEMINAR** 2 credits
Prerequisites: 644, 645. Discusses issues, concepts and theories related to the professional role of nurse anesthetists. Focuses on leadership/management content as well as professional ethical issues.
- 648 NURSE ANESTHESIA RESIDENCY III** 4 credits
Prerequisite: 646. Focuses on the understanding of physiologic and pathophysiologic principles of particular organ systems and the relevant implication that govern anesthetic management.
- 649 NURSE ANESTHESIA RESIDENCY IV** 4 credits
Prerequisite: 648. Comprehensive review of basic and advanced anesthetic concepts important to the entry-level nurse anesthetist.
- 650 ADVANCED PEDIATRIC/ADOLESCENT ASSESSMENT** 3 credits
Prerequisites: admission to Child and Adolescent Health Nursing I and 608, or permission of faculty; corequisite: 651. Advanced pediatric/adolescent assessment and clinical reasoning for primary health care nursing with introduction to differential diagnosis and clinical management.
- 651 CHILD AND ADOLESCENT HEALTH NURSING I** 3 credits
Primary health care nursing to enhance positive health behavior outcomes of well children/adolescents and those with minor health disruptions and problems in family/community contexts.
- 652 CHILD AND ADOLESCENT HEALTH NURSING I PRACTICUM** 2 credits
Prerequisite: Admission into Child and Adolescent Health Nursing NP track or Post MSN Child and Adolescent Health NP program. Clinical practicum course emphasizing primary health care nursing to enhance positive health behavior outcomes of well children/adolescents, and those with minor health disruption/problems in family/community contexts.
- 653 CHILD AND ADOLESCENT HEALTH NURSING II PRACTICUM** 2 credits
Prerequisite: 651. Clinical practicum course emphasizing primary health care nursing to enhance positive health behavior outcomes of children/adolescents with acute and/or chronic health disruption in family/community contexts.
- 654 CHILD AND ADOLESCENT HEALTH NURSING III PRACTICUM** 2 credits
Prerequisite: 655. Clinical practicum course emphasis on advanced practice in primary health care using consultation and program development, marketing related to development and health behavior outcomes of children, adolescents, and families.
- 655 CHILD AND ADOLESCENT HEALTH NURSING II** 3 credits
Emphasis on primary health care nursing to enhance positive health behavior outcomes of children/adolescents with acute and/or chronic health disruptions in family/community contexts.
- 656 PHARMACOLOGY FOR CHILD AND ADOLESCENT HEALTH NURSING** 3 credits
Prerequisite: Admission to Graduate Program. Emphasis on major categories of pharmacological agents, that influence developmental outcomes of children/adolescents in ambulatory, acute and chronic care environments.
- 657 CHILD AND ADOLESCENT HEALTH NURSING III** 3 credits
Emphasis on advanced practice in primary health care using consultation and program development/marketing related to developmental and health behavior outcomes of children/adolescents and families.
- 658 CHILD AND ADOLESCENT HEALTH NP INTERNSHIP** 1-4 credits
Prerequisites/corequisites: Post-MSN CAH certification program students-651 and 655 or MSN CAH students: 655 and 657. Opportunity for the advanced graduate nursing practitioner in Child and Adolescent Health.
- 659 PRACTICUM: CHILD AND ADOLESCENT HEALTH NURSING** 5 credits
Prerequisite: 657. Integration of knowledge and skills with a specified population of children/adolescents and their families. Emphasis on implementation of programmatic intervention and evaluation.
- 660 BEHAVIORAL HEALTH NURSING I PRACTICUM** 2 credits
Development of clinical competencies and therapeutic techniques in the delivery of behavioral health care to individuals.
- 661 BEHAVIORAL HEALTH NURSING I** 3 credits
Prerequisite: Admission to the graduate program. Focuses on the theories, concepts, and techniques utilized in the delivery of behavioral health care to individuals. Theoretical frameworks for direct intervention are examined.
- 662 CLINICAL PSYCHOPHARMACOLOGY** 3 credits
Prerequisite: 608 or permission of instructor; corequisite: 612. Examines principles of neuroscience, pharmacology and therapeutics for psychopharmacologic agents used to manage adult mental health problems in variety of treatment settings.
- 663 BEHAVIORAL HEALTH NURSING INTERNSHIP** 1-4 credits
Prerequisites: 661, 665. Focuses on behavioral health interventions with families and groups. Theoretical frameworks for direct intervention are examined.
- 664 BEHAVIORAL HEALTH NURSING II PRACTICUM** 2 credits
Prerequisites: 608,660,661. Development of clinical competencies in direct intervention therapies with families/groups experiencing the stress of actual or potential health problems.
- 665 BEHAVIORAL HEALTH NURSING II** 3 credits
Prerequisites: 608, 660, 661. Focuses on advanced practice behavioral health nursing with families/groups experiencing the stress of actual or potential health problems. Theoretical frameworks for direct intervention are examined.
- 667 BEHAVIORAL HEALTH NURSING III** 3 credits
Prerequisites: 660, 661,664, 665. Focuses on consultation, collaboration and program development in behavioral health nursing practice. Frameworks for practice in psychiatric and non-psychiatric settings are discussed.
- 668 BEHAVIORAL HEALTH NURSING III PRACTICUM** 2 credits
Prerequisites: 664, 665. Development of clinical competencies in consultation, collaboration, and program development in behavioral health nursing practice. Practice is in psychiatric and non-psychiatric settings.
- 669 PRACTICUM: BEHAVIORAL HEALTH NURSING** 5 credits
Prerequisites: 661, 665, 667. Integration of knowledge and skill related to behavioral health nursing; emphasizes integration of advanced practice nursing roles and implementation and evaluation of a programmatic intervention.
- 671 ADULT/GERONTOLOGICAL HEALTH NURSING CNS I** 2 credits
Prerequisite: Admission to the MSN Program or permission; corequisite: 674. Research and theory integral to advanced nursing practice of adults/older adults with selected common health problems. Emphasis on comprehensive assessment, health promotion and risk reduction.
- 672 INDEPENDENT STUDY** 1-4 credits
Opportunity for advanced graduate nursing practice in a selected area of specialization.
- 674 ADULT/GERONTOLOGICAL HEALTH NURSING CNS I PRACTICUM** 2 credits
Prerequisite: Admission to the MSN program or permission. Development of clinical competencies integral to advanced practice nursing of adults/older adults/families with selected common health problems with focus on comprehensive assessment, health promotion and risk reduction.

- 675 ADULT/GERONTOLOGICAL HEALTH NURSING CNS II** 2 credits
Prerequisite: 671, 674; corequisite: 676. Focuses on problems common to acute illness in adults/older adults in acute/episodic care settings. Multidisciplinary care planning and coordination are emphasized, including transition to community-based care.
- 676 ADULT/GERONTOLOGICAL HEALTH NURSING CNS II PRACTICUM** 2 credits
Development of clinical competencies in care of adults/older adults with acute illness in acute/episodic care settings emphasizing multidisciplinary care planning and coordination and transition to community-based care.
- 677 ADULT/GERONTOLOGICAL HEALTH NURSING CNS III** 2 credits
Prerequisite: 675; corequisite: 678. Focuses on nursing care of middle aged/older adults and their families experiencing chronic illness. Emphasizes management of problems common to chronic care and rehabilitation.
- 678 ADULT/GERONTOLOGICAL HEALTH NURSING CNS III PRACTICUM** 2 credits
Prerequisite: 676. Development of clinical competencies in care of middle aged/older adults and their families experiencing chronic illness with emphasis on management of problems common to chronic care and rehabilitation.
- 679 PRACTICUM: ADULT/GERONTOLOGICAL HEALTH NURSING CNS** 4 credits
Prerequisite: 677. Integration of nursing knowledge and skills with an adult/older adult population and their families. Emphasis on implementation and evaluation of programmatic interventions.
- 681 INSTRUCTIONAL METHODS IN NURSING EDUCATION** 3 credits
Prerequisites: admission to the Advanced Role Preparation in Nursing Education certificate program. Study of a variety of instruction methods used in nursing education. Includes teaching and learning methods used in classroom, laboratory, and clinical settings.
- 682 NURSING CURRICULUM DEVELOPMENT** 3 credits
Prerequisite: admission to the Advanced Role Preparation in Nursing Education certificate program or permission of instructor. Examines curriculum development with a focus on teaching-learning strategies. Emphasis is on process of developing a curriculum.
- 683 EVALUATION IN NURSING EDUCATION** 3 credits
Prerequisite: admission to the Advanced Role Preparation in Nursing Education certificate program or permission of instructor. Application of principles of evaluation and measurement to situations in nursing education. Emphasizes evaluation as a process. Includes evaluation of teacher, learner and program.
- 684 PRACTICUM: THE ACADEMIC ROLE OF THE NURSE EDUCATOR** 3 credits
Prerequisites: 681, 682, 683. Precepted study and practice in the role of a nurse educator. Each student presents lecture content and provides clinical supervision to a group of students.
- 690 CLINICAL MANAGEMENT I** 3 credits
Prerequisites: admission to the Adult/Gerontological Nursing Practitioner track or the Post-MSN NP Adult/Gerontological track and 620 or its equivalent for the Post-MSN student. Corequisites: 621 or 624. Clinical management of common chronic and acute problems of adults in primary health care settings. Focus on episodic management using differential diagnosis and clinical reasoning.
- 691 ACUTE CARE NURSE PRACTITIONER I** 4 credits
Prerequisites: 608, 610, 612. Focuses on common chronic and acute problems of adults in primary/tertiary health care settings. Emphasis on health promotion and risk assessment.
- 692 CLINICAL MANAGEMENT II** 3 credits
Prerequisites: admission to Adult/Gerontological Nurse Practitioner track or the Post-MSN Acute Care Nurse Practitioner or the Post-MSN Adult/Gerontological Nurse Practitioner certificate programs and 620 or 691; corequisite: 621, 625, 693. Clinical management of complex, chronic health problems of adults in primary health care settings. Focus on long term management using differential diagnosis and clinical reasoning.
- 693 ACUTE CARE NURSE PRACTITIONER II** 4 credits
Prerequisite: 691; corequisite: 692. Focus is on advanced nursing interventions related to system specific health care problems of adults in tertiary care settings.
- 694 CLINICAL MANAGEMENT III** 3 credits
Prerequisites: admission to Adult/Gerontological Nursing Practitioner track or the Post-MSN Adult/Gerontological Nurse Practitioner certificate program and 621 or 625; corequisite: 623 or 626. Clinical management of complex health problems using consultation, collaboration, and referral in selected primary health care settings.
- 695 ACUTE CARE NURSE PRACTITIONER III** 4 credits
Prerequisite: 693; corequisite: 696. Focus of the course is on nursing management of patients with complex health care problems.
- 696 CLINICAL REASONING** 1 credit
Prerequisite: 693; corequisite: 695. Focus is on integration of abnormal laboratory, radiologic and morphologic findings as they relate to advanced nursing care of the acutely ill individual.
- 699 MASTER'S THESIS** 1-6 credits
Prerequisite: 613. Supervised research in a specific area of advanced nursing.
- 800 DOCTORAL DISSERTATION II** 1 credit
Prerequisite: 899 and permission of the dissertation chairperson. Continuing enrollment to complete the doctoral dissertation research.
- 810 HISTORY AND PHILOSOPHY OF NURSING SCIENCE** 3 credits
Prerequisite: Admission to the Ph.D. Program or permission of the professor. Examines the nature of metaphysics and epistemology and the influence of contemporary Eastern and Western philosophies on the developing epistemology of disciplinary nursing knowledge. (KSU 70710)
- 815 THEORY CONSTRUCTION AND DEVELOPMENT IN NURSING** 3 credits
Prerequisites: Admission to the Ph.D. Program and 810. Examines strategies for theory development including logical-empirical-deductive and inductive approaches. Emphasis will be on elements and strategies used in theory building. (KSU 70715)
- 820 INTRODUCTION TO NURSING KNOWLEDGE DOMAINS** 3 credits
Prerequisite: 810 and 815. Corequisite: 815 Introductory seminar analyzing selected theoretical and methodological approaches to knowledge development in nursing. Emphasis on critical analysis of knowledge in areas of special interest. (KSU 70720)
- 825 QUANTITATIVE RESEARCH METHODS** 3 credits
Prerequisite: Admission to the Ph.D. Program or permission of the professor. An integrated approach to study of quantitative nursing research. Exploration of the interdependent relationship of methodology, design/measurement issues, including analysis and interpretation of findings. (KSU 70725)
- 827 ADVANCED HEALTH CARE STATISTICS I** 3 credits
Prerequisite: Admission to the Ph.D. Program or permission of the professor; pre- or corequisite: 825. In-depth examination of descriptive statistics, correlation, regression, multiple regression sets, scaling, nonlinear transformation, missing data, and interactive effects; including initial manipulation of data, integrating understanding of inference and probability.
- 830 QUALITATIVE RESEARCH METHODS** 3 credits
Prerequisite: Admission to the Ph.D. Program or permission from the instructor. Selected qualitative research methods used to study nursing phenomena. Philosophical bases; design, data collection and analysis; evaluation of rigor; and ethical issues for major qualitative methods will be analyzed with regard to nursing phenomena. (KSU 70730)
- 835 NURSING AND HEALTH CARE POLICY** 3 credits
Prerequisite: Admission to the Ph.D. Program or permission of the professor. Critical examination of theories and processes of formulating state/national health care policy. Focus on health issues, the political and legislative process, and contemporary policy dilemmas. (KSU 70735)
- 836 ADVANCED INTERDISCIPLINARY LEADERSHIP FOR THE HEALTH SCIENCES** 4 credits
Prerequisite: Admission to the Ph.D. Program or permission of the instructor. Seminar on advanced leadership in healthcare and the health sciences to assist students to become leaders within practice, academe, and the community.
- 837 ADVANCED HEALTH CARE STATISTICS II** 3 credits
Prerequisite: 827 and admission to the Ph.D. Program or permission of instructor. This course synthesizes and applied knowledge of advanced multivariate and statistical techniques commonly used in health care and nursing research.
- 840 NURSING SCIENCE SEMINAR I** 3 credits
Prerequisite: 820. Seminar on critical analysis and synthesis of theoretical models and empirical research that form the foundation for the student's research. Funding sources are examined. (KSU 86091, 86191, 86291, 86391)
- 846 AMNR: MEASUREMENT IN NURSING RESEARCH** 3 credits
Prerequisite: 820 and admission to the Ph.D. Program or permission of instructor. Theories and concepts related to measurement and nursing research including techniques for construction, testing, and refining of instruments with assessment of reliability and validity.
- 847 AMNR: APPLICATION OF QUALITATIVE METHODS** 3 credits
Prerequisite: 820 and admission to the Ph.D. Program or permission of instructor. Achieve an in-depth understanding of one qualitative research approach (chosen by student according to his/her research plans), including associated philosophical foundations, key concepts, typical methods, and evaluative criteria.
- 848 AMNR: PROGRAM EVALUATION IN NURSING** 3 credits
Prerequisite: 820 and admission to the Ph.D. Program or permission of instructor. Seminar and lecture; analysis of theories and models of program evaluation and their relationships to designs, processes, techniques, and outcomes in nursing-related evaluations.
- 849 AMNR: GRANT DEVELOPMENT AND FUNDING** 3 credits
Prerequisite: 820 and admission to the Ph.D. Program or permission of instructor. Advanced seminar on critical analysis of proposal and grant development, funding, peer review, and advocacy process with emphasis on the development of a grant proposal.
- 850 NURSING SCIENCE SEMINAR II** 3 credits
Prerequisite: 820 and 840. Focuses on advancement of student's scholarship within one of the following areas: discovery, teaching, integration, or application through design and implementation of a faculty-facilitated project. (KSU 87091)
- 883 EVALUATION IN NURSING EDUCATION** 3 credits
Application of evaluation and measurement principles to nursing education. Emphasis on evaluation as both process and outcome. Includes evaluation of program, curriculum, course, and learner.
- 884 PRACTICUM: ACADEMIC ROLE OF THE NURSE EDUCATOR** 3 credits
Prerequisites: 881, 882, 883. Precepted study and practice in classroom and clinical teaching. Presentation of a researchable topic. Course may be waived based on submission of an approved portfolio.
- 892 FIELD EXPERIENCE IN NURSING** 1-12 credits
Prerequisite: Admission to the Ph.D. program or permission of instructor. Individual enrollment in field experience, practicum, or internship settings related to nursing.
- 895 SPECIAL TOPICS IN NURSING** 1-6 credits
Prerequisite: Admission to the Ph.D. program or permission of instructor. Study of important topics in nursing practice, research, or the profession. Offering in response to existing interests and opportunities. Topics will be announced when scheduled.
- 896 INDIVIDUAL INVESTIGATION IN NURSING** 1-3 credits
Prerequisite: Admission to the Ph.D. program or permission of instructor. Individual enrollment for independent study in nursing carried out by student under supervision of a doctoral faculty council member.
- 898 RESEARCH IN NURSING** 1-15 credits
Prerequisite: Admission to the Ph.D. program or permission of instructor. Research carried out by a student under faculty supervision. In-depth inquiry should result in a paper or appropriate product.
- 899 DOCTORAL DISSERTATION** 1-15 credits
Prerequisite: Advancement to candidacy. (May be repeated) Independent dissertation research under the guidance of a faculty chairperson and a dissertation committee. (KSU 80199)

PUBLIC HEALTH**8300:**

- 601 PUBLIC HEALTH CONCEPTS** 3 credits
Prerequisite: Admission to the MPH program. Organizational structure, history, law, ethics, essential services, global problems, and future of public health.
- 602 SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH** 3 credits
Prerequisite: Admission to the MPH program. Theories of health education and promotion; interventions (communication, collaboration, and strategies); socio-cultural, diversity, and regional issues as pertains to public health.
- 603 EPIDEMIOLOGY IN PUBLIC HEALTH** 3 credits
Prerequisite: Admission to the MPH program. Epidemiological concepts, methods, and public health applications. Student presentations to focus on special topics such as infectious diseases, chronic conditions, etc..
- 604 BIostatISTICS IN PUBLIC HEALTH** 3 credits
Prerequisite: Admission to the MPH program. Biostatistics basics, statistical inference, central tendency tests, analysis of variance, regression analysis, survival analysis, and applications in public health. Epi Info and JMP statistical packages.
- 605 HEALTH SERVICES ADMINISTRATION IN PUBLIC HEALTH** 3 credits
Prerequisite: Admission to the MPH program. Management principles, planning and evaluation, grant-writing, economics, policy, data sources, and applications to public health.
- 606 ENVIRONMENTAL HEALTH SCIENCES IN PUBLIC HEALTH** 3 credits
Prerequisite: Admission to the MPH program. Air/water quality, food hygiene, sanitation, solid waste management, hazardous materials management, vector-borne disease, occupational health, legal issues, environmental hazard identification and response.
- 610 GRANT WRITING IN PUBLIC HEALTH PRACTICE** 3 credits
Prerequisite: admission to the MPH Program. Elective course for MPH students with minimum grant writing experience. Methods and techniques for writing grant proposals to fund public health programs and operations.
- 680-689 SPECIAL TOPICS IN PUBLIC HEALTH** 1-5 credits
Special topic sections will focus on specific topics of current interest in public health.

- 695 INDEPENDENT STUDY** 1-3 credits
Prerequisite: permission of academic advisor and instructor. Includes research or other individual projects designed jointly by student and instructor. Covers topics not available in electrical listing. (May only be taken for a maximum of 3 credits.) Credit/noncredit
- 696 PRACTICUM** 1-3 credits
Student is teamed with a faculty advisor and community preceptor(s) to work on a meaningful public health issue. For students who desire additional field experience. Credit/noncredit.
- 697 CAPSTONE PROJECT** 3-6 credits
Student is teamed with a faculty advisor and community preceptor(s) to work on a meaningful public health issue. Paper demonstrating applications learned will be required. Credit/noncredit.

Polymer Science & Polymer Engineering

POLYMER ENGINEERING 9841:

- 525 INTRODUCTION TO BLENDING AND COMPOUNDING POLYMERS** 3 credits
Prerequisite: 4200:321 or 4600:310 or permission. Nature of polymer blends and compounds and their applications. Preparation and technology using batch and continuous mixers. Mixing Mechanisms.
- 527 MOLD DESIGN** 3 credits
Prerequisite: 4200:321 or 4600:310 or permission. Molding methods to manufacture polymeric products. Machinery, materials, molds, equipment, computer-aided design.
- 550 ENGINEERING PROPERTIES OF POLYMERS** 3 credits
Prerequisite: 4600:336 or permission. Introduction to engineering properties and polymer processing. Analyzing mechanical polymer tests in glassy, rubbery, and fluid states. Product design, rheology, rheometry, and polymer processing concepts.
- 551 POLYMER ENGINEERING LABORATORY** 3 credits
Prerequisite: 4200:321; corequisite: 422. Laboratory experiments on the rheological characterization of polymer melts, fabrication of engineering products, structural investigation of polymeric parts.
- 601 POLYMER ENGINEERING SEMINAR** 1 credit
Presentations of recent research on topics in polymer engineering by internal and external speakers.
- 611 STRUCTURAL CHARACTERIZATION OF POLYMERS WITH ELECTROMAGNETIC RADIATION** 2 credits
Characterization of orientation, morphology, superstructure in polymers using xray, light scattering, birefringence, dichroism. Crystallography, unit cell determination.
- 621 RHEOLOGY OF POLYMERIC FLUIDS** 3 credits
Experimental methods of determination of rheological properties of polymer melts, solutions, elastomers. Structure-flow behavior relationships, viscoelastic fluid theory, application to extrusion, fiber, film processing molding. Structure development in processing.
- 622 ANALYSIS AND DESIGN OF POLYMER PROCESSING OPERATIONS I** 3 credits
Prerequisite: 621. Mathematical modeling and engineering design analysis of polymer processing operations including extruder screws, injection molds, dies, fibers, film formation.
- 623 ANALYSIS AND DESIGN OF POLYMER PROCESSING OPERATIONS II** 3 credits
Prerequisite: permission of instructor. Basic studies on non-isothermal phenomena in polymer engineering emphasizing crystallization, vitrification, frozen-in orientation and residual stresses, applications, including fiber spinning and film extrusion.
- 631 ENGINEERING PROPERTIES OF SOLID POLYMERS** 2 credits
Transitions as a function of polymer structure, optical characteristics, mechanical including ultimate properties, viscoelastic behavior of elastomers and plastics, large strain behavior E emphasis on experimental methods.
- 641 POLYMERIC MATERIALS ENGINEERING SCIENCES** 2 credits
Physico-chemical properties of amorphous and crystalline polymers. Glass transitions, crystallization, molecular orientation and morphology of important commercial polymers, fabricated products and composite materials.
- 642 ENGINEERING ASPECTS OF POLYMER COLLOIDS** 2 credits
Thermodynamic properties of polymer colloids, sol-gel transformation, rheology of polymer solutions, gels, suspensions and emulsions, phase separation, applications to paints and plastisols technology.
- 650 INTRODUCTION TO POLYMER ENGINEERING** 3 credits
Basic concepts of general and polymer engineering taught in lecture-recitation format intended for orientation of new graduate students. Intention is to team-teach the class.
- 651 POLYMER ENGINEERING LABORATORY** 3 credits
Rheological characterization of polymer melts, rubber and plastic extrusion, extrudate swell, injection and compression molding, crystallization behavior, x-ray diffraction, film blowing, impact and tensile testing.
- 661 POLYMERIZATION REACTOR ENGINEERING** 3 credits
Polymerization kinetics, classical reactor design, comparison of polymerization in batch and continuous stirred tank reactors, flow patterns around agitators, tubular reactors, reactor stability.
- 670 POLYMER NANOCOMPOSITES** 3 credits
Prerequisites: 3150:263, 264, 313, 314, 9841/4700:381, 321 or permission of instructor. Develops basic understanding of synthesis, characterization, processing and properties of polymer nanocomposites involving nanoscale 1- to 3-dimensional fillers with thermosetting, thermoplastic and elastomeric polymer matrices.
- 675 CARBON-POLYMER NANOTECHNOLOGY** 3 credits
Prerequisite: Permission of instructor. This course focuses on the fundamental aspects of nanotechnology in general and basic knowledge of polymer/carbon nanoscience and nanotechnology in particular.
- 680 POLYMER COATINGS** 3 credits
Prerequisite: Permission of instructor. This course is an introduction to coating science. The synthesis of polymeric binders and pigments used in commodity coatings will be the focus of the first part of the course. The second part of the course will focus on coatings formulation and end-use applications for commodity coatings.
- 699 MASTER'S THESIS** 1-6 credits
(May be repeated) Supervised original research in specific area of polymer engineering.

- 711 ADVANCED ELECTROMAGNETIC AND OPTICAL PROPERTIES AND INVESTIGATIONS OF POLYMERS** 2 credits
Maxwell's equations with application to anisotropic dielectrics, birefringence and dichroism and representation of orientation, optical instruments, piezoelectricity, scattering and diffraction of x-rays and light, Mie scattering, applications.
- 712 RHEO-OPTICS OF POLYMERS** 2 credits
Applications of rheo-optical methods as means of determining stress fields in polymeric glasses and fluids during deformation, rheo-optical properties of polymers in glassy, rubbery and fluid states. Theory of dynamic birefringence and its application to mechanical relaxations of amorphous and semi-crystalline polymers, and recent experimental results.
- 713 RADIATION SCATTERING AND DIFFRACTION BY POLYMERIC MATERIALS** 2 credits
Principles of scattering and diffraction theory as applied to polymer crystals, glasses and multiphase systems. Wide angle and small angle x-ray, light and neutron scattering, analysis and determination of crystal structures, mathematical description of orientation distribution of polymer and determination of orientation factors by WAXD and other methods.
- 720 MOLECULAR ASPECTS OF POLYMER RHEOLOGY** 2 credits
Prerequisite: 621 or permission of instructor. Molecular theory for concentrated solutions and melts of flexible homopolymers, molecular rheology of miscible polymer blends, block copolymers, and liquid crystalline polymers.
- 721 RHEOLOGY AND PROCESSING TWO-PHASE POLYMER SYSTEMS** 2 credits
Prerequisite: 622 or equivalent. Particle-particle interactions, mixing devices and design, theoretical hydrodynamics of suspensions of rigid particles, experimental studies of rheological behavior, phenomenological theories representing suspension behavior, dispersion of droplets to form an emulsion, phase morphology development and rheological properties of blends.
- 722 ADVANCED MODELLING OF POLYMER PROCESSING** 2 credits
Prerequisite: permission of instructor. Modelling of processing operations including extrusion molding, fiber and film processing, computer-aided design.
- 723 RHEOLOGY AND PROCESSING OF ELASTOMERS** 2 credits
Interpretation of rheological properties and critical study and analysis of processing operations including behavior in internal mixers, screw extruders, die systems and vulcanization molding.
- 724 ADVANCED EXTRUSION AND COMPOUNDING** 2 credits
Principles of operation and flow in single and twin screw extruders, screw design, characteristics of internal mixers, analysis and simulation of flow.
- 725 CHEMORHEOLOGY AND PROCESSING OF THERMOSETS** 2 credits
Prerequisites: 621 or 622, or permission of instructor. Rheological behavior of thermosets, vulcanization of rubbers, time-temperature-transition relationships in thermosets, reaction injection molding, compression/transfer molding, pultrusion.
- 727 ADVANCED POLYMER RHEOLOGY** 2 credits
Prerequisite: 621 or equivalent. Second level course in non-linear constitutive equation for viscoelastic, viscoplastic, viscoelastic-plastic polymeric materials. Utility and applicability to polymer processing problems.
- 728 NUMERICAL ANALYSIS OF POLYMER PROCESSING OPERATIONS** 2 credits
Prerequisite: permission of instructor. Analyses of case studies involving flows of polymeric fluids through channels of single and twin-screw extruders and dies and molds with the aid of commercial softwares such as Polyflow and Moldflow.
- 731 STRESS ANALYSIS OF POLYMERS AND COMPOSITES** 2 credits
Prerequisite: 631. The design of rubber mounts, bearings and sandwich components with demonstration of finite element methods. Classical plates and shells theories with applications to composite structures.
- 741 PHASE TRANSFORMATIONS IN POLYMERIC MATERIALS** 2 credits
Prerequisite: permission of instructor. Thermodynamics, nucleation and kinetics of growth of new phases, spinodal decomposition and related mechanisms, crystallization, crystal-crystal transformation, stress induced crystallization.
- 743 POLYMER BLENDS AND ALLOYS** 2 credits
Thermodynamics of miscibility and relationship to structure of components, compatibilizing agents, blending procedures, mechanical properties and structure-property relationships.
- 745 LIQUID CRYSTALS** 2 credits
Prerequisite: permission of instructor. Structure of low molecular weight and polymeric liquid crystals, characterization, physical properties including optical properties, phase transitions, structure-property relationships, processing of polymeric species.
- 773 ADVANCED POLYMER COATING TECHNOLOGY** 2 credits
Prerequisite: 641 or equivalent or permission of instructor. The polymeric binders used in radiation-curable coatings for electronic packaging and waterborne coatings will be stressed. The chemistry of dyes and the coatings science of pigments will be presented. The chemistry of polymer degradation will also be covered.
- 778 ADVANCED FUNCTIONAL POLYMERS** 2 credits
Prerequisite: 611, 641, or permission of instructor. This course focuses on the recent development of functional polymers for applications as advanced materials and smart devices, which requires the attendant to possess some prior knowledge of polymer science and polymer engineering from such 600-level course(s) as mentioned above.
- 797 ADVANCED TOPICS IN POLYMER ENGINEERING** 2-3 credits
(May be repeated) Prerequisite: permission of instructor. Advanced special topics intended for Ph.D. students in polymer engineering.
- 898 PRELIMINARY RESEARCH** 1-15 credits
(May be repeated) Prerequisites: completion of qualifying examination, approval of Student Advisory Committee. Preliminary investigation of Ph.D. dissertation subject.
- 899 DOCTORAL DISSERTATION** 1-15 credits
(May be repeated) Prerequisite: completion of candidacy examination of Student Advisory Committee. Original research by a Ph.D. candidate.

POLYMER SCIENCE 9871:

- 601 POLYMER CONCEPTS** 2 credits
Prerequisites: 3150:264 and 3150:314 or equivalent courses or permission of instructor. Introduction to basic concepts in polymer science, including polymerization, copolymerization processes and naturally occurring polymers. Polymer nomenclature, definitions and classifications. Polymer stereochemistry and structure-property relationships.
- 602 SYNTHESIS AND CHEMICAL BEHAVIOR OF POLYMERS** 2 credits
Prerequisite: 601 or instructor's permission. Introduction to fundamentals and practical aspects of polymer synthesis and reactions of polymers; general knowledge of laboratory and commercial methods for polymer preparation; practical examples.
- 604 SPECIAL PROJECTS IN POLYMER SCIENCE** 1-3 credits
Prerequisite: permission. Research projects of limited nature assigned to student entering polymer science program. Intended to familiarize student with typical problems and techniques in this field.

- 6078 POLYMER SCIENCE SEMINAR I AND II** *1 credit each*
Prerequisite: limited to first-and second-year resident graduate students. Participants are to present a 25-minute lecture on some aspect of polymer science and to participate in discussions of lectures presented by other seminar participants.
- 613 POLYMER SCIENCE LABORATORY** *3 credits*
Prerequisites or corequisites: at least one of the courses 601, 631, 674, or 701, or permission of instructor. Laboratory experiments in synthesis, characterization, physical properties and processing and testing of polymers.
- 615 LABORATORY COMPUTER APPLICATIONS IN POLYMER SCIENCE** *3 credits*
Prerequisites: Basic knowledge of computer programming and permission of instructor. Laboratory use of computers in polymer science research for data acquisition, data analysis, graphing, and preparation of reports and thesis.
- 631 PHYSICAL PROPERTIES OF POLYMERS I** *2 credits*
Prerequisite: permission of instructor. Thermodynamic and molecular basis of rubber elastic behavior; time-dependent mechanical properties of polymeric materials; melt-flow and entanglements; the morphology of crystalline polymeric materials; fracture of polymers.
- 632 PHYSICAL PROPERTIES OF POLYMERS II** *2 credits*
Prerequisite: 631 or permission of instructor. Normal-coordinate theories of molecular motion and applications to time-dependent mechanical, electrical, and scattering properties of polymeric systems; time-temperature superposition; free volume, WLF relation; fracture; glass transition.
- 674 POLYMER STRUCTURE AND CHARACTERIZATION** *2 credits*
Prerequisites: 3150:313 and 3150:314 or permission of instructor. Presentation of statistical description of polymer molecular properties including chain polymerization and degradation, characterization of conformation, molecular weight, local structure, crystal structures and ordering.
- 675 POLYMER THERMODYNAMICS** *2 credits*
Prerequisite: 674 or permission of instructor. Presentation of the theories and experiments concerning polymer solutions, polymer phase equilibria, and polymeric phase transitions and dilute solution steady-state transport.
- 699 MASTER'S THESIS** *1-6 credits*
Prerequisite: permission. For properly qualified candidate for master's degree. Supervised original research in polymer science, under direction of faculty member, followed by submission of thesis.
- 701 POLYMER TECHNOLOGY I** *2 credits*
Principles of compounding and testing, processing principles and types of operation, design principles.
- 702 POLYMER TECHNOLOGY II** *2 credits*
Prerequisite: 701 or permission of instructor. Rubber industry, rubber compounding and processing, vulcanization methods, physical testing, plastics preparation and compounding, manufacturing processes. Lecture/laboratory.
- 703 POLYMER TECHNOLOGY III** *2 credits*
Prerequisite: 702 or permission of instructor. Flow properties, extrusion, calendaring and milling, molding, mixing, bond operations, engineering properties, rubber springs, viscoelastic analysis design consideration. Lecture/laboratory.
- 704 CONDENSATION POLYMERIZATION** *2 credits*
Prerequisite: 3150:463/563 or permission of instructor. Survey of the theory and practice of condensation polymerization. Numerous commercial examples are presented with special emphasis being placed on the properties and applications of polymers prepared by this technique. Structure-property relationships are highlighted for each major polymer class.
- 705 FREE RADICAL REACTIONS IN POLYMER SCIENCE** *2 credits*
Prerequisite: 3140:463/563 or permission of instructor. Covers the kinetics and mechanisms of free radical initiated reactions encountered in polymer science, including polymerization methods, detailed considerations of the initiation, propagation and termination steps in vinyl polymerizations and copolymerization, preparation of block and graft copolymers by free radical initiated reactions and the mechanisms of free radical induced polymer degradation reactions.
- 706 IONIC AND MONOMER INSERTION REACTIONS** *2 credits*
Prerequisite: 3150:463/563 or permission of instructor. Covers the scope, kinetics and mechanisms of polymerizations initiation by anions, carbenium ions and onium ions as well as polymerizations induced by coordination catalysts. Living polymerizations, molecular weights, molecular weight distributions, stereo-chemistry, solvent effects, counter-ion effects, temperature effects, Ziegler-Natta catalysis, olefin metathesis, functionalization of polymers, graft and block copolymer synthesis.
- 711 SPECIAL TOPICS: POLYMER SCIENCE** *1-3 credits*
Prerequisite: permission. Topics of current interest in polymer science, encompassing chemistry, physics or technological aspects of macromolecular substances, including laboratory work where applicable.
- 712 SPECIAL TOPICS: POLYMER SCIENCE** *2 credits*
Prerequisite: permission. Topics of current interest in polymer science, encompassing chemistry, physics or engineering aspects of macromolecular science.
- 899 DOCTORAL DISSERTATION** *1-16 credits*
Open to properly qualified students accepted as candidates for Doctor of Philosophy in Polymer Science depending on the availability of staff and facilities.

APPENDICES

Grievance Procedures for Graduate Students

Purpose

The procedures set forth in this document are intended to provide graduate students with a formal channel of appeal and redress of grievances arising out of their academic and/or employment relationship with the University.

Procedures

1. Any graduate student who believes that he or she has valid grounds for a complaint shall attempt to resolve the problem through a conference with the faculty member involved, the department head, and/or the graduate advisor. Following that, the student may attempt to resolve the problem with the assistance of the academic dean. A graduate student presenting a case to the academic dean must provide a full written statement of the grievance, together with all appropriate supporting material. When or if the problem has not been adequately solved at that level or the student wishes to appeal that decision, the student shall prepare a written statement of the complaint setting forth clearly and specifically the allegations and shall hand deliver the written complaint to the Dean of the Graduate School. The Dean of the Graduate School shall notify the complainant confirming the receipt of the complaint and shall request all materials from the Dean of the complainant's college.
2. Within one week of receipt of the complaint, the Dean of the Graduate School shall communicate with all parties in an attempt to informally resolve the problem. The result of this process will be a recommendation by the Dean of the Graduate School which will be communicated in writing to all parties, including the Senior Vice President and Provost.
3. The complaint shall become a grievance to be filed with the Senior Vice President and Provost if: 1) the Dean of the Graduate School wishes to have a Hearing Committee render a recommendation on the grievance; or 2) the student wishes to appeal the recommendation of the Dean of the Graduate School. The student must notify the Senior Vice President and Provost in writing within one week of notification of the Dean of the Graduate School's decision on the complaint.
4. Upon receipt of the grievance, the Senior Vice President and Provost shall notify in writing the President of Graduate Student Government that a Hearing Committee should be constituted. The Hearing Committee shall be organized in no more than two weeks.
5. When the grievance has been filed with the Chairperson of the Hearing Committee, it shall be the responsibility of that Chairperson to notify in writing all parties involved in the grievance within five working days. This notification shall include the following information: that a grievance has been filed; the nature of the grievance; and the parties involved.
6. If the charged party in that grievance admits the validity of the grievance, the Chairperson of the Hearing Committee shall waive the hearing and shall direct an appropriate resolution in consultation with the Hearing Committee.
7. If the party charged in the grievance denies the validity of the grievance, the Hearing Committee shall conduct the hearing.
8. At any point in the grievance process, the Chairperson may extend the deadlines with the mutual consent of all parties.

Hearing Committee

A Hearing Committee shall be established as follows:

1. **Chairperson** – The Chairperson shall be a member of the graduate faculty with full membership, but not from a department involved in the proceedings. This Chairperson shall be chosen at random from an established pool selected by the Graduate Council and shall serve for only one grievance proceeding. The Chairperson shall conduct the hearing and shall vote only in the case of a tie.
2. **Members** – Four members shall be selected as follows:
 - a. A graduate student not involved with the complainant and not from the complainant's department, selected jointly by the Department Chair and the President of the Graduate Student Government. If the grievance is filed against the Department Chair, the Academic Dean shall substitute for the Department Chair. If the grievance is filed against the department, the Senior Vice President and Provost shall substitute for the Department Chair.
 - b. A faculty member not involved with the complainant and not from the complainant's department, selected jointly by the Department Chair and the President of the Graduate Student Government. If the grievance is filed against the Department Chair, the Academic Dean shall substitute for the Department Head. If the grievance is filed against the department, the Senior Vice President and Provost shall substitute for the Department
 - c. A graduate student not involved with the complainant and not from the complainant's department, selected by the Vice Chairperson of the Graduate Council.

- d. a member of the graduate faculty with full membership not involved in the complaint nor from the complainant's department, selected by the Senior Vice President and Provost.
3. A Hearing Committee shall be organized anew each and every time a grievance is brought forth. A Hearing Committee shall serve through the adjudication and resolution of the complaint.

Hearing Procedure

- The hearing must take place within three weeks of the Hearing Committee's formation.
- At least three working days prior to the hearing, the Hearing Committee Chairperson shall provide the Hearing Committee and the Parties involved with:
 - The student's written statement of the grievance.
 - Written notification of when and where the Hearing Committee shall meet.
 - A copy of "Grievance Procedures for Graduate Students" and all relevant documents.
- Each party shall be required to appear in person before the Hearing Committee to present his/her case. Each party may have an advisory/colleague present to protect his/her rights if so desired. However, the parties shall speak and act on their own behalf. Witnesses may be called to present evidence on behalf of the complainant or the charged person. The use of tape recorders is prohibited, except as may be required to accommodate persons with disabilities.
- All parties shall be entitled to an expeditious hearing. In urgent cases in which it is alleged that a regulation, administration decision, or action threatens immediate and irreparable harm to any of the parties involved, the Hearing Committee shall expedite the hearing and disposition of the case. The Hearing Committee is empowered to recommend to the Dean of the Graduate School that an individual, department, or college discontinue or postpone any action which threatens to cause irreparable harm, pending the final disposition of the case.
- The burden of proof shall be on the complainant and the standards of justice and fair play shall prevail in the adjudication of violations and grievances.
- If necessary, the Hearing Committee may consult with the University's Office of General Counsel for advice at any time throughout this process.

Decisions and Actions

- The Hearing Committee shall decide as follows: there has been a violation of the complainant's rights, or there has been no violation of the complainant's rights.
- Should the Hearing Committee determine that a violation of the complainant's rights occurred, the Committee shall, if practical, recommend a resolution to the Senior Vice President and Provost.
- The Senior Vice President and Provost, exercising his/her judgment, shall act on the implementation of the resolution recommended by the Hearing Committee.

Record Keeping

The Chairperson of the Hearing Committee shall be responsible for keeping a summarized, written record of all the proceedings.

- Records of all proceedings shall be prepared by the secretarial personnel of the Graduate School. Copies of all proceedings shall be distributed as follows:
 - To all parties involved in the proceedings.
 - To the Hearing Committee members.
 - To the President of the Graduate Student Government.
 - To the Dean of the Graduate School.
 - To the Senior Vice President and Provost.
- A copy of all proceedings shall be kept in the office of the Dean of the Graduate School pursuant to the University's record retention proposal.

Appeal

An appeal may be made to the President of the University after all of the above procedures have been followed. The President of the University shall assess each case on an individual basis and his/her decision shall be considered final.

Family Educational Rights and Privacy Act (FERPA)

A student has a right to:

- Inspect and review education records pertaining to the student;
- Request and amendment to the student's records; and
- Request a hearing (if the request for an amendment is denied) to challenge the contents of the education records, on the grounds that the records are inaccurate, misleading, or violate the rights of the student.

The parent or eligible student has a right to:

- Inspect and review the student's education records;
- Request the amendment of the student's education records to ensure they are not inaccurate, misleading, or in otherwise in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with the requirements of FERPA; and
- Obtain a copy of the school's FERPA policy.

Disclosure of Personally Identifiable Information

- FERPA regulations list conditions under which "personally identifiable information" from a student's education record may be disclosed without the student's prior consent.
- Disclosure may be made to authorized representatives of the U.S. Department of Education, the Office of Inspector General, or state and local education authorities. These officials may have access to education records as a part of an audit or program review, or to ensure compliance with Student Financial Assistance program requirements. (Representatives of the Department include research firms that are under contract with the Department to conduct studies of financial aid procedures, using student information provided by the schools selected for the study. The term also includes the Student Financial Assistance program public inquiry contractor.)
- Disclosure may be made if it is in connection with financial aid that the student may receive a request from the Immigration and Naturalization Service (INS) or the Federal Bureau of Investigation (FBI) for access to a student's records. Such a request may be granted only if the student information is needed to determine the amount of the aid, the conditions for the aid, the student's eligibility for the aid, or to enforce the terms or conditions of the aid.
- Disclosure may be made to the student's parent, if the student is dependent on the parent, as defined by the Internal Revenue Service. If the student receives more than half of his or her support from the parent, under the IRS definition, the student is a dependent of the parent. (Note that the IRS definition is quite different from the rules governing dependency status for the Student Financial Assistance programs.)
- Disclosure may be made to organizations that are conducting studies concerning the administration of student aid programs on behalf of educational agencies or institutions.

Annual Notification

Each year, The University of Akron is required to give notice of the various rights accorded to parents or students pursuant to the Family Education Rights and Privacy Act (FERPA). Parents and students, under FERPA, have a right to be so notified and informed. In accordance with FERPA, you are notified of the following:

• Right to Prevent Disclosures

You have the right to prevent disclosure of Education Records to third parties with certain limited expectations. It is the intent of The University of Akron to limit the disclosure of information contained in your Education Records to those instances where prior written consent has been given for disclosures, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allows disclosure without prior written consent.

• Right to Inspect

You have the right to review and inspect substantially all of your Education Records maintained at or by The University of Akron.

• Right to Request an Amendment

You have the right to have corrected any parts of any Education Record that you believe to be inaccurate, misleading, or otherwise in violation of your FERPA rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the Education Records at your request.

- Right to Obtain Policy

You have the right to obtain a copy of the written institutional policy adopted by The University of Akron in compliance with FERPA. A copy may be obtained in person or by mail from the FERPA coordinator located in the Office of the Vice President for Student Affairs.

You have the right to obtain a copy of the written institutional policy adopted by The University of Akron in compliance with FERPA. A copy may be obtained in person or by mail from the FERPA coordinator located in the Office of the Vice President for Student Affairs.

- Right to File a Complaint

You have the right to file a complaint with the Family Educational Rights and Privacy Act Office at the Department of Education, 600 Independence Avenue, S.W., Washington, D.C., 20202-3887, (202) 260-9001, concerning any belief you may have that The University of Akron has failed to comply with the provisions of FERPA.

Release of Directory Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) permits The University of Akron to release directory (public) information about students. Director (public) information includes the student's name, local (mailing) address, telephone number, major field of study, participation in officially recognized activities and sports, the student's photograph, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous education agency or institution attended by the student.

Withhold Directory Information

If a student asks for directory information to be withheld, it will be withheld from a variety of sources, including friends, relatives, prospective employers, honor societies, the news media, and the commencement program. Students should carefully consider the consequences of a decision to withhold directory information.

Students may obtain a "DIRECTORY INFORMATION RESTRICTION REQUEST" form at <http://www3.uakron.edu/registrar/DirInfoRel.doc> or at the Office of the University Registrar.

Completed forms must be provided to the Office of the University Registrar more than ten (10) days prior to the starting date of the semester or summer session for instructions to be effective for that semester. Return to: Office of The University Registrar, The University of Akron, Akron, Ohio 44325-6208, or fax to (330) 972-6097.

Intellectual Property Rights and Obligations

During your graduate study at The University of Akron and your professional career thereafter, you may become involved with at least one of the three main forms of intellectual property matters: copyrights, patents, and proprietary information/trade secrets. It is possible that certain discoveries may have commercial value, and therefore may invoke one or more of the above forms of intellectual property ownership.

Copyright

Copyright, by law, is automatically owned by the author or the authors, employer or sponsor when the work is placed in a fixed form (or medium). The University Board of Trustees automatically waives any claim of the University to copyright in books, texts, or articles of a purely academic nature authored by faculty or students except when the material is prepared as a sponsored project in which case it is the property of the University. Ownership would then be assigned to the University or its designee as the Board of Trustees directs. Questions of authorship are often best handled informally between potential joint authors.

Patents

All discoveries and inventions made by you while associated with The University of Akron must be reported to your faculty advisor, and through your advisor to your department chair, dean, and thereafter to the Office of Research Services and Sponsored Programs using the standard University of Akron invention disclosure form. This form provides a guide to describing and identifying the invention broadly and referencing specific results. Those persons thought to be possible inventors should also be identified on this form.

Patents on inventions made by University faculty, staff, students or anyone using University facilities are automatically owned by The University of Akron, as provided by Ohio Revised Code Section 3345.14. The final decision as to inventorship is a technical legal conclusion and will be made in the course of preparing a patent application by the patent attorney handling the application.

Proprietary Information

Those engaged in sponsored research may also be involved with developing or receiving proprietary information owned by others outside the University (e.g., sponsors such as corporations and individuals seeking certain research from the University). The University and the principal investigator may have agreed to maintain this proprietary information in confidence. In some situations, proprietary information of a sponsor may be provided to you or other project investigators during a research project. The sponsor desires, in these situations, to keep the information confidential (or secret) for as long as possible.

You are free to use the confidential information in the course of the project and discuss it with other students or faculty members engaged in that project. **However, you may not use the information on other projects, nor may you discuss it with other individuals not involved with that project.** While these commitments could delay public access to your thesis for a specified time, it will not delay acceptance or approval of your thesis/dissertation nor delay your graduation date.

The University and principal investigator must have written personal commitments from anyone working on a project involving and securing proprietary information. Therefore, all research students are required to execute the Confidentiality Agreement (sample form attached to this page). Prior to the start of your research, it is the responsibility of the research director to inform you in writing of any restrictions on the research with a copy also sent to the Office of Research Services and Sponsored Programs, if your research is subject to confidentiality provisions. You are also to be informed by the research director about the scope of the research that is covered by any confidentiality provisions.

If you have any questions as to what information is proprietary, seek guidance from your project's principal investigator or your faculty research advisor.

Questions of Authorship and Inventorship

In the event you think you have been improperly omitted from the list of authors, you should first discuss the matter with your faculty advisor. If you have further questions or consider the matter unresolved, you should inform in the following order the appropriate department chair, the college dean, and finally the Dean of the Graduate School. (Questions are usually, and most quickly, resolved at the lowest administrative levels.)

In the event you think you have been omitted as an inventor on a patent application, you should first discuss the matter with your faculty research advisor and, thereafter, with your department chair and finally with your academic dean. Following such consultations, either you and/or your faculty advisor, or your department chair, or your dean can request the patent attorney who prepared the application to recheck the findings and then prepare a formal report on inventorship. The whole patent application file may then be referred to the Office of General Counsel for a re-evaluation of valid inventors. However such as re-evaluation by patent counsel shall only occur with the prior knowledge of your faculty advisor, Department Chair and Dean.

DIRECTORY

Board of Trustees

May 2004

MR. EDWARD L. BITTLE (Term expires 2011)
 MRS. ANN AMER BRENNAN (Term expires 2012)
 DR. WILLIAM F. DEMAS (Term expires 2008)
 DR. DONALD E. DEMKEE (Term expires 2005) - Serves as Vice Chair
 DR. JOHN A. FINK (Term expires 2006) - Serves as Vice Chair
 MRS. DIANE C. FISHER (Term expires 2009)
 MRS. PATRICIA L. GRAVES (Term expires 2004) - Serves as Chair
 MR. JON V. HEIDER (Term expires 2007)
 MR. PHILIP S. KAUFMANN (Term expires 2010)

Student Trustees

MR. JAMES M. FAUCETT (Term expires 2005)
 MR. ROBERT B. PRESTON III (Term expires 2004)

Officers of the Board

MR. TED A. MALLO, *Vice President and General Counsel; Secretary of the Board of Trustees.*
 MR. RUSSELL D. SIBERT, *Vice President of Board Operations; Assistant Secretary of the Board of Trustees.*

President and Vice Presidents

September 2004

LUIS M. PROENZA, *President of the University*, Ph.D.
 THEODORE CURTIS, *Vice President for Capital Planning and Facilities Management*, B.S.
 SHARON L. JOHNSON, *Vice President for Student Affairs*, Ph.D.
 JOHN A. LaGUARDIA, *Vice President for Public Affairs and Development*, M.A.
 TED A. MALLO, *Vice President and General Counsel*, J.D.
 GEORGE R. NEWKOME, *Vice President for Research and Dean of the Graduate School*, Ph.D.
 ROY L. RAY, *Vice President for Business and Finance, CFO*, B.S.
 ELIZABETH J. STROBLE, *Senior Vice President and Provost*, Ph.D.

Deans

MARK S. AUBURN, *Dean of the College of Fine and Applied Arts*, Guzzetta Hall 260, 972-7564
 RICHARD L. AYNES, *Dean of the School of Law*, McDowell Law Center 136, 972-7331
 DAVID B. BAKER, *Interim Dean of University Libraries*, Bierce Library 161D, 972-7497
 JAMES BARNETT, *Dean of the College of Business Administration*, College of Business Administration Building, 419, 972-7041
 CYNTHIA F. CAPERS, *Dean of the College of Nursing*, Mary Gladwin Hall 101, 972-7552
 ROGER B. CREEL, *Dean of the Buchtel College of Arts and Sciences*, College of Arts and Sciences Building 448, 972-7880
 GEORGE K. HARITOS, *Dean of the College of Engineering*, Auburn Science and Engineering Center 201, 972-7816
 FRANK N. KELLEY, *Dean of the College of Polymer Science and Polymer Engineering*, Goodyear Polymer Center 325, 972-7500
 JOHN P. KRISTOFKO, *Dean of Wayne College*, 1901 Smucker Road Orrville 44667, 1-800-221-8308
 KARLA T. MUGLER, *Dean of the University College*, Student and Administrative Services Building, 972-7066
 PATRICIA A. NELSON, *Dean of the College of Education*, Zook Hall 210, 972-7680
 GEORGE R. NEWKOME, *Vice President for Research and Dean of the Graduate School*, Goodyear Polymer Center 529, 972-6458
 STANLEY B. SILVERMAN, *Dean of the Summit College*, Polsky Building 215, 972-6578, 972-7577

Graduate Council

September 2004

GEORGE R. NEWKOME, *Vice President for Research and Dean of the Graduate School, Chair*
 Term expires August 31, 2005

JULIE DREW, *Ph.D., College of Arts and Sciences: Humanities*
 MARYHELEN C. KREIDLER, *Ed.D., College of Nursing*
 NARENDER P. REDDY, *Ph.D., College of Engineering*
 JAMES R. ROGERS, JR., *Ph.D., College of Education*
 BINDIGANAVALA S. VIJAYARAMAN, *Ph.D., College of Business Administration*

Term expires August 31, 2006

CHARLES BENEKE, *MFA., College of Fine and Applied Arts*
 MARTIN D. MURPHY, *Ph.D., College of Arts and Sciences: Social Sciences*
 EROL SANCAKTAR, *Ph.D., College of Polymer Science and Polymer Engineering*
 OKECHUKWU UGWJEJE, *Ph.D., College of Engineering*

Term expires August 31, 2007

BRIAN P. BAGATTO, *Ph.D., College of Arts and Sciences: Natural Sciences*
 FRANCIS S. BROADWAY, *Ph.D., College of Education*
 MICHAEL F. D'AMICO, *DBA., College of Business Administration*
 TERRY L. HALLETT, *Ph.D., College of Fine and Applied Arts*
 CLAIRE A. TESSIER, *Ph.D., College of Arts and Sciences: At-Large*

Graduate Faculty*

September 2004

LUIS M. PROENZA, *President; Professor of Biology; Adjunct Professor of Education; Adjunct Professor of Political Science* (January 1999) B.A., Emory University; M.A., The Ohio State University; Ph.D., The University of Minnesota, 1971.
 RULA ABISAAB, *Assistant Professor of History* (1998) B.A., American University of Beirut; M.A., California State University at Fullerton; M.Phil., Ph.D., Yale University, 1998.
 STEPHEN H. ABY, *Professor of Bibliography; Education Bibliographer* (August 1988) B.A., University of Texas at Austin; M.A., University of Houston; Ph.D., State University of New York at Buffalo; M.L.S., Kent State University, 1984.
 MARIA ADAMOWICZ-HARIASZ, *Associate Professor of Modern Languages* (1995) M.A., Maria Curie-Skłodowska University, Poland; M.A., Ph.D., University of Pennsylvania, 1994.
 JEFFREY D. ADLER, *Associate Professor of Mathematics* (1998) B.A., Princeton University; M.A., Ph.D., University of Chicago, 1996.
 AIGBE AKHIGBE, *Professor of Finance, Frederick W. Moyer Chair in Finance*; (2000) B.S., University of Ibadan; M.S. University of Southwestern Louisiana; M.B.A., Ph.D., University of Houston, 1991.
 M. KAY ALDERMAN, *Professor of Education* (1979) B.S., University of Southern Mississippi; M.Ed., University of Texas at Austin; Ed.D., University of Houston, 1976.
 SONIA ALEMAGNO, *Associate Professor of Public Administration and Urban Studies; Senior Research Associate, Health and Social Policy; Associate Director, Institute for Social and Health Policy* (1998) B.A., John Carroll University; M.A., Kent State University; Ph.D., Case Western Reserve University, 1991.
 PHILLIP ALLEN, *Professor of Psychology; Senior Fellow, Institute for Life-Span Development and Gerontology* (2000) B.S., M.A., Ph.D., The Ohio State University, 1987.
 ALAN S. AMBRISCO, *Assistant Professor of English* (1999) B.A., SUNY Buffalo; M.A., Ph.D., Indiana University, 1998.
 ALFRED L. ANDERSON, *Professor of Music* (1985) B.M.E., Mississippi College; M.M., Indiana University, 1970.
 CAROLYN M. ANDERSON, *Professor of Communication* (1995) B.A., University of Detroit; M.A., Wayne State University; Ph.D., Kent State University, 1992.
 T. LEIGH ANENSON, *Assistant Professor of Business Law* (2001) B.S., California State University, Long Beach; J.D., The University of Akron; LL.M., The Georgetown University Law Center, 1996.
 JEROME E. APPLE, *Instructor in Accounting* (August 1996) B.A., The Ohio State University; J.D., Cleveland State University; M.T., The University of Akron, 1987.
 WILLIAM B. ARBUCKLE, *Associate Professor of Civil Engineering* (July 1982) B.S.Ch.E., Ohio University; M.S.E.E., Ph.D., University of North Carolina, 1975.
 STEPHEN C. ARON, *Professor of Music* (1981) B.M., University of Hartford; M.M., University of Arizona, 1981.
 STEVEN R. ASH, *Assistant Professor of Management* (2001) B.A., M.B.A., Ph.D., New Mexico State University, 1996.
 MARK S. AUBURN, *Dean of Fine and Applied Arts; Professor of English; Professor of Dance, Theatre and Arts Administration* (July 1991) B.S., B.A., The University of Akron; M.A., Ph.D., University of Chicago, 1971.
 KENNETH E. AUPPERLE, *Professor of Management* (1986) B.A., M.A., Western Michigan University; M.B.A., Kansas State University; Ph.D., University of Georgia, 1982.
 JAMES F. AUSTIN, *Associate Professor of Education* (1987) B.A., M.A., Ph.D., Case Western Reserve University, 1971.
 BRIAN P. BAGATTO, *Assistant Professor of Biology* (2001) B.S., Queen's University; M.S., Auburn University; Ph.D., University of North Texas, 2001.
 DAVID B. BAKER, *Interim Dean of University Libraries; Director of Archives of History of American Psychology; Professor of Psychology* (1999) B.A., Millersville State College; M.Ed., Southwest Texas State University; Ph.D., Texas A&M University, 1998.
 CHRISTOPHER P. BANKS, *Associate Professor of Political Science* (1995) B.A., University of Connecticut; J.D., University of Dayton; Ph.D., University of Virginia, 1995.
 SHELLEY O. BARANOWSKI, *Professor of History; Associate Department Chair of History* (1989) B.A., Wells College; M.A., Ph.D., Princeton University, 1980.
 JAMES BARNETT, *Dean, College of Business Administration; Director, Institute for Global Business; Global Business Executive in Residence* (1996) B.S., The University of Akron, 1992.
 LINDA R. BARRETT, *Associate Professor of Geography and Planning* (1995) B.A., M.A., Ph.D., Michigan State University, 1995.
 ABEL A. BARTLEY, *Associate Professor of History; Director, Pan African Studies; Director, Pan African Center for Community Studies* (1994) B.A., M.A., Ph.D., Florida State University, 1994.
 CHARLES R. BARTON, *Director of Nurse Anesthesia Track* (July 1995) B.A., Malone College; M.Ed., Ashland College, 1992.
 CELAL BATUR, *Department Chair of Mechanical Engineering, Professor of Mechanical Engineering* (February 1980) B.Sc., M.Sc., The Technical University of Istanbul; Ph.D., The University of Leicester, 1976.
 JANET P. BEAN, *Associate Professor of English* (1998) M.A., University of New Hampshire; B.A., Ph.D., University of North Carolina, 1998.
 JULIA BECKETT, *Associate Professor of Public Administration and Urban Studies* (1997) B.A., J.D., Washington University; M.A., Ph.D., University of Colorado, 1995.
 CAROLYN BEHRMAN, *Assistant Professor of Anthropology* (1998) B.A., Amherst College; M.A., Ph.D., University of Pennsylvania, 1997.
 KRISTINA M. BELISLE, *Associate Professor of Music* (2000) B.M., University of Georgia; D.M., M.M., Michigan State University, 1994.
 CHARLES C. BENEKE II, *Assistant Professor of Art* (2001) B.A., Kenyon College; M.F.A., Connecticut College, 1996.
 RODNEY B. BENGSTON, *Director of University Art Galleries* (February 1992) B.A., Allegheny College; M.F.A., Kent State University, 1982.
 RAJADE M. BERRY, *Assistant Professor of Public Administration and Urban Studies* (2000) B.S., Rider College; M.A., Kean College of New Jersey; Ph.D., Rutgers University, 1999.
 JULIA M. BEYELER, *Director of Learning Support Services; Adjunct Assistant Professor of Education; Americans with Disabilities Act Coordinator* (Wayne College) (August 1988) B.S.Ed., Goshen College; M.Ed., Kent State University; Ph.D., The University of Akron, 1995.
 WIESLAW K. BINIENDA, *Professor of Civil Engineering; Department Chair of Civil Engineering* (1988) M.S., Warsaw Technical University; M.S.M.E., Ph.D., Drexel University, 1988.

* The dates in parentheses indicate the beginning of service at The University of Akron; unless otherwise stated, service began in the month of September.

- DAVID BLACK**, *Assistant Professor of Geology* (2001) B.S., Ph.D., University of Miami, 1998.
- TRACEY J. BOISSEAU**, *Associate Professor of History* (1999) B.A., Suffolk University; M.A., Georgetown University; Ph.D., Binghamton, 1996.
- DALE S. BOROWIAK**, *Professor of Statistics* (1980) B.S., M.S., The University of Akron; Ph.D., Bowling Green State University, 1980.
- CONSTANCE B. BOUCHARD**, *Distinguished Professor of History* (August 1990) B.A., Middlebury College; M.A., Ph.D., University of Chicago, 1976.
- MARILYN K. BOWMAN**, *Director, Sports Medicine; Adjunct Assistant Professor of Education* (1991) B.S.Ed., M.S., The University of Akron, 1987.
- WILLIAM T. BRANDY**, *Associate Professor of Speech-Language Pathology and Audiology* (August 1990) A.B., Heidelberg College; M.S., University of Pittsburgh; Ph.D., University of Oklahoma, 1969.
- MINEL J. BRAUN**, *Professor of Mechanical Engineering* (December 1978) M.S., Ph.D., Carnegie-Mellon University, 1978.
- WILLIAM J. BRITTAI**, *Professor of Polymer Science* (August 1990) B.S., University of Northern Colorado; Ph.D., California Institute of Technology, 1982.
- FRANCIS S. BROADWAY**, *Associate Professor Education* (1997) B.A., Kalamazoo College; M.A., Eastern Michigan University; Ph.D., University of South Carolina, 1997.
- STEPHEN C. BROOKS**, *Associate Professor of Political Science; Associate Director of the Ray C. Bliss Institute of Applied Politics* (1982) B.A., Colorado College; M.A., Ph.D., Northwestern University, 1982.
- LANCE BROUTERS**, *Professor of Marketing and International Business* (2001) B.S., The Ohio State University; M.A., Memphis State University; Ph.D., University of Florida, 1993.
- NANCY J. BROWN**, *Associate Professor of Communication* (1997) B.A., Chatham College; M.A., Northeast Louisiana University; Ph.D. Bowling Green State University, 1998.
- JAMES H. BUCHANAN**, *Professor of Philosophy* (1971) B.A., M.A., Ohio University; Ph.D., Pennsylvania State University, 1970.
- SANDRA K. BUCKLAND**, *Associate Professor of Family and Consumer Sciences* (1999) B.A., M.A., The University of Akron; Ph.D., The Ohio State University, 1996.
- ALPHER BULDUM**, *Assistant Professor of Physics* (2001) B.S., M.S., Ph.D., Bilkent University, 1998.
- PASCAL BUMA**, *Associate Professor of English* (1997) B.A., M.A., D.E.A., The University of Yaounde; Ph.D., Pennsylvania State University, 1997.
- STACEY L. BUSER**, *Clinical Instructor* (2004) A.A.S., B.S., M.S., The University of Akron, 1991.
- SEAN X. CAI**, *Associate Professor of Physical and Health Education* (1995) B.S., Southwest China Normal University; M.Ed., Shanghai Institute of Physical Education; Ph.D., University of Arkansas, 1995.
- KYONSUKU M. CAKMAK**, *Associate Professor of Polymer Engineering* (August 1983) B.Eng., M.Eng., Kyoto Institute of Technology; Ph.D., University of Tennessee, 1984.
- MUKERRREM CAKMAK**, *Professor of Polymer Engineering* (August 1983) B.S., Technical University of Istanbul; M.S., Ph.D., University of Tennessee, 1984.
- THOMAS G. CALDERON**, *Professor of Accounting; Director of Quality Assessment* (1988) B.S., M.S., University of the West Indies; Ph.D., Virginia Polytechnic Institute and State University, 1987.
- KIM C. CALVO**, *Professor of Chemistry; Acting Assistant Department Chair of Chemistry* (1984) B.A., Ph.D., The Ohio State University, 1981.
- CYNTHIA F. CAPERS**, *Dean of the College of Nursing; Professor of Nursing; Fellow, Institute for Life-Span Development and Gerontology* (June 1997) B.S.N., University of Maryland; M.S.N., Ph.D., University of Pennsylvania, 1986.
- RICHARD E. CAPLAN**, *Associate Professor of Communication* (1980) B.A., Michigan State University; M.S., The University of Akron; M.A., Ph.D., Wayne State University, 1975.
- JOAN E. CARLETTA**, *Assistant Professor of Electrical and Computer Engineering* (1999) B.S., SUNY College at Buffalo; Ph.D., Case Western Reserve University, 1995.
- MICHAEL J. CARLEY**, *Director of University Press; Professor of History* (1999) B.S., George Washington University; M.A., Ph.D., Queen's University, Belfast Northern Ireland, 1976.
- FRED M. CARR**, *Associate Professor of Education; Director of the H.K. Barker Center for Economic Education* (October 1979) B.A., Westminster College; M.Ed., Ed.S., Ph.D., University of Florida, 1977.
- GUSTAVO ADOLFO CARRI**, *Assistant Professor of Polymer Science* (2000) B.S., University Nacional de La Plata; M.S., Case Western Reserve University; M.S., Ph.D., University of Massachusetts-Amherst, 2000.
- JOSEPH F. CECCIO**, *Professor of English* (1978) B.A., Loyola College; M.A., Ph.D., University of Illinois at Urbana, 1975.
- CHIEN-CHUNG CHAN**, *Professor of Computer Science* (1989) M.S., Ph.D., University of Kansas, 1989.
- AKHILESH CHANDRA**, *Associate Professor of Accounting* (2001) B.A., M.A., University of Delhi, India; Ph.D., Memphis State University, 1993.
- GEORGE G. CHASE**, *Professor of Chemical Engineering* (1983) B.S., Ph.D., The University of Akron, 1989.
- JANICE M. CHEBRA**, *Assistant Professor of Family and Consumer Sciences; Fellow, Institute for Life-Span Development and Gerontology* (2001) B.A., M.A., Kent State University; Ph.D., The Ohio State University, 1996.
- JOHN J. CHEH**, *Associate Professor of Accounting and Information Systems* (1999) B.E., Hanyang University; M.B.A., University of Texas at Austin; Ph.D., University of Michigan, 1986.
- ANG CHEN**, *Assistant Professor of Physics* (2002) M.E., HuaZhong University of Science and Technology; Ph.S., Zhejiang University, 1994.
- STEPHEN Z. D. CHENG**, *Professor of Polymer Science; Trustees Professor, Polymer Science; Robert C. Musson Professor of Polymer Science; Department Chair of Polymer Science* (July 1987) B.S., East China Normal University; M.S., East China Institute of Science and Technology; Ph.D. Rensselaer Polytechnic Institute, 1985.
- H. MICHAEL CHEUNG**, *Professor of Chemical Engineering* (1984) B.S., M.S., Ph.D., Case Western Reserve University, 1985.
- SHEAU-HUEY CHIU**, *Assistant Professor of Nursing* (January 2001) B.S.N., M.S.N., Arizona State University, 1997.
- FRED KAT-CHUNG CHOY**, *Professor of Mechanical Engineering* (1983) B.S.C.E., National Taiwan University; M.S.C.E., Ph.D., University of Virginia, 1977; P.E.
- CHARLES ANDRE CHRISTIE-MIZELL**, *Assistant Professor of Sociology* (2000) B.A., Oberlin College; M.A., Ph.D., The Ohio State University, 1997.
- STEVEN S. CHUANG**, *Professor of Chemical Engineering; Department Chair of Chemical Engineering* (1986) M.S., New Jersey Institute of Technology; Ph.D., University of Pittsburgh, 1985.
- LINDGREN L. CHYI**, *Professor of Geology; Professor of Civil Engineering* (1978) B.Sc., National Taiwan University; M.Sc., Ph.D., McMaster University, 1972.
- KATHLEEN DIANA CLARK**, *Associate Professor of Communication* (1998) B.A., M.A., University of Washington; Ph.D., The Ohio State University, 1995.
- SUSAN G. CLARK**, *Associate Professor of Education* (1996) B.S., Miami University; M.Ed., Xavier University; Ph.D., Kent State University, 1997.
- CURTIS B. CLEMONS**, *Associate Professor of Applied Mathematics* (August 1990) B.S., Ashland College; M.A., Miami University; Ph.D., University of Maryland at College Park, 1990.
- DAVID B. COHEN**, *Assistant Professor of Political Science* (2000) B.A., University of Wisconsin-Madison; M.A., University of Tennessee; Ph.D., University of South Carolina, 2000.
- SCOTT COLLINS**, *Professor of Polymer Science; Professor of Chemistry* (June 2000) B.S., Ph.D., University of Calgary, 1983.
- SUSAN G. COLVILLE-HALL**, *Associate Professor of Education* (1989) B.S., M.A., Ph.D., The Ohio State University, 1983.
- KEVIN CONCANNON**, *Assistant Professor of Art* (2001) B.A., University of Massachusetts; Ph.D., Virginia Commonwealth University, 2000.
- EDWARD J. CONRAD**, *Associate Professor of Accounting; Department Chair of Accounting* (1991) B.S., The University of Akron; Ph.D., Florida State University, 1991.
- ALETHIA H. COOK**, *Academic Advisor II, Political Science* (2001) B.A., M.A., The University of Akron, 1992.
- DUANE COVRIG**, *Associate Professor of Education* (1999) B.A., Weimar College; M.A., Loma Linda University; Ph.D., University of California, 1999.
- RAYMOND W. COX III**, *Professor of Public Administration and Urban Studies; Department Chair, Public Administration and Urban Studies; Fellow, Institute for Life-Span Development and Gerontology* (July 2000) B.A., Northeastern University; M.S., Suffolk University; Ph.D., Virginia State College, 1983.
- SANDRA C. COYNER**, *Assistant Professor of Education* (June 1994) A.A., Cuyahoga Community College; B.A., Cleveland State University; M.B.A.; Baldwin-Wallace College; M.Ed., Ed.D., The University of Akron, 1992.
- ROGER B. CREEL**, *Dean of the Buchtel College of Arts and Sciences; Professor of Physics; Professor of Chemistry* (1970) B.A., Kalamazoo College; Ph.D., Iowa State University, 1969.
- JAMES R. CROWE**, *Slide Librarian* (July 1998) B.F.A., Youngstown State University; M.A., Cleveland State University; M.L.S., Kent State University, 1992.
- LINDA F. CROWELL**, *Associate Professor of Social Work* (1996) B.S., Knoxville College; M.S., Ph.D., Case Western Reserve University, 1995.
- TERESA J. CUTRIGHT**, *Associate Professor of Civil Engineering* (1994) B.S., M.S., Ph.D., The University of Akron, 1994.
- LIMING DAI**, *Associate Professor of Polymer Engineering* (January 2002) B.S., Zhejiang University; Ph.D., The Australian National University, 1991.
- MICHAEL F. D'AMICO**, *Professor of Marketing* (1972) B.S., Georgetown University; M.B.A., Rutgers University; D.B.A., Texas Technical University, 1975.
- XUAN-HIEN THI DANG**, *Assistant Professor of Computer Science* (2000) B.S., M.S., The University of Pierre et Marie Curie; Ph.D., The University of Akron, 2000.
- HELEN CHRISTINE DANNEMILLER**, *Associate Professor of Nursing* (1988) B.S.N., M.S.N., The University of Akron; Ph.D., Wayne State University, 1988.
- PAUL A. DAUM**, *Professor of Theatre Arts* (1965) B.F.A., Wesleyan College; M.A., The University of Akron; Ph.D., The Ohio State University, 1973.
- JOSE ALEXIS De ABREU-GARCIA**, *Professor of Electrical and Computer Engineering; Interim Department Chair, Electrical and Computer Engineering* (1987) B.Sc., Ph.D., Queen's University at Kingston, 1986.
- LUCINDA MARIE DEASON-HOWELL**, *Assistant Professor of Public Administration and Urban Studies; Fellow, Institute for Life-Span Development and Gerontology* (2000) B.S., Wayne State University; M.A., University of Michigan-Dearborn; Ph.D., Michigan State University, 2000.
- DANIEL C. DECKLER**, *Professor of Engineering* (Wayne College) (1991) B.S., Ohio Northern University; M.S., Ph.D., The University of Akron, 2002.
- PARIZAD T. DEJBORD-SAWAN**, *Associate Professor of Modern Languages* (1980) B.S., M.A., The University of Akron; Ph.D., University of Michigan, 1994.
- ROBERTA A. DePOMPEI**, *Professor of Speech-Language Pathology and Audiology; Clinical Supervisor in Speech-Language Pathology and Audiology; Fellow, Institute for Life-Span Development and Gerontology* (January 1983) B.S.Ed., M.A., Kent State University; Ph.D., The University of Akron, 1991.
- SHANNON DERMER**, *Associate Professor of Education* (1998) B.S., M.S., Illinois State University, Ph.D., Kansas State University, 1998.
- ALI DHINOJWALA**, *Associate Professor of Polymer Science* (1997) Ph.D., Northwestern University, 1994.
- JEFFREY C. DILTS**, *Associate Professor of Marketing; Fitzgerald Institute Fellow, Entrepreneurship* (1983) B.A., University of Missouri at Columbia; M.A., Northwest Missouri State University; Ph.D., Oklahoma State University, 1983.
- MAGUERITE A. DIMARCO**, *Instructor in Nursing* (1997) B.S.N., The Ohio State University; M.S.N., The University of Akron, 1993.
- JAMES J. DIVOKY**, *Professor of Management; Assistant Dean and Director, Graduate Business Programs* (1983) B.B.A., M.B.A., D.B.A., Kent State University, 1984.
- FRANCOIS K. DOAMEKPOR**, *Associate Professor of Public Administration and Urban Studies* (1991) B.A., University of Cape Coast of Ghana; M.B.A., Ball State University; Ph.D., University of Pittsburgh, 1989.
- WILLIAM J. DONOVAN**, *Assistant Professor of Chemistry* (2002) B.S., University of Delaware; Ph.D., Purdue University, 2001.
- DENNIS DOVERSPIKE**, *Professor of Psychology; Fellow, Institute for Life-Span Development and Gerontology; Director of Organizational Research* (1984) B.S., John Carroll University; M.S., University of Wisconsin at Oshkosh; Ph.D., The University of Akron, 1983.
- THERESA M. DOWD**, *Associate Professor of Nursing; Fellow, Institute for Life-Span Development and Gerontology* (1994) B.S.N., St. Louis University; M.S., University of Minneapolis at St. Paul; Ph.D., Wayne State University, 1994.
- JULIE DREW**, *Associate Professor of English* (1997) B.A., M.A., Ph.D., University of South Florida, 1997.
- ZHONG-HUI DUAN**, *Assistant Professor of Computer Science* (2001) B.S., Chengdu Institute of Technology; M.S., Chinese Academy of Geological Science; M.S., Ph.D., Florida State University, 1997.
- HOWARD M. DUCHARME, JR.**, *Professor and Department Chair, Philosophy; Intellectual Property Center Fellow* (1986) B.A., Hope College; M.A., Trinity Divinity School; Ph.D., Oxford University, 1984.
- ROBERT J. DUFF**, *Assistant Professor of Biology* (1999) B.S., Calvin College; M.S., Ph.D., University of Tennessee at Knoxville, 1995.
- JOHN THOMAS DUKES**, *Professor of English; Assistant Department Chair* (1984) B.A., M.A., University of Texas at El Paso; Ph.D., Purdue University, 1984.
- KENNETH A. DUNNING**, *Professor of Management and Information Systems; Fitzgerald Institute Fellow, Entrepreneurship* (1973) B.S.E.E., North Carolina State University at Raleigh; M.B.A., Ph.D., University of Pittsburgh, 1972.

- JOHN DURKIN**, *Associate Professor of Computer and Electrical Engineering* (1987) A.E.T., B.S.E.E., Pennsylvania State University; M.S.E.E., Ph.D.E.E., University of Pittsburgh, 1983.
- DAVID R. DURST**, *Professor of Finance* (1968) B.S.B.A., Kent State University; M.B.A., D.B.A., Georgia State University, 1972.
- ASHOK K. DUTT**, *Professor of Geography and Planning; Professor of Urban Studies* (1968) B.A., M.A., M.A., Ph.D., Patna University (India), 1961.
- JAMES J. EGAN**, *Professor of English; Director, Careers Program* (1971) B.A., St. Joseph's College; M.A., Ph.D., University of Notre Dame, 1971.
- RICHARD L. EINSPORN**, *Associate Professor of Statistics* (1987) B.S., Indiana University of Pennsylvania; M.A., M.A., The Pennsylvania State University; Ph.D., Virginia Polytechnic Institute, 1987.
- MALIK E. ELBULUK**, *Professor of Electrical and Computer Engineering* (1989) B.Sc., University of Khartoum; M.S.E.E., D.Sc., Massachusetts Institute of Technology, 1986.
- ROBERT K. ELEY**, *Associate Professor of Education; Assistant Dean, Student Affairs* (1975) B.S.Ed., M.S.Ed., Ball State University; Ed.D., Indiana University, 1975.
- JOELLE D. ELICKER**, *Assistant Professor of Psychology* (2003) B.S., University of Delaware; M.A., University of New Haven; Ph.D., The University of Akron, 2000.
- J. RICHARD ELLIOTT, JR.**, *Professor of Chemical Engineering* (January 1986) B.S., Christopher Newport College; M.S., Virginia Polytechnic Institute and State University; Ph.D., Pennsylvania State University, 1985.
- CHERYL S. ELMAN**, *Associate Professor of Sociology; Senior Fellow, Institute for Life-Span Development and Gerontology* (1995) A.A.S., State University of New York; B.A., Syracuse University; M.A., Ph.D., University of North Carolina at Chapel Hill, 1993.
- DANIEL L. ELY**, *Professor of Biology; Fellow, Institute for Life-Span Development and Gerontology* (1976) B.A., M.S., Ph.D., University of Southern California, 1971.
- KATHLEEN L. ENDRES**, *Distinguished Professor of Communication* (1987) B.A., M.A., University of Maryland; Ph.D., Kent State University, 1985.
- REBECCA J. ERICKSON**, *Associate Professor of Sociology* (1991) B.A., Indiana University; M.A., Ph.D., Washington State University, 1991.
- MATTHEW P. ESPE**, *Associate Professor of Chemistry* (January 1997) B.S., M.S., Illinois State University; Ph.D., Michigan State University, 1993.
- J. CHRISTOPHER EUSTIS**, *Professor of Modern Languages, Chair of the Department of Modern Languages* (2000) B.A., Brown University; M.S. Middlebury College; Ph.D., Indiana University, 1977.
- EDWARD A. EVANS**, *Assistant Professor of Chemical Engineering* (1997) B.A., Dartmouth College; M.S., Ph.D., Case Western Reserve University, 1998.
- GJAZI FALAH**, *Associate Professor of Geography and Planning* (2001) B.A., M.A., Hebrew University, Jerusalem; Ph.D., University of Durham, 1982.
- R. FRANK FALK**, *Professor of Sociology; Acting Chair of the Department of Classical Studies, Anthropology, and Archaeology; Fellow, Institute for Life-Span Development and Gerontology* (1988) A.A., Oakland City College; B.A., M.A., San Francisco State University; Ph.D., University of Minnesota, 1969.
- J. CLAYTON FANT**, *Professor of Classical Studies* (1984) B.A., Williams College; Ph.D., University of Michigan, 1976.
- RICK FARMER**, *Associate Professor of Political Science; Fellow, Ray C. Bliss Institute of Applied Politics* (1998) B.A., Ph.D., Northern Oklahoma College, 1998.
- KATHRYN M. FELTEY**, *Associate Professor of Sociology* (January 1988) B.A., M.A., Wright State University; Ph.D., The Ohio State University, 1988.
- RUDY FENWICK**, *Associate Professor of Sociology* (1978) B.A., University of Oklahoma; M.A., McGill University; Ph.D., Duke University, 1978.
- ROBERT A. FIGLER**, *Associate Professor of Management* (1985) B.A., Indiana University of Pennsylvania; M.A., Ph.D., West Virginia University, 1984.
- TODD FINKLE**, *Associate Professor of Management; Fitzgerald Institute Fellow, Entrepreneurship; Intellectual Property Center Fellow* (1997) B.S., D.O.C., University of Nebraska; M.B.A., University of Wisconsin, 1993.
- ELAINE M. FISHER**, *Assistant Professor of Nursing* (1986) B.S.N., The University of Akron; M.S.N., Kent State University, 1985.
- VIRGINIA L. FITCH**, *Director, School of Social Work; Professor of Social Work; Fellow, Institute for Life-Span Development and Gerontology* (1981) B.S., East Tennessee State University; M.S.W., University of Hawaii; Ph.D., Case Western Reserve University, 1982.
- CAROL A. FLEXER**, *Distinguished Professor of Speech-Language Pathology and Audiology* (1982) B.A., Metropolitan State College; M.A., University of Denver; Ph.D., Kent State University, 1982.
- KAREN C. FLYNN**, *Assistant Professor of Anthropology* (2003) B.A., College of Wooster; M.A., Cambridge University, England; Ph.D., Harvard University, 1997.
- ANNABELLE M. FOOS**, *Professor of Geology* (1984) B.A., State University of New York at Potsdam; Ph.D., University of Texas at Dallas, 1984.
- SUFIAN A. FORAWI**, *Assistant Professor of Education* (2002) B.S., University of Alexandria, Egypt; M.Ed., Omdurman Islamic University; Ed.D., University of Massachusetts, 1996.
- BRIDGIE A. FORD**, *Professor of Education* (1987) B.S., M.S., Eastern Illinois University, Ph.D., Purdue University, 1983.
- ANTONIA M. FORSTER**, *Professor of English* (1986) B.A., M.A., Flinders University; Ph.D., University of Melbourne, 1986.
- HAROLD M. FOSTER**, *Distinguished Professor of Education* (1976) B.A., Indiana University of Pennsylvania; M.A., University of Pittsburgh; Ph.D., University of Michigan, 1976.
- MARK D. FOSTER**, *Professor of Polymer Science* (November 1990) B.S., Washington University; Ph.D., University of Minnesota at Minneapolis, 1987.
- GARY B. FRANK**, *Professor of Accounting* (January 1985) B.A., University of Minnesota; M.A., Ph.D., M.S., University of Illinois, 1984.
- LA VERNE M. FRIBERG**, *Associate Professor of Geology* (March 1976) B.S., University of Wisconsin; M.A., Ph.D., Indiana University at Bloomington, 1976.
- SALLY GAMAUF**, *Director, Office of Accessibility; Psychologist; Americans with Disabilities Act Coordinator for Students; Member of the General Faculty* (1981) B.S., Indiana University; M.S., Ph.D., The University of Akron, 1979.
- XIAOSHENG GAO**, *Assistant Professor of Mechanical Engineering* (January 2001) B.S., M.S., Xi'an Jiaotong University; M.S., Ph.D., Brown University, 1997.
- GAIL GARBRANDT**, *Coordinator of Internships in Political Science* (May 2000) B.A., Kent State University; M.A., The University of Akron, 1995.
- ELISA B. GARGARELLA**, *Assistant Professor of Art Education* (2003) B.A., Denison University; M.A., Chatham College, 1998.
- PAMELA G. GARN-NUNN**, *Professor of Speech-Language Pathology and Audiology* (1996) B.S., Ohio University; M.S., Ph.D. Southern Illinois University at Carbondale, 1982.
- GASPER A. GAROFALO**, *Professor of Economics, Intellectual Property Center Fellow* (1979) B.A., St. Vincent College; M.A., Ph.D., University of Pittsburgh, 1974.
- R. RAY GEHANI**, *Associate Professor of Management and International Business; Fitzgerald Institute Fellow, Entrepreneurship; Intellectual Property Center Fellow* (1997) B.T., M.S., Indian Institute of Technology; Ph.D., Tokyo Institute of Technology, 1981.
- KAREN R. GEHRLING**, *Associate Professor of Nursing; Coordinator, Education Progression Programs* (1989) B.S.N., Ohio University; M.N., University of Pittsburgh; Ph.D., University of North Carolina-Greensboro, 1988.
- LAURA D. GELFAND**, *Associate Professor of Art* (1997) B.A., State University of New York at Stony Brook; M.A., Ph.D., Case Western Reserve University, 1994.
- SUCHARITA GHOSH**, *Associate Professor of Economics* (August 1992) B.A., University of Bombay, India; M.A., Ph.D. University of Kansas, 1993.
- GEORGE C. GIAKOS**, *Associate Professor of Electrical and Computer Engineering; Associate Professor of Biomedical Engineering* (1994) B.A., University of Turin; M.S., University of Edinburgh; M.S., Ohio University; Ph.D., Marquette University, 1991.
- KRISTINE M. GILL**, *Associate Professor of Nursing* (1976) B.S.N., St. John College, Cleveland; M.Ed., Cleveland State University; M.S.N., Ph.D., The University of Akron, 1985.
- YVONNE M. GILLETTE**, *Associate Professor of Speech-Language Pathology and Audiology* (August 1990) B.Ed. University of Toledo; M.A., Ph.D., The Ohio State University, 1990.
- GABRIEL F. GIRALT**, *Professor of Communication* (1989) B.S., Xavier University, M.F.A., Ohio University, 1989.
- IRENE GLANVILLE**, *Associate Professor of Nursing; Coordinator, Master's Program* (1982) B.S.N., The Ohio State University; M.S.N., Ph.D., The University of Akron, 1992.
- RICHARD S. GLOTZER**, *Associate Professor of Family and Consumer Sciences; Director, School of Family and Consumer Sciences; Fellow, Institute for Life-Span Development and Gerontology* (2003) B.A., M.S., Ph.D., University of Wisconsin-Madison, 1984.
- LLOYD A. GOETTLER**, *Professor of Polymer Engineering; Chair, Department of Polymer Engineering; Director, Institute of Polymer Engineering* (July 2000) B.Ch.E., Cornell University; Ph.D., University of Delaware, 1967.
- LATHARDUS GOGGINS**, *Professor of Geography and Planning* (1969) B.A., Central State University; M.A., The Ohio State University; Ph.D., St. John's University; Ed.S., Kent State University; Ed.D., M.S.T.E., The University of Akron, 1983.
- DMITRY GOLOVATY**, *Assistant Professor of Applied Mathematics* (2000) B.S., Institute of Steel and Alloy; M.S., Ph.D., Carnegie Mellon University, 1995.
- LESLEY J. GORDON**, *Associate Professor of History* (1998) A.B., The College of William and Mary; M.A., Ph.D., The University of Georgia, 1995.
- SAMUEL GORDON**, *Professor of Music; Director of Choral Studies* (July 1994) B.S., University of Pennsylvania; M.M., Ph.D., Indiana University, 1972.
- MICHAEL F. GRAHAM**, *Associate Professor of History; Course Director of Humanities in the Western Tradition* (1995) B.A., M.A., Ph.D., University of Virginia, 1993.
- NANCY K. GRANT**, *Professor of Public Administration and Urban Studies; Fellow, Institute for Life-Span Development and Gerontology; Co-Director, Center for Emergency Management and Homeland Security Policy Research* (1983) B.A., University of Dallas; M.A., Ph.D., The University of Texas, 1982.
- JOHN C. GREEN**, *Distinguished Professor of Political Science; Director of the Ray C. Bliss Institute of Applied Politics* (1987) B.A., University of Colorado; Ph.D., Cornell University, 1983.
- LAURA K. GROSS**, *Associate Professor of Applied Mathematics* (1997) B.A., Yale University; M.S., Ph.D., Rensselaer Polytechnic Institute, 1997.
- JAMES E. GROVER**, *Associate Professor of Electrical and Computer Engineering* (1979) B.S., Ohio Northern University; M.S., Ph.D., Ohio University, 1981.
- WILLIAM K. GUEGOLD**, *Professor of Music; Director of the School of Music* (1991) B.M., Capital University; M.M., Ph.D., Kent State University, 1989.
- KEVIN S. GUILFOY**, *Assistant Professor of Philosophy* (2000) B.A., University of Vermont; M.A., Ph.D., University of Washington, 1999.
- PURUSHOTTAM DAS GUJRATI**, *Professor of Physics; Professor of Polymer Science* (1983) B.S., Banaras Hindu University, India; M.S., Indian Institute of Technology, India; M.A., M.S., Ph.D., Columbia University, 1978.
- VIRGINIA L. GUNN**, *Professor of Family and Consumer Sciences* (1974) B.S., Kansas State University; M.S., Syracuse University; Ph.D., The University of Akron, 1992.
- MICHAEL P. HABER**, *Professor of Music* (1983) B.A., Brandeis University; M.M., Indiana University, 1966.
- RICHMAN W. HAIRE**, *Professor of Art; Acting Director, School of Art* (August 1990) B.A., Rochester Institute of Technology; M.F.A., State University of New York at Buffalo, 1970.
- ALI HAJJAFAR**, *Associate Professor of Mathematics; Program Coordinator of Mathematics* (1984) B.S., M.S., University for Teacher Education in Tehran, Iran; M.S., Ph.D., Michigan State University, 1984.
- ROSALIE J. HALL**, *Associate Professor of Psychology; Fellow, Institute for Life-Span Development and Gerontology* (1988) B.S., Nebraska Wesleyan University; M.A., Ph.D., University of Maryland, 1988.
- TERRY L. HALLETT**, *Assistant Professor of Speech-Language Pathology and Audiology* (2000) B.S., M.A., Kent State University; Ph.D., Pennsylvania State University, 1994.
- GARY R. HAMED**, *Professor of Polymer Science* (1980) B.S.C.E., M.S.C.E., Cornell University; Ph.D., The University of Akron, 1978.
- CHANG D. HAN**, *Benjamin Franklin Goodrich Endowed Professor of Polymer Engineering* (January 1993) B.S., Seoul National University; M.S., Sc.D., Massachusetts Institute of Technology; M.S., Newark College of Engineering; M.S., New York University, 1971.
- KEVIN F. HANE**, *Assistant Professor of Mechanical Engineering* (January 2001) B.S., The University of Akron; M.S., Ph.D., University of Minneapolis-St. Paul, 1998.
- DENA E. HANLEY**, *Assistant Professor of Political Science* (2002) B.S., University of Louisville; M.S., University of Cincinnati, 1995.
- SUSAN C. HANLON**, *Associate Professor of Management; Director of the Center for Family Business; Fitzgerald Institute Fellow, Entrepreneurship* (January 1990) B.A., Grove City College; M.B.A., Kent State University; D.B.A., Memphis State University, 1989.
- SUSAN I. HARDIN**, *Assistant Professor of Psychology* (1981) B.A., University of New Mexico; M.A., Ph.D., The Ohio State University, 1973.
- JAMES K. HARDY**, *Professor of Chemistry* (1981) B.S., Cumberland College; Ph.D., Louisiana State University, 1981.
- CHRISTOPHER HARIASZ**, *Director of Technical Dance and Theatre Production* (1996) LL.M., University of Pennsylvania; M.S., Drexel University, 1987.
- SUBRAMANIVIA I. HARIHARAN**, *Interim Associate Dean of Engineering; Professor of Applied Mathematics; Professor of Electrical and Computer Engineering* (1985) B.Sc., University of Sri Lanka; M.Sc., University of Salford, England; M.S., Ph.D., Carnegie-Mellon University, 1980.
- GEORGE K. HARITOS**, *Dean of the College of Engineering; Professor of Mechanical Engineering* (January 2003) B.S., M.S., University of Illinois-Chicago Circle; Ph.D., Northwestern University, 1978.

- STEPHEN L. HARP**, *Professor of History; Department Chair of History* (1993) B.A., Manchester College; M.A., Ph.D., Indiana University, 1993.
- WILLIAM D. HARPINE**, *Professor of Communication* (1982) A.B., William and Mary College; M.A., Northern Illinois University; Ph.D., University of Illinois, 1982.
- FRANK W. HARRIS**, *Director of The Maurice Morton Institute of Polymer Science; Distinguished Professor of Polymer Science; Distinguished Professor of Biomedical Engineering; Research Associate, Institute of Polymer Science* (1983) B.S., University of Missouri; M.S., Ph.D., University of Iowa, 1968.
- TOM T. HARTLEY**, *Professor of Electrical and Computer Engineering* (1984) B.A., B.S.E.E., Ohio Northern University; M.S., Ph.D., Vanderbilt University, 1984.
- ANN HASSENPLUG**, *Associate Professor of Education* (1997) B.A., University of Louisville; M.A., Leicester Junior College; M.S., Ph.D., University of Wisconsin, 1981.
- WILLIAM J. HAUSER**, *Assistant Professor of Marketing* (2003) B.A., M.A., The University of Akron; Ph.D., Kent State University, 1979.
- DOUGLAS R. HAUSKNECHT**, *Associate Professor of Marketing and International Business; Associate Director, Institute for Global Business* (January 1986) B.S., M.B.A., Ph.D., University of Florida, 1988.
- JON M. HAWES**, *Professor of Marketing; Director of Fisher Institute for Professional Selling* (January 1981) B.S., M.B.A., Indiana State University; Ph.D., University of Arkansas, 1981.
- JOHN E. HEBERT**, *Professor of Management* (1980) B.S.E., University of Toledo; M.S.I.E., Ph.D., Purdue University, 1975.
- JOHN A. HEMINGER**, *Associate Professor of Applied Mathematics* (1984) B.S., University of Cincinnati; M.S., Ph.D., Purdue University, 1974.
- V. DOUGLAS HICKS**, *Associate Professor of Music; Director of Computer Instruction in Music* (July 1981) B.M., The University of Akron; M.M., University of Miami, 1975.
- PATRICIA S. HILL**, *Associate Professor of Communication* (1999) A.A., Cuyahoga Community College; B.A., M.A., Cleveland State University; Ph.D., Bowling Green State University, 1998.
- JOHN J. HIRSCHBUHL**, *Senior Multi-Media Producer; Professor of Education* (1971) B.S., M.S., Temple University; Ph.D., Pennsylvania State University, 1971.
- WALTER L. HIXSON**, *Professor of History* (1989) B.A., University of Kentucky; M.A., Western Kentucky University; Ph.D., University of Colorado, 1986.
- JAMES H. HOLDA**, *Associate Professor of Biology* (1987) B.S., University of Michigan at Dearborn; Ph.D., Wayne State University, 1982.
- MICHELLE S. HOO FATT**, *Associate Professor of Mechanical Engineering* (1995) B.S., M.S., Ph.D., Massachusetts Institute of Technology, 1992.
- DAVID H. HOOVER**, *Professor of Fire Protection Technology; Professor, Emergency Management; Director of Training Center for Fire and Hazardous Materials; Director, Fire Protection and Emergency Management Program; Co-Director, Center for Emergency Management and Homeland Security Policy Research* (1983) A.A.S., B.S.T.E., M.S.T.E., The University of Akron; Ph.D., Union Experimenting C&U, 1993.
- WILLIAM G. HOYT, JR.**, *Professor of Music* (1981) B.M., University of Wisconsin; M.M., Yale School of Music, 1975.
- JUN HU**, *Assistant Professor of Chemistry* (1999) B.S., Fudan University; M.S., Shanghai Institute of Organic Chemistry; M.S., West Virginia University; Ph.D. Purdue University, 1997.
- YU-KUANG BEN HU**, *Associate Professor of Physics* (1998) B.A., Swarthmore College; M.S., Ph.D., Cornell University, 1990.
- MARLENE S. HUFF**, *Assistant Professor of Nursing* (1984) M.S.N., The University of Akron; Ph.D., Case Western Reserve University, 1991.
- RALPH P. HUMMEL**, *Professor of Public Administration and Urban Studies* (1997) B.A., M.A., Wayne State University; Ph.D., New York University, 1972.
- IOBAB HUSAIN**, *Professor of Electrical and Computer Engineering* (July 1994) B.S., Bangladesh University of Engineering and Technology; M.S., Ph.D., Texas A&M University, 1993.
- NATHAN IDA**, *Professor of Electrical and Computer Engineering* (January 1985) B.Sc.E.E., M.Sc.E.E., Ben-Gurion University of the Negev; Ph.D., Colorado State University, 1983.
- AVRAAM I. ISAYEV**, *Distinguished Professor of Polymer Engineering* (1983) M.Sc., Azerbaijan Institute of Oil and Chemistry; M.Sc., Moscow Institute of Electronic Machine Building; Ph.D., USSR Academy of Sciences, 1970.
- SADHAN C. JANA**, *Assistant Professor of Polymer Engineering* (1998) Ph.D., Northwestern University, 1993.
- TEENA JENNINGS-RENTENAAR**, *Assistant Professor of Family and Consumer Sciences* (2001) B.A., Queen's University, Canada; M.S., University of Alberta, 1985.
- QETLER JENSRUD**, *Associate Professor of Education* (1997) B.A., St. Cloud State College; Ph.D., University of Minnesota, 1995.
- DEBRA L. JOHANYAK**, *Professor of English (Wayne College)* (1992) B.A., M.A., The University of Akron; Ph.D., Kent State University, 1988.
- AVIS L. JOHNSON**, *Associate Professor of Management* (January 1984) B.A., Yankton College; M.A., Kansas State University; M.A., Ph.D., University of Nebraska at Lincoln, 1986.
- SCOTT A. JOHNSTON**, *Professor of Music* (1978) B.M., University of Wisconsin; M.M., The Ohio State University, 1974.
- TUCKER R. JOLLY**, *Professor of Music* (1980) B.M., North Texas State University; M.A., University of Connecticut, 1977.
- ROBERT D. JORGENSEN**, *Professor of Music; Director of University Bands* (1987) B.S.M., University of Illinois at Urbana; M.M., Michigan State University, 1974.
- LU-KWANG JU**, *Professor of Chemical Engineering* (1990) B.S., National Taiwan University; M.S., Ph.D., State University of New York at Buffalo, 1988.
- PARAMJIT KAHAI**, *Assistant Professor of Management* (1999) B.S., Bombay University; M.S., Ph.D., Auburn University, 1994.
- DOUGLAS R. KAHL**, *Professor of Finance and International Business* (1989) B.A., University of North Dakota; M.A., M.S., Ph.D., University of Iowa, 1981.
- GALEN S. KARRIKER**, *Assistant Professor of Music; Assistant Director, University Bands; Director, Marching Band* (1999) B.M., Louisiana State University-New Orleans; M.M., Michigan State University, 1994.
- KARYN BOBKOFF KATZ**, *Professor of Speech-Language Pathology and Audiology; Associate Director, University Honors Program* (1979) B.S., University of Texas at Austin; M.A., Case Western Reserve University; Ph.D., Kent State University, 1982.
- KEVIN P. KAUT**, *Assistant Professor of Psychology* (2000) B.A., M.A., The University of Akron; Ph.D., Kent State University, 1999.
- BRUCE D. KEILLOR**, *Professor of Marketing and International Business; Associate Director, Institute for Global Business* (1999) B.A., University of Minnesota; M.B.A., Mankato State University; Ph.D., University of Memphis, 1994.
- FRANK N. KELLEY**, *Dean of the College of Polymer Science and Polymer Engineering; Professor of Polymer Science* (1978) B.S., M.S., Ph.D., The University of Akron, 1961.
- S. GRAHAM KELLY III**, *Associate Professor of Mechanical Engineering* (1992) B.S., M.S., Ph.D., The Virginia Polytechnic Institute and State University, 1979.
- PAMELA KAY KELTYKA**, *Associate Professor of Accounting* (1997) B.S., Purdue University; M.A., University of California-Riverside; Ph.D., University of California-Irvine, 1999.
- MARY AGNES KENDRA**, *Associate Professor of Nursing* (1998) B.S.N., St. John College of Cleveland; M.S.N., Case Western Reserve University; Ph.D., Kent State University, 1990.
- JOSEPH P. KENNEDY**, *Distinguished Professor of Polymer Science; Distinguished Professor of Chemistry* (April 1970) B.Sc., University of Budapest; M.B.A., Rutgers University; Ph.D., University of Vienna, 1954.
- ROBERT B. KENT**, *Professor of Geography and Planning; Department Chair, Geography and Planning* (1983) B.A., M.A., University of California at Davis; Ph.D., Syracuse University, 1983.
- KEVIN F. KERN**, *Assistant Professor of History* (2001) B.A., M.A., Kent State University; M.A., Ph.D., Bowling Green State University, 1997.
- WASEEM U. KHALIFA**, *Adjunct Design Associate Professor of Civil Engineering* (2001) B.S., University of Engineering and Technology; M.S., University of Toledo, Ph.D., University of Glasgow, 1995.
- DOSEONG KIM**, *Assistant Professor of Finance* (2000) B.A., M.A., Sogang University; M.S., Ph.D., Drexel University, 2000.
- IL-WOON KIM**, *Professor of Accounting and International Business; Associate Director, Institute for Global Business* (January 1986) B.B.A., Yonsei University; M.B.A., Arizona State University; Ph.D., University of Nebraska, 1985.
- SHARON L. KIMMEL**, *Associate Professor of Accounting* (1981) B.A., College of Wooster, M.B.A., University of Wisconsin; D.B.A., Kent State University, 1986; C.P.A., Ohio.
- RANDALL H. KING**, *Professor of Economics* (1978) B.S., B.A., M.A., Ph.D., The Ohio State University, 1978.
- ELIZABETH KINION**, *Professor of Nursing; Director, Professional Practice; Fellow, Institute of Life-Span Development and Gerontology; Campus Director, NEOU Master's of Public Health* (1987) B.S.N., Montana State University; M.S.E.d. The University of Akron; M.S.N. Kent State University; Ed.D., The University of Akron, 1987.
- GAY C. KITSON**, *Professor Emeritus of Sociology* (July 1989) B.S., Northwestern University; M.A., Ph.D., University of North Carolina at Chapel Hill, 1972.
- WILLIAM E. KLINGELE**, *Professor of Education* (August 1989) B.S., Western Illinois University; M.S., Ed.D., Indiana University at Bloomington, 1970.
- MONA KLINGLER**, *Assistant Professor of Speech-Language Pathology and Audiology* (1985) B.A., M.A., The University of Akron, 1981.
- RICHARD E. KLOSTERMAN**, *Professor of Geography and Planning; Professor of Urban Studies* (1983) B.S., Purdue University; Ph.D., Cornell University, 1976.
- CATHARINE C. KNIGHT**, *Associate Professor of Education* (January 1996) B.S., M.S., St. Cloud State College; Ph.D., Arizona State University, 1982.
- KATHARINE Y. KOLCABA**, *Associate Professor of Nursing; Fellow, Institute for Life-Span Development and Gerontology* (1987) M.S.N., Frances Payne Bolton School of Nursing, Ph.D., Case Western Reserve University, 1997.
- MATHEW KOLODZIEJ**, *Assistant Professor of Art* (2001) B.A., University of Chicago; M.A., Rhode Island School of Design, 1993.
- KWADWO KONADU-AGYEMANG**, *Associate Professor of Geography and Planning* (1997) B.S.C., University of Science and Technology; M.S., University of Melbourne; Ph.D., Monash University, 1991.
- ALAN KORNSPAN**, *Assistant Professor of Education* (2000) B.A., The Ohio State University; M.S., Michigan State University; Ed.D., West Virginia University, 1997.
- MARTHA M. KORY**, *Associate Professor of Biology; BS/MD Program Coordinator* (1984) B.A., B.S., M.A., Indiana University; Ph.D., University of Nebraska, 1984.
- GERALD F. KOSER**, *Distinguished Professor of Chemistry* (1969) B.S., The Ohio State University; M.S., Ph.D., University of Illinois at Urbana, 1968.
- RICHARD J. KOVACH**, *Professor of Law; C. Blake McDowell Jr. Professor; Intellectual Property Center Fellow* (1980) A.B., Oberlin College; J.D., Harvard College, 1974.
- CINDY L. KOVALIK**, *Assistant Professor of Education* (1998) B.A., Miami University; M.A., Ph.D., Kent State University, 1999.
- FRANCES M. KRAMER**, *Associate Director, Graduate Nurse Anesthesia Program; Instructor in Nursing* (2000) B.S., Edinboro University of Pennsylvania; D.N.S., M.S.N., Case Western Reserve University Bolton School; Ph.D., Case Western Reserve University, 1997.
- KEVIN L. KREIDER**, *Professor of Applied Mathematics* (1989) B.A., Wittenberg University; M.S., Ph.D., Purdue University, 1986.
- MARYHELEN C. KREIDLER**, *Professor of Nursing; Fellow Institute for Life-Span Development and Gerontology* (1985) B.S., St. John College; M.A., M.Ed., Ed.D., Columbia University, 1978.
- LALA B. KRISHNA**, *Professor of Theoretical and Applied Mathematics* (1981) B.Sc., M.Sc., Patna University (India); M.A., Ph.D., Kent State University, 1979.
- RAVINDRA KROVI**, *Professor of Management and Information Systems* (1999) B.E., University of Baroda; M.S., Ph.D., Memphis State University, 1993.
- SHARON D. KRUSE**, *Associate Dean, College of Education; Professor of Education* (1995) B.A., Western Washington State College; M.Ed., Seattle Pacific College; Ph.D., University of Minnesota at Minneapolis St. Paul, 1995.
- SUSAN N. KUSHNER BENSON**, *Associate Professor of Education* (1994) B.S., Ohio University; M.A., John Carroll University; Ph.D., University of South Florida, 1995.
- THEIN KYU**, *Professor of Polymer Engineering; Interim Assistant Chair, Polymer Engineering* (1983) B.Eng., Kyoto Institute of Technology; M.Eng., D.Eng., Kyoto University, 1980.
- LAURIE J. LAFFERTY**, *Associate Professor of Music* (1996) B.M.E., Baldwin Wallace College; M.M., Youngstown State University, 1992.
- KAREN E. LAHEY**, *Professor of Finance; Charles Herberich Professor of Real Estate; Fitzgerald Institute Fellow, Entrepreneurship* (1991) B.A., University of Florida; M.B.A., Ph.D., Florida State University, 1985.
- PAUL C. LAM**, *Associate Dean of Engineering for Undergraduate Studies and Diversity Programs; Professor of Engineering Education; Director of Cooperative Engineering Education; Professor of Education* (1980) B.S., Purdue University; M.S., University of Illinois at Urbana; Ph.D., The University of Akron, 1978.
- PETER J. LAVRENTYEV**, *Associate Professor of Biology* (November 1998) M.S., Russian State Pedagogical University; Ph.D., Russian Academy of Sciences, 1991.
- PETER J. LEAHY**, *Professor of Public Administration and Urban Studies; Center Associate, Center for Urban Studies; Director, Center for Public Service Research and Training* (January 1980) B.A., St. Peters College; M.A., The University of Akron; Ph.D., Syracuse University, 1975.
- MATTHEW T. LEE**, *Assistant Professor of Sociology* (2000) B.A., Kent State University; M.A., Ph.D., University of Delaware, 2000.
- LISA A. LENHART**, *Associate Professor of Education; Project Director, SIRI/E-Learning, Reading First-Ohio Center* (1998) B.S. Bowling Green State University; M.Ed., John Carroll University; Ph.D., Kent State University, 2000.

- JANE KATE LEONARD**, *Professor of History* (1987) B.S., Milwaukee-Downer College; M.A., University of Idaho; Ph.D., Cornell University, 1971.
- ARKADY I. LEONOV**, *Professor of Polymer Engineering* (1988) B.S., Moscow Institute of Chemical Engineering; M.S., Moscow State University; Ph.D., USSR Academy of Sciences; Ph.D., Karpov Physico-Chemical Research Institute, Moscow USSR, 1969.
- SHARON A. LESNER**, *Professor of Speech-Language Pathology and Audiology; Fellow, Institute for Life-Span Development and Gerontology* (1979) B.A., Hiram College; M.A., Kent State University; M.A., Wayne State University; Ph.D., The Ohio State University, 1979.
- MICHAEL J. LEVIN**, *Assistant Professor of History* (1999) B.A., Vassar College; M.A., Ph.D., Yale University, 1998.
- PAUL E. LEVY**, *Professor of Psychology; Associate Department Chair of Psychology; Fellow, Institute for Life Span Development and Gerontology; Associate Director of the Center for Organizational Research* (1989) B.A., Washington and Lee University; M.S., Ph.D., Virginia Polytechnic Institute and State University, 1989.
- DALE M. LEWISON**, *Professor of Marketing; Department Chair of Marketing* (1981) B.Ed., University of Wisconsin; M.A., Ph.D., University of Oklahoma, 1974.
- HUEY-LI LI**, *Associate Professor of Education* (1995) B.A., National Taiwan University; M.S.Ed., Eastern Illinois University; M.A., Southern Illinois University; Ph.D., University of Illinois at Urbana, 1994.
- PETER K. LI**, *Associate Professor of Social Work* (1995) B.S., Mount Allison University; M.S.W., University of Hong Kong; D.S.W., Columbia University, 1988.
- ROBERT YING-KO LIANG**, *Professor of Civil Engineering* (1985) B.S.C.E., Tamkang University; M.S.C.E., North Carolina State University; Ph.D., University of California at Berkeley, 1985.
- XIN LIANG**, *Assistant Professor of Education*; (2002) B.A., Xin Jiang University; M.Ed., Mount Saint Vincent University; Ph.D., University of North Dakota, 2002.
- ALVIN H. LIEBERMAN**, *Associate Professor of Accounting; Coordinator of Taxation Studies* (1969) B.S., J.D., M.B.A., The University of Akron, 1969; C.P.A., Ohio.
- TIMOTHY H. LILLIE**, *Associate Professor of Education* (1996) A.B., Lafayette College; M.A., Ph.D., University of North Carolina, 1991.
- EDWARD C. LIM**, *Goodyear Professor of Chemistry* (June 1989) B.S., St. Procopius College; M.S., Ph.D., Oklahoma State University, 1959.
- YOUNG Y. LIN**, *Associate Professor of Communication* (1997) B.S., Peking University; M.A., Morehead State University; A.B.D., University of Oklahoma, 1998.
- YUEH-JAW R. LIN**, *Associate Professor of Mechanical Engineering* (1988) B.S., National Tsing-Hua University; M.S., Ph.D., University of Illinois Chicago Circle, 1988.
- LINDA G. LINC**, *Professor of Nursing* (1982) B.S.N., M.S.N., Ph.D., Kent State University, 1983.
- KATHY J. LISZKA**, *Associate Professor of Computer Science; Associate Professor of Electrical Engineering* (1993) B.A., Thiel College; M.S., Ph.D., Kent State University, 1992.
- JANET M. LITZEL**, *Clinical Instructor, Education; Director of Extended Educational Experiences* (1998) B.S., Kent State University; M.S., Ed.D., The University of Akron, 1991.
- LIPING LIU**, *Associate Professor of Management and Information Systems* (2001) B.S., M.S., Huazhong University; B.E., Wuhan University; Ph.D., University of Kansas, 1995.
- QIN LIU**, *Assistant Professor of Biology* (2000) B.S., Huazhong Agricultural University; M.S., Ph.D., University of Kentucky, 1994.
- RICHARD L. LONDRAVILLE**, *Associate Professor of Biology* (1996) B.S., Long Island University of Southampton Center; M.S., Ph.D., University of Maine at Orono, 1994.
- STEPHANIE T. LOPINA**, *Associate Professor of Chemical Engineering; Associate Professor of Biomedical Engineering* (1997) B.S., University of Notre Dame; M.S., Lehigh University; Ph.D., Massachusetts Institute of Technology, 1996.
- ROBERT G. LORD**, *Distinguished Professor of Psychology; Fellow, Institute for Life-Span Development and Gerontology* (1974) B.A., University of Michigan at Ann Arbor; M.S., Ph.D., Carnegie Mellon University, 1975.
- DAVID J. LOUSCHER**, *Professor of Political Science; Department Chair of Political Science* (1970) B.A., Morrisville College; M.A., American University; M.A., Ph.D., University of Wisconsin, 1972.
- NOLA B. LOWTHER**, *Assistant Professor of Nursing* (2001) B.S.N., M.S.N., Ed.D., University of Cincinnati, 1990.
- THERESE L. LUECK**, *Professor of Communication* (1989) A.A., B.A., Thomas More College; M.A., Ph.D., Bowling Green State University, 1989.
- JUTTA LUETTNER-STRAHMANN**, *Associate Professor of Physics; Associate Professor of Chemistry* (1998) Ph.D., University of Maryland, 1994.
- WILLIAM T. LYONS**, *Associate Professor of Political Science; Director of the Center for Conflict Management* (1996) B.A., University of Massachusetts; M.A.L.D., Tufts University; Ph.D., University of Washington, 1995.
- SERGEI F. LYUKSYUTOV**, *Assistant Professor of Physics; Assistant Professor of Chemistry* (2000) M.S., Moscow Institute of Physics and Technology; Ph.D., Academy of Science, 1991.
- MARY JO MACCRACKEN**, *Professor of Physical and Health Education* (1968) B.A., College of Wooster; M.A., The University of Akron; Ph.D., Kent State University, 1980.
- SUZANNE C. MacDONALD**, *Associate Professor of Education* (1989) B.S., Otterbein College; M.A., California State University at Los Angeles; Ed.D., University of Hawaii, 1987.
- BARBARA J. MacGREGOR**, *Professor of Music* (1969) B.M., The University of Akron; M.M., Cleveland Institute of Music, 1967.
- ROBERT R. MALLIK**, *Department Chair and Professor of Physics; Professor of Chemistry* (1988) B.S., Ph.D., Leicester Polytechnic, 1985.
- ELIZABETH MANCKE**, *Associate Professor of History* (1994) B.A., Colorado College; M.A., University of British Columbia; Ph.D., John Hopkins University, 1990.
- TIMOTHY S. MARGUSH**, *Associate Professor of Computer Science* (1982) B.S., Indiana University of Pennsylvania; M.A., Ph.D., Bowling Green State University, 1980.
- DEBORAH D. MARINO**, *Associate Professor of Family and Consumer Sciences* (1994) B.S., Saint Mary's College; M.S., Drexel University; M.S., Ph.D., University of California at Berkeley, 1983; R.D., Illinois.
- NANCY E. MARION**, *Professor of Political Science* (August 1990) B.S., Pennsylvania State University; M.S., American University; M.A., Ph.D., State University of New York at Binghamton, 1990.
- JESSE F. MARQUETTE**, *Professor of Political Science; Director of the Center for Policy Studies; Fellow, Ray C. Bliss Institute of Applied Politics* (1971) B.A., M.A., Ph.D., University of Florida, 1971.
- CATHY L. MARTIN**, *Instructor in Marketing* (1997) B.S., Old Dominion University; M.B.A., Northeast Louisiana University, 1985.
- JANET S. MARTING**, *Professor of English* (1984) B.A., University of Vermont; M.A., Colorado State University; Ph.D., Michigan State University, 1982.
- TIMOTHY C. MATNEY**, *Associate Professor of Archaeology; Associate Professor of Geology* (2001) B.A., University of London; M.A., Ph.D., University of Pennsylvania, 1993.
- WAYNE L. MATTICE**, *Alex Schulman Professor of Polymer Science* (July 1986) B.A., Grinnell College; Ph.D., Duke University, 1968.
- ROGER C. MAYER**, *Professor of Management; Department Chair of Management* (2001) B.A., Kent State University; Ph.D., Purdue University, 1989.
- TIMOTHY McCARRAGHER**, *Assistant Professor of Social Work* (2000) B.A., Pontifical College Josephinum; STB, STL, Pontificia Universita Gregoriana; M.S.W., Cleveland State University, 1997.
- DANIEL W. McCARTHY**, *Professor of Music* (2000) M.M., The University of Akron; B.M., Ph.D., Kent State University, 1988.
- DAVID A. McCONNELL**, *Professor of Geology; Director of the Center for Collaboration and Inquiry; Interim Co-Director of the Institute for Teaching and Learning* (August 1989) B.S., The Queen's University; M.S., Oklahoma State University; Ph.D., Texas A&M University, 1987.
- ROBERT A. McGUIRE**, *Professor of Economics* (August 1990) B.A., California State University at Long Beach; M.A., Ph.D., University of Washington, 1978.
- WILLIAM K. McHENRY**, *Associate Professor of Management* (2000) B.S.E., Princeton University; M.S., University of Virginia; Ph.D., University of Arizona, 1985.
- CRAIG C. MENZEMER**, *Associate Professor of Civil Engineering* (1996) B.S., M.S., Ph.D., Lehigh University, 1992.
- CHAND MIDHA**, *Associate Provost for Academic and Financial Affairs; Professor of Statistics; Department Chair, Statistics; Director, Center for Statistical Consulting* (1983) M.S., Indian Agricultural Research Institute; Ph.D., Iowa State University, 1980.
- ADEL A. MIGID-HAMZZA**, *Professor of Theatre Arts* (1980) B.F.A., School of Dramatic Arts, Cairo; M.F.A., Ohio University, 1972.
- CHRISTOPHER M. MILLER**, *Associate Professor of Civil Engineering* (1995) B.S., M.S., Ph.D., University of Iowa, 1995.
- JON S. MILLER**, *Assistant Professor of English* (2000) B.A., University of Delaware; Ph.D., University of Iowa, 2000.
- AMY MILSTED**, *Professor of Biology* (1993) B.S.Ed., The Ohio State University; Ph.D., City University of New York, 1977.
- RANDALL J. MITCHELL**, *Associate Professor of Biology* (1995) B.S., University of California; M.A., Ph.D., University of California-Riverside, 1991.
- ANNETTE R. MITZEL**, *Instructor in Nursing* (1994) B.S.N., M.S.N., The University of Akron, 1983.
- DAVID A. MODARELLI**, *Associate Professor of Chemistry* (1997) B.A., College of Wooster; Ph.D., University of Massachusetts at Amherst, 1991.
- CHARLES B. MONROE**, *Associate Dean, Buchtel College of Arts and Sciences, Professor of Geography and Planning; Center Associate, Center for Urban Studies* (1981) B.A., University of Wisconsin; M.A., Ph.D., Pennsylvania State University, 1974.
- FRANCISCO B. MOORE**, *Assistant Professor of Biology* (2001) B.A., Central State University; M.A., The University of Akron, 1993.
- DALE H. MUGLER**, *Professor of Applied Mathematics; Professor of Biomedical Engineering; Director, University Honors Program* (1989) B.A., University of Colorado; M.A., Ph.D., Northwestern University, 1974.
- MARTIN D. MURPHY**, *Professor of Psychology; Senior Fellow, Institute for Life-Span Development and Gerontology* (1975) A.B., Dartmouth College; M.S., Ph.D., University of Illinois at Urbana, 1975.
- MICHAEL A. NELSON**, *Department Chair and Professor of Economics* (2000) B.A., University of Washington; Ph.D., Purdue University, 1981.
- BI-MIN ZHANG NEWBY**, *Assistant Professor of Chemical Engineering* (2000) B.S., Drexel University; M.S., Ph.D., Lehigh University, 1999.
- GEORGE R. NEWKOME**, *Vice President for Research and Dean of the Graduate School; Professor of Chemistry; Professor of Polymer Science; James and Vanita Oelschlager Professor of Science and Technology; Intellectual Property Center Fellow* (January 2001) B.S., Ph.D., Kent State University, 1966.
- CAROLE H. NEWMAN**, *Professor of Education* (1993) B.Ed., University of Miami; M.A., Ph.D., The University of Akron, 1987.
- ISADORE NEWMAN**, *Distinguished Professor of Education; Associate Director and Senior Fellow of the Institute for Life-Span Development and Gerontology* (1971) B.A., University of Miami; M.A., New School for Social Research (New York); Ph.D., Southern Illinois University at Carbondale, 1971.
- MELINDA L. NEWMAN**, *Assistant Professor of Finance; Program Director, Building Bridges* (2000) B.S., Miami University; Ph.D., Michigan State University, 1999.
- EVANGELINE NEWTON**, *Professor of Education* (1997) B.A., M.A., Washington University; Ph.D., Kent State University, 1992.
- PETER H. NIEWIAROWSKI**, *Associate Professor of Biology* (1995) B.S., Marlboro College; Ph.D., University of Pennsylvania, 1992.
- GLEN O. NUJUS**, *Research Associate for Biomedical Engineering* (November 1986) B.S., M.S., Ph.D., University of Iowa, 1985.
- STACEY NOFZIGER**, *Assistant Professor of Sociology* (2003) B.A., Whitman College; M.A., Ph.D., University of Arizona, 1999.
- TIMOTHY S. NORFOLK**, *Professor of Mathematics; Associate Department Chair, Theoretical and Applied Mathematics and Computer Science* (January 1984) B.Sc., Exeter University (England); M.S., The University of Akron; Ph.D., Kent State University, 1984.
- HILLARY M. NUNN**, *Assistant Professor of English* (2002) B.A., Rhodes College; M.A., Ph.D., Michigan State University, 1999.
- BARBARA O'CONNOR**, *Assistant Professor of Education* (2002) B.S., University of Texas at El Paso; M.Ed., John Carroll University; Ph.D., Kent State University, 2002.
- EMEKA O. OFOBIKE**, *Associate Professor of Accounting* (1989) B.B.A., M.B.A., Western Illinois University; Ph.D., University of Oregon, 1984.
- SUSAN J. OLSON**, *Professor of Education* (1989) B.S., M.Ed., Indiana University of Pennsylvania; Ph.D., Pennsylvania State University, 1989.
- TIMOTHY W. O'NEIL**, *Assistant Professor of Computer Science* (2002) B.S., Clarion State College; M.S., M.S., The Ohio State University; Ph.D., The University of Notre Dame, 2002.
- RAMONA ORTEGA-LISTON**, *Assistant Professor of Public Administration and Urban Studies* (1999) A.A., Scottsdale Community College; B.S., Arizona State University; M.Ed., Harvard Graduate School; D.P.A., Arizona State University, 1998.
- RUTH OSWALD**, *Assistant Professor of Education* (2001) B.S., M.S., Ph.D., The University of Akron, 2000.
- DONALD W. OTT**, *Professor of Biology* (1974) B.S., Southeastern Louisiana University; Ph.D., University of North Carolina at Chapel Hill, 1973.
- DEBORAH L. OWENS**, *Associate Professor of Marketing and International Business* (1996) B.S., Ohio University; M.S., Saint Joseph's College, Ph.D., Kent State University, 1997.
- KATHARINE OWENS**, *Associate Professor of Education* (1997) B.A., Nazareth College; M.S., Texas A & M University; Ed.D., University of Mississippi, 1997.
- LYNNE M. PACHNOWSKI**, *Associate Professor of Education; Harrington Professor of Education* (1993) B.A., M.Ed., John Carroll University; Ph.D., Boston College, 1994.
- ARTHUR L. PALACAS**, *Professor of English* (1976) B.A., Harvard University; Ph.D., Indiana University at Bloomington, 1970.

- JUDITH A. PALAGALLO**, *Professor of Mathematics* (1978) B.S., Westminster College; M.S., Purdue University; Ph.D., Colorado State University, 1975.
- ERNIAN PAN**, *Associate Professor of Civil Engineering* (2002) B.S., Lanzhou University; M.S., Beijing University, Ph.D., University of Colorado at Boulder, 1993.
- LISA E. PARK**, *Associate Professor of Geology* (1995) B.A., College of Wooster; M.S., Ph.D., University of Arizona, 1995.
- PATRICIA E. PARR**, *Associate Professor of Education; Fellow, Institute for Life-Span Development and Gerontology* (1993) B.S., The Ohio State University; M.S., Ph.D., The University of Akron, 1994.
- STEPHEN H. PASCHEN**, *Subject Librarian* (1984) B.S., Iowa State University Science and Technology; M.A., The University of Akron, 1986.
- JAYPRAKASH G. PATANKAR**, *Professor of Management* (1978) B.S., Bombay University (India); M.S., Ph.D., Clemson University, 1978.
- JOHN A. PECK**, *Assistant Professor of Geology* (2000) B.S., M.S., Ph.D., University of Rhode Island, 1995.
- WOLFGANG PELZ**, *Professor of Computer Science; Professor of Statistics; Department Chair of Computer Science; Intellectual Property Center Fellow* (1978) B.S., Rose Hulman Institute of Technology; M.S., Ph.D. (Statistics), M.S. (Computer Science), Virginia Polytechnic Institute and State University, 1984.
- BRIAN F. PENDLETON**, *Professor of Sociology* (1978) B.A., University of Minnesota at Duluth; M.A., University of North Dakota; Ph.D., Iowa State University, 1977.
- LINDA M. PEROSA**, *Assistant Professor of Education* (1998) B.A., M.A., M.Ed., Ph.D., State University of New York at Buffalo, 1983.
- SANDRA L. PEROSA**, *Professor of Education* (1989) B.A., M.A., M.Ed., Ph.D., State University of New York at Buffalo, 1983.
- DAVID S. PERRY**, *Professor of Chemistry; Department Chair of Chemistry* (January 1987) B.Sc., Ph.D., University of Toronto, 1975.
- JULIA C. PHILLIPS**, *Associate Director, Counseling, Testing, and Career Center-Training* (1994) B.A., M.A., Ph.D., The Ohio State University, 1992.
- VICTOR E. PINHEIRO**, *Associate Professor of Physical and Health Education* (1989) B.S., M.S., Jiwaji University; Ph.D., University of Pittsburgh, 1989.
- R. BYRON PIPES**, *The Goodyear Tire and Rubber Company Professor of Polymer Engineering; Director, Akron Global Polymer Academy* (December 2001) B.S., Louisiana Polytechnic Institute; M.S.E., Princeton University; Ph.D., University of Texas at Arlington, 1972.
- KELLY M. POND**, *Instructor in Nursing* (2000) B.S.N., Kent State University; M.S.N., The University of Akron, 1998.
- DURAND L. POPE**, *Associate Professor of Theatre Arts* (1995) A.B., Brown University; M.A., Case Western Reserve University, 1973.
- GEORGE S. POPE**, *Professor of Music* (1978) B.M.E., University of Tulsa; M.M., Northwestern University, 1975.
- ROBERT F. POPE, JR.**, *Professor of English* (1977) B.A., University of California at Berkeley; M.A., California State University, San Diego; M.F.A., University of Iowa, 1976.
- ALEX POVITSKY**, *Associate Professor of Mechanical Engineering* (2003) B.S., M.S., Ph.D., Moscow Institute for Steel and Alloys, 1988.
- THOMAS E. PRICE, JR.**, *Professor of Applied Mathematics* (1976) B.S., M.S., Ph.D., University of Georgia, 1976.
- LORETO R. PRIETO**, *Associate Professor of Education* (2000) B.A., Ph.D., University of Iowa, 1996.
- COLEEN PUGH**, *Associate Professor of Polymer Science* (1998) B.A., B.S., University of California; M.S., Ph.D., Case Western Reserve University, 1990.
- HELEN K. QAMMAR**, *Associate Professor of Chemical Engineering* (January 1989) B.S., Syracuse University; M.S., Ph.D., University of Virginia, 1986.
- PIZHONG QIAO**, *Associate Professor of Civil Engineering* (1999) B.S., East China Shipbuilding Institute; M.S., Florida Atlantic University; Ph.D., West Virginia University, 1997.
- YU QIAO**, *Assistant Professor of Civil Engineering* (2002) B.S., University of Sciences and Technology of China; M.S., Chinese Academy of Science, 1997.
- JOHN E. QUEENER**, *Associate Professor of Education; Training Director for Collaborative Program in Counseling Psychology* (January 1996) B.A., College of Wooster; M.A., The Ohio State University; Ph.D., The University of Akron, 1995.
- ANTONIO R. QUESADA**, *Professor of Applied Mathematics* (1984) M.S., Ph.D., University of Florida, 1978.
- DONALD DANE QUINN**, *Associate Professor of Mechanical Engineering* (1995) B.M.E., Georgia Institute of Technology; Ph.D., Cornell University, 1995.
- RODERIC P. QUIRK**, *Distinguished Professor of Polymer Science; Kumho Professor of Polymer Science* (October 1983) B.S., Rensselaer Polytechnic Institute; M.S., Ph.D., University of Illinois, 1967.
- PATRICIA A. RAIFF**, *Clinical Instructor in Education* (2001) B.S., M.Ed., Kent State University, 1979.
- HARRIDUTT RAMCHARRAN**, *Professor of Finance and International Business* (1986) B.S., Mankato State College; M.A., Ph.D., State University of New York at Binghamton, 1978.
- REX D. RAMSIER**, *Associate Professor of Physics; Associate Professor of Chemistry; Associate Professor of Chemical Engineering* (1996) B.S., M.S., The University of Akron; Ph.D., University of Pittsburgh, 1994.
- ANDREW S. RANCER**, *Professor of Communication* (August 1991) B.A., M.A., Queens College; Ph.D. Kent State University, 1979.
- SUE A. RASOR-GREENHALGH**, *Associate Professor of Family and Consumer Sciences* (1987) A.A., B.S., Morehead State University; M.S., University of Southern California, 1982.
- NARENDER P. REDDY**, *Professor of Biomedical Engineering* (March 1981) B.E., Osmania University; M.S., University of Mississippi; Ph.D., Texas A & M University, 1974.
- DAVID A. REDLE**, *Professor of Business Law; Department Chair of Finance* (January 1981) B.B.A., University of Notre Dame; M.B.A., J.D., The University of Akron, 1980.
- CHARLENE K. REED**, *Assistant Dean, Administration and Strategic Initiatives; Assistant Professor of Education* (October 1982) B.A., M.Ed., Ph.D., The University of Akron, 1997.
- DIANA C. REEP**, *Professor of English; Department Chair, English* (1980) B.S., M.A., Ph.D., University of Wisconsin at Milwaukee, 1979.
- DARRELL H. RENEKER**, *Professor of Polymer Science* (1989) B.Sc., Iowa State University; M.Sc., Ph.D., University of Chicago, 1959.
- PAULA R. RENKER**, *Associate Professor of Nursing* (1986) B.S.N., The Ohio State University; M.S.N., The University of Akron; Ph.D., Wayne State University, 1997.
- NIKOLA RESANOVIC**, *Professor of Music* (1983) B.M., M.M., The University of Akron; D.M.A., Cleveland Institute of Music, 1981.
- CYNTHIA A. REYNOLDS**, *Associate Professor of Education* (1996) B.S., M.Ed., Ph.D., Kent State University, 1996.
- HELEN W. RICHTER**, *Professor of Chemistry* (1984) B.A., The Woman's College of Georgia; M.S., Ph.D., The Ohio State University, 1974.
- JEFFREY M. RIEDL**, *Assistant Professor of Mathematics* (2001) B.S., Marquette University; Ph.D., University of Wisconsin-Madison, 1998.
- TRACY A. RILEY**, *Assistant Professor of Nursing* (1992) B.S.N., Walsh College; M.S.N., Case Western Reserve University, 1992.
- PETER L. RINALDI**, *Professor of Chemistry; Director of the Molecular Spectroscopy Laboratory* (May 1987) B.S., Polytechnic Institute of New York; Ph.D., University of Illinois, 1978.
- DAVID RITCHEY**, *Professor of Communication* (August 1990) B.A., Georgetown College; M.A., Ph.D., Louisiana State University, 1971.
- STANLEY E. RITTEGERS**, *Professor of Biomedical Engineering* (1987) B.S., State University of New York at Buffalo; M.S., Ph.D., The Ohio State University, 1978.
- KEVIN S. ROBINSON**, *Assistant Professor of Statistics* (2000) B.A., Messiah College; M.S., Ph.D., University of Florida, 2000.
- JAMES R. ROGERS, JR.**, *Department Chair of Counseling; Professor Education; Fellow, Institute for Life-Span Development and Gerontology* (1998) B.A., M.A., Ph.D., The University of Akron, 1993.
- KATHLEEN M. ROSS-ALAOIMOLKI**, *Associate Professor of Nursing; Director of Academic Nursing Programs* (August 1990) B.S.N., College of Mount Saint Joseph; M.S.N., Ph.D., Case Western Reserve University, 1985.
- MARY ANNE ROTHERMEL**, *Associate Professor of Management* (1984) B.S., M.B.A., The University of Akron; Ph.D., The Ohio State University, 1981.
- JEANNE-HELENE ROY**, *Associate Professor of Modern Languages* (1995) B.A., University of Michigan; M.A., Ph.D., Cornell University, 1995.
- CHERYL S. SADLER**, *Associate Professor of Nursing; Fellow, Institute For Life-Span Development and Gerontology* (1989) B.S.N., University of Maryland; M.Ed., Howard University; M.S.N., Catholic University of America; Ph.D., The University of Akron, 1995.
- PRISCILLA K. SAKEZLES**, *Associate Professor of Philosophy* (1995) B.A., M.A., University of South Florida; Ph.D., Florida State University, 1993.
- ATEF F. SALEEB**, *Professor of Civil Engineering* (1983) B.Sc., Cairo University; M.Sc., Ph.D., Purdue University, 1981.
- LINDA M. SALIGA**, *Associate Professor of Mathematics* (1993) B.S.E., Missouri Western State College; M.S., Ph.D., University of Missouri-Rolla, 1993.
- RONALD L. SALISBURY**, *Associate Professor of Biology* (1982) A.B., Greensboro College; M.S., University of Richmond; Ph.D., Virginia Commonwealth University, 1979.
- EROL SANCAKTAR**, *Professor of Polymer Engineering* (January 1996) B.S., Robert College, Istanbul; M.S., Ph.D., Virginia Polytechnic Institute and State University, 1979.
- RAYMOND E. SANDERS**, *Professor of Psychology; Senior Fellow, the Institute for Life-Span Development and Gerontology* (1969) B.A., M.A., Ph.D., University of Arizona, 1969.
- NEIL B. SAPIENZA**, *Professor of Art; Acting Director of Dance, Theatre, and Arts Administration* (1987) B.F.A., Ohio University; M.S., Brooks Institute at Santa Barbara, 1987.
- IRA D. SASOWSKY**, *Associate Professor of Geology; Director of Environmental Studies* (1995) B.S., University of Delaware; M.S., Ph.D., Pennsylvania State University, 1992.
- SHIVAKUMAR SASTRY**, *Assistant Professor of Electrical and Computer Engineering* (2002) B.E., Bangalore University; M.S., Indian Institute of Sciences; M.S., University of Central Florida; Ph.D., Case Western Reserve University, 1996.
- JOHN R. SAVERY**, *Assistant Professor of Education* (2000) B.Ed., M.Ed., University of Calgary; Ph.D., Indiana University, 1998.
- SCOTT D. SAWYER**, *Assistant Professor of Mechanical Engineering* (1998) B.S.M.E., Milwaukee School of Engineering; M.S.M.E., Ph.D., Purdue University, 1997.
- KAREN R. SCHEEL**, *Assistant Professor of Education* (2000) B.A., University of California, Santa Cruz; M.A., Ph.D., University of Iowa, 1999.
- VICTORIA M. SCHIRM**, *Professor of Nursing; Senior Fellow, Institute for Life-Span Development and Gerontology; Director in the Center for Gerontological Health, Nursing, and Advocacy* (1987) B.S., M.S., Penn State University; Ph.D., Case Western Reserve University, 1987.
- AARON M. SCHMIDT**, *Assistant Professor of Psychology* (2003) B.S., Wright State University; M.A., Ph.D., Michigan State University, 2003.
- PAMELA ANN SCHULZE**, *Associate Professor of Family and Consumer Sciences* (2000) B.A., Southeastern LA University; M.A., Ph.D., University of Connecticut, 2000.
- ROBERT C. SCHWARTZ**, *Associate Professor of Education; Director, Clinic for Child Study and Family Therapy* (2000) B.S., M.Ed., Ed.S., Ph.D., University of Florida, 1997.
- KAREN A. SCHWARZ**, *Associate Professor of Nursing; Fellow, the Institute for Life-Span Development and Gerontology* (1995) B.S.B., University of Illinois; M.S.N., The University of Akron; Ph.D., Case Western Reserve, 1995.
- RICHARD L. SHANKLIN**, *Associate Professor of Music* (1982) B.S., Illinois State University; M.M.Ed., North Texas State University, 1973.
- DOUGLAS V. SHAW**, *Associate Professor of Public Administration and Urban Studies* (1972) B.A., Lebanon Valley College; M.A., Brown University; Ph.D., University of Rochester, 1972.
- DANIEL B. SHEFFER**, *Associate Professor of Biology; Associate Professor of Biomedical Engineering; Director, Biostereometrics Laboratory, IBER; Department Chair of Biomedical Engineering* (July 1980) B.S., M.Ed., Northwestern State College; Ph.D., Texas A&M University, 1976.
- LOREN SIEBERT**, *Associate Professor of Geography and Planning* (1997) B.A., Western Washington State College; M.A., Ph.D., University of Washington, 1997.
- JAMES R. SLOWIAK**, *Professor of Theatre Arts* (1989) B.A., Macalester College; M.F.A., University of California-Irvine, 1985.
- DANIEL J. SMITH**, *Professor of Chemistry; Faculty Research Associate, IPS* (1977) B.S., Wisconsin State University; Ph.D., University of California at Berkeley, 1974.
- PRISCILLA R. SMITH**, *Assistant Professor of Social Work* (1995) A.B., Indiana University; M.S.W., Washington University; Ph.D., St. Louis University, 1988.
- SHANNON DANIEL SMITH**, *Assistant Professor of Education* (2000) M.A., Ashland University; Ph.D., Oregon State University, 2000.
- LYNN A. SMOLEN**, *Professor of Education* (1981) B.A., American University; M.Ed., Ph.D., University of Florida, 1981.
- ANDREA F. SNELL**, *Associate Professor of Psychology* (1994) B.A., Agnes Scott College; M.S., Georgia Institute of Technology; Ph.D., The University of Akron, 1995.
- LARRY D. SNIDER**, *Professor of Music* (1977) B.S., Illinois State University; M.M.E., North Texas University; D.M.A., University of Illinois, 1983.
- ALEXEI P. SOKOLOV**, *Professor of Polymer Science* (September 1998) Ph.D., Novosibirsk State University, 1986.
- NANCY M. SOMERICK**, *Professor of Communication* (1978) B.S.J., Ohio University; M.A.J., Kent State University; Ph.D., Ohio University, 1974.
- MARK E. SOPPELAND**, *Professor of Art* (1976) B.F.A., University of Colorado; M.F.A., The Ohio State University, 1976.
- ERIC SOTNAK**, *Associate Professor of Philosophy* (1995) B.A., Gustavus Adolphus College; M.A., University of Wisconsin; Ph.D., University of Rochester, 1994.
- MARK D. SOUCEK**, *Associate Professor of Polymer Engineering* (2001) B.S., Eastern Illinois University; M.S., Illinois State University; Ph.D., University of Texas, 1990.

- SUSAN D. SPEERS**, *Professor of Theatre Arts* (1988) B.A., M.A., University of Houston; Ph.D., University of California at Santa Barbara, 1982.
- JAMES C. SPERLING**, *Professor of Political Science* (1988) B.A., University of California at Santa Barbara; M.A., Johns Hopkins University; Ph.D., University of California at Santa Barbara, 1986.
- SANDRA SPICKARD PRETTYMAN**, *Assistant Professor of Education* (2002) B.A., University of Michigan; M.A., Eastern Michigan University, 1997.
- JULIA A. SPIKER**, *Associate Dean, Academic Affairs, College of Fine and Applied Arts; Associate Professor of Communication* (1999) B.A., John Carroll University; M.S., University of Southwestern Louisiana; Ph.D., University of Oklahoma, 1998.
- TIRUMALAI S. SRIVATSAN**, *Professor of Mechanical Engineering* (1987) B.E., University of Bangalore; M.S., Ph.D., Georgia Institute of Technology, 1984.
- DAVID B. STARK**, *Associate Professor of Statistics* (1981) B.A., Weber State College; M.S., J.D., Brigham Young University; Ph.D., University of Texas at Austin, 1981.
- DAVID N. STEER**, *Associate Professor of Geology* (1999) B.S., United States Military Academy; M.S., Ph.D., Cornell University, 1996.
- RICHARD P. STEINER**, *Professor of Statistics* (1983) B.S., Grove City College; M.S., Clarion State College; M.P.H., Ph.D., University of Michigan, 1985.
- RICHARD C. STEPHENS**, *Professor Emeritus of Sociology; Director, Institute for Social and Health Policy* (1993) B.A., Louisiana State University; M.A., Ph.D., University of Wisconsin, 1971.
- HARVEY L. STERNS**, *Professor of Psychology; Director and Senior Fellow of the Institute for Life-Span Development and Gerontology* (1971) B.A., Bard College; M.A., State University of New York at Buffalo; Ph.D., West Virginia University, 1971.
- SHERYL A. STEVENSON**, *Associate Professor of English* (1986) B.A., M.A., Ph.D., University of Maryland, 1986.
- JERRY N. STINNER**, *Professor of Biology; Department Chair of Biology* (1982) B.S., California Baptist College; Ph.D., University of California at Riverside, 1980.
- DONALD P. STORY**, *Associate Professor of Mathematics* (1976) B.A., M.A., Ph.D., University of Florida, 1976.
- ELIZABETH J. STROBLE**, *Senior Vice President and Provost; Dean of the College of Education; Professor of Education* (September 2000) A.B., Augustana College; M.A. Southern Illinois University-Edwardsville; Ph.D., University of Virginia, 1987.
- DENISE H. STUART**, *Assistant Professor of Education* (2001) B.A., M.Ed., Ph.D., Kent State University, 1999.
- LINDA M. SUBICH**, *Professor of Psychology; Department Chair of Psychology; Fellow, Institute for Life-Span Development and Gerontology* (1981) B.S., University of Wisconsin at Milwaukee; M.A., Ph.D., The Ohio State University, 1981.
- LEE-JEN SUEN**, *Assistant Professor of Nursing* (2000) B.S.N., Duke University; M.S.N., Ph.D., Case Western Reserve University, 2000.
- BONNA SULLIVAN**, *Assistant Professor of Education* (1999) B.S., M.Ed., Ph.D., The University of Pittsburgh, 1998.
- LANCE M. SVEHLA**, *Associate Professor of English* (1997) B.A., University of Nebraska; M.A., Ph.D., University of New Hampshire, 1997.
- DANIEL J. SVYANTEK**, *Associate Professor of Psychology* (1987) B.A., Indiana University; M.A., Ball State University; Ph.D., University of Houston, 1987.
- GERARD M. SWEENEY**, *Professor of English* (1971) B.S., Manhattan College; M.A., New York University; Ph.D., University of Wisconsin, 1971.
- JOHN P. SZABO**, *Professor of Geology; Department Chair of Geology* (1975) B.S., University of Notre Dame; Ph.D., University of Iowa, 1975.
- BAFFOUR K. TAKYI**, *Associate Professor of Sociology* (1997) B.A., University of Ghana; M.A., Ph.D., SUNY State University, 1993.
- MICHAEL J. TASCHNER**, *Professor of Chemistry; Acting Department Chair, Chemistry* (1982) B.S., University of Wisconsin; Ph.D., Iowa State University, 1980.
- MARK B. TAUSIG**, *Professor of Sociology* (1983) B.A., University of Wisconsin; M.A., Cornell University; Ph.D., State University of New York at Albany, 1979.
- BRUCE C. TAYLOR**, *Associate Professor of Biomedical Engineering; Associate Professor of Electrical Engineering* (1988) B.A., Hiram College; M.A., Ph.D., Kent State University, 1971.
- CLAIRE A. TESSIER**, *Professor of Chemistry* (August 1990) B.S., University of Vermont; Ph.D., State University of New York at Buffalo, 1982.
- WILLIAM THELIN**, *Associate Professor of English; Director of Composition* (2001) B.A., M.A., California State University; Ph.D., Indiana University of Pennsylvania, 1997.
- PHILIP G. THOMSON**, *Associate Professor of Music* (1994) B.M., University of Toronto; M.M., The Juilliard School, 1981.
- DAVID M. TOKAR**, *Associate Professor of Psychology* (1993) B.A., The University of Akron; M.A., Ph.D., Southern Illinois University at Carbondale, 1993.
- BROOKS A. TOLIVER**, *Associate Professor of Music* (1995) B.A.M., M.A.M., Ph.D., University of California at Los Angeles, 1994.
- PAUL D. TOTH**, *Assistant Professor of Modern Languages* (2001) B.A., John Carroll University; M.A., Ph.D., Pittsburg University, 1997.
- LOUIS S. TRENTA**, *Assistant Professor of Education* (2001) B.A., Borromeo Seminary of Ohio; M.A., Ph.D., Kent State University, 1984.
- MARY TRICEE**, *Associate Professor of Communication* (1998) B.B.A., M.A., Ph.D., University of Texas, 1997.
- IGOR A. TSUKERMAN**, *Associate Professor of Electrical Engineering* (1995) M.S., Ph.D., Polytechnical University of Leningrad, Russia, 1988.
- RALPH B. TUREK**, *Professor of Music* (1980) B.S., M.M., Duquesne University, D.M.A., University of Cincinnati, 1975.
- DUDLEY B. TURNER**, *Associate Professor of Communication; Director of the School of Communication* (1986) B.A., Ashbury College; M.A., The University of Akron; Ph.D., Purdue University, 1988.
- MONTE E. TURNER**, *Professor of Biology* (1982) B.S., M.S., Brigham Young University; Ph.D., University of Georgia, 1982.
- KATHLEEN TUSAIE**, *Assistant Professor of Nursing* (2000) B.S.N., Slippery Rock State College; M.S.N., Ph.D., University of Pittsburgh, 2001.
- OKECHUKWU UGWEJE**, *Associate Professor of Electrical and Computer Engineering* (1997) B.S., M.S., Southern Ill University; Ph.D., Florida Atlantic University, 1997.
- ANN L. USHER**, *Assistant Professor of Music* (2000) B.M., University of Northern Iowa; M.M., Kent State University, 1993.
- SEBASTIAN A. VADUVA**, *Instructor in Marketing; Interim Director, Center for Organizational Development* (2000) B.B.A., Cleveland State University; M.B.A., Case Western Reserve University, 2000.
- SHERNAVAZ VAKIL**, *Assistant Professor of Education* (2000) B.Com, L.L.B., Bombay University; M.Ed., Ed.D., The University of Memphis, 1994.
- ANNE S. VARIAN**, *Clinical Instructor, Education; Director of Extended Educational Experiences* (1998) B.S., University of Dayton; M.S., Ph.D., The University of Akron, 1999.
- ROBERT J. VEILLETTE**, *Associate Professor of Electrical and Computer Engineering* (August 1990) B.S.E.E., Virginia Polytechnic Institute and State University; M.S.E.E., Clemson University; Ph.D., University of Illinois at Urbana, 1990.
- MARY C. VERSTRAETE**, *Associate Professor of Biomedical Engineering; Coordinator, Bachelor of Science in Biomedical Engineering Program* (1988) B.S., M.S., Ph.D., Michigan State University, 1988.
- BINDIGANAVALE S. VIJAYARAMAN**, *Professor of Management and Information Systems* (1989) B.Sc., M.Sc., Bangalore University; M.S.D.S., Ph.D., Georgia State University, 1987.
- JOHN L. VOLLMER**, *Assistant Professor of Family and Consumer Sciences* (1999) B.A., Drew University; M.S., Pratt Institute, 1973.
- ERNST D. VON MEERWALL**, *Distinguished Professor of Physics; Distinguished Professor of Chemistry; Distinguished Professor of Polymer Science; Associate Dean of the College of Polymer Science and Polymer Engineering; Faculty Research Associate, Institute of Polymer Science* (1971) B.S., M.S., Northern Illinois University; Ph.D., Northwestern University, 1970.
- CHARLES A. WAEHLER**, *Associate Professor of Psychology; Training Director, Collaborative Program in Counseling Psychology* (1989) B.S., Suffolk University; M.Ed., Plymouth State College; M.A., Ph.D., Northwestern University, 1989.
- A. MARTIN WAINWRIGHT**, *Associate Professor of History* (1989) B.A., Emory University; M.A., Ph.D., University of Wisconsin at Madison, 1989.
- PATRICIA A. WALLACE**, *Professor of Early Childhood Development; Department Chair of Public Service Technology* (1995) B.S.Ed., M.S., State University of New York at Fredonia, 1984.
- HEATHER L. WALTER**, *Assistant Professor of Communication* (1999) B.A., M.A., Ph.D., SUNY College at Buffalo, 1999.
- GUO-XIANG WANG**, *Associate Professor of Mechanical Engineering* (1998) B.S., M.S., Xi'an Jiaotong University; Ph.D., University of California at Santa Barbara, 1995.
- PING WANG**, *Assistant Professor of Chemical Engineering* (1999) B.E., M.E., East China University of Science and Technology; Ph.D., Tufts University, 1995.
- SHI-QING WANG**, *Professor of Polymer Science* (2000) B.S., Wuhan University; Ph.D., University of Chicago, 1987.
- DONNA S. WEBB**, *Professor of Art* (1981) B.F.A., Eastern Michigan University; M.F.A., University of Michigan, 1971.
- STEPHEN C. WEEKS**, *Professor of Biology* (1994) B.A., M.A., University of California; Ph.D., Rutgers University, 1991.
- JOHN T. WELCH, JR.**, *Associate Professor of Electrical Engineering* (1973) B.S., M.S., Ph.D., North Carolina State University at Raleigh, 1964.
- EVONN N. WELTON**, *Associate Professor of Education* (1997) B.A., Ph.D., Kent State University; M.A., The University of Akron, 1990.
- CAROL R. WERHAN**, *Assistant Professor Family and Consumer Sciences* (1999) B.S., Oklahoma State University; M.S., Indiana State University, 1999.
- JAMES L. WERTH JR.**, *Assistant Professor of Psychology; Fellow, Institute for Life-Span Development and Gerontology* (2000) B.S., Texas Christian University; M.A., University of Nebraska; Ph.D., Auburn University, 1999.
- CHRY S. WEDEMIOTIS**, *Professor of Chemistry* (1989) B.S., M.S., Ph.D., Technical University of Berlin, 1979.
- ETHEL R. WHELAND**, *Associate Professor of Mathematics* (1996) B.S., Ph.D., Pennsylvania State University, 1996.
- JAMES L. WHITE**, *Professor of Polymer Engineering; H.A. Morton Professor of Engineering* (July 1983) B.S.Ch.E., Polytechnic Institute of Brooklyn; M.S.Ch.E., Ph.D., University of Delaware, 1965.
- SYLVIA E. WHITE**, *Associate Professor of Communication* (1993) B.A., University of Connecticut; M.A., Ph.D., The Ohio State University, 1982.
- LINDA G. WHITMAN**, *Archaeologist* (2001) B.A., Kent State University; M.S., University of Wisconsin, 1988.
- SCOTT WIDMIER**, *Assistant Professor of Marketing and International Business* (1998) B.A., Texas Christian University; Ph.D., Arizona State University, 1998.
- J. PATRICK WILBER**, *Assistant Professor of Applied Mathematics* (2002) B.A., University of Notre Dame; M.A., Ph.D., University of Maryland at College Park, 1999.
- VICTOR ROMANDO WILBURN**, *Assistant Professor of Family and Consumer Sciences* (2003) B.S., Tennessee State University; M.S., Ph.D., University of Tennessee, 2002.
- TIMOTHY WILKINSON**, *Associate Professor of Marketing and International Business* (1998) B.S., The University of Wyoming; M.B.A., The University of Arkansas; Ph.D., The University of Utah, 1996.
- BONITA L. WILLIAMS**, *Assistant Dean of the University College* (March 1998) B.S., M.S., Ph.D., The University of Akron, 1994.
- GREGORY WILSON**, *Assistant Professor of History* (2001) B.A., Christopher Newport University; M.A., George Mason University, 1993.
- N. MARGARET WINEMAN**, *Professor of Nursing; Director Nursing Research and Scholarly Activity* (August 1990) B.A., Marymount Manhattan College; M.S.N., Yale University; Ph.D., University of Rochester, 1988.
- NIKKI W. WINGERTSON**, *Associate Professor of Social Work; Field Coordinator in Social Work* (1985) B.A., College of William & Mary; M.S.W., Smith College; Ph.D., University of Southern California, 1983.
- DAVID D. WITT**, *Professor of Family and Consumer Sciences* (1983) B.A., M.A., Ph.D., Texas Tech University, 1983.
- SUSAN D. WITT**, *Associate Professor of Family and Consumer Sciences* (1988) B.A., M.A., Ph.D., The University of Akron, 1995.
- STEPHANIE J. WOODS**, *Associate Professor of Nursing* (1987) B.S.N., Edinboro State College; M.S.N., Edinboro University, Ph.D., Wayne State University, 1997.
- DENISE F. WRAY**, *Professor of Speech-Language Pathology and Audiology* (1980) B.A., M.A., Ph.D., The University of Akron, 1985.
- ERIC S. WRIGHT**, *Assistant Professor of Applied Mathematics* (2002) B.S., Colorado State University; M.S., University of Colorado, Colorado Springs; Ph.D., University of Colorado, Boulder, 2002.
- CHRISTINE A. WYND**, *Professor of Nursing; Director of Doctoral Program* (January 1995) B.S., St. John College; M.S., The Ohio State University; Ph.D., Case Western Reserve University, 1989.
- MATTHEW WYSZYNSKI**, *Associate Professor of Modern Languages* (1998) B.A., The University of Akron; A.M., Ph.D., University of Michigan, 1996.
- YINGCAI T. XIAO**, *Associate Professor of Computer Science* (1995) B.S., Wuhan University, China; M.S., M.S., M.S., Ph.D., Ph.D., University of Alabama, 1994.
- PING YI**, *Associate Professor of Civil Engineering* (1996) B.S., Wuhan University of Hydraulic Electrical Engineering; M.S., Washington State University; Ph.D., University of Minnesota, 1992.
- JANICE D. YODER**, *Professor of Psychology; Fellow, Institute of Life-Span Development and Gerontology* (1998) B.A., Gettysburg College; M.A., Ph.D., State University of New York at Buffalo, 1979.
- WALTER H. YODER, JR.**, *Professor of Education; Interim Department Chair of Curricular and Instructional Studies* (1971) B.A., Tufts University; M.A., New York University; Ed.D., Indiana University at Bloomington, 1971.

GERALD W. YOUNG, *Professor of Applied Mathematics; Program Coordinator of Mathematics* (1985) B.S., The University of Akron; Ph.D., Northwestern University, 1985.

WILEY J. YOUNGS, *Professor of Chemistry* (1990) B.A., State University of New York at Albany; Ph.D., State University of New York at Buffalo, 1980.

SAJIT ZACHARIAH, *Associate Professor of Education; Interim Department Chair, Educational Foundations and Leadership* (1998) B.A., Loyola College; M.A., Ed.D., The University of Akron, 1995.

EDWARD A. ZADROZNY, JR., *Professor of Music* (1977) B.M.E., The Ohio State University; M.M., University of Illinois, 1975.

MARIA A. ZANETTA, *Associate Professor of Modern Languages* (1995) B.A., National School of Fine Arts; M.A., Ph.D., The Ohio State University, 1994.

JOHN J. ZARSKI, *Professor of Education; Fellow, Institute for Life-Span Development and Gerontology* (1985) B.S., Bloomsburg State College; M.A., University of Maryland; Ph.D., Ohio University, 1975.

JIANPING ZHU, *Professor of Applied Mathematics; Department Chair, Theoretical and Applied Mathematics* (2001) B.S., Zhejiang University; M.S., Dalian Institute of Technology; Ph.D., State University of New York-Stony Brook, 1990.

CHRISTOPHER J. ZIEGLER, *Assistant Professor of Chemistry* (July 2000) A.B., Bowdoin College; Ph.D., University of Illinois at Urbana-Champaign, 1997.

JOHN F. ZIPP, *Professor of Sociology; Department Chair of Sociology* (1998) B.A., St. Joseph's College; M.A., Ph.D., Duke University, 1978.

Presidents

*Deceased.

Buchtel College

S. H. McCOLLESTER*, 1872-1878, D.D., Litt. D.

E. L. REXFORD*, 1878-1880, D.D.

ORELLO CONE*, 1880-1896, D.D.

CHARLES M. KNIGHT*, 1896-1897, D.Sc. (ad interim)

IRA A. PRIEST*, 1897-1901, D.D.

A. B. CHURCH*, 1901-1912, D.D., LL.D.

PARKE R. KOLBE*, 1913, Ph.D., LL.D.

The University of Akron

PARKE R. KOLBE*, 1913-1925, Ph.D., LL.D.

GEORGE F. ZOOK*, 1925-1933, Ph.D., LL.D.

HEZZLETON E. SIMMONS*, 1933-1951, M.S., D.Sc. LL.D.

NORMAN P. AUBURN*, 1951-1971, B.A., D.Sc., Litt.D., L.H.D., LL.D., D.C.L.

D. J. GUZZETTA, 1971-1984, Ed.D., LL.D., D.S.Sc., L.H.D.

WILLIAM V. MUSE, 1984-1992, B.S., M.B.A., Ph.D.

MARION A. RUEBEL, 1992, B.A., M.A., Ph.D. (acting)

PEGGY GORDON ELLIOTT, 1992-1996, B.A., M.S., Ed.D.

MARION A. RUEBEL, 1996-1998, B.A., M.A., Ph.D.

LUIS M. PROENZA, 1999-present, B.A., M.A., Ph.D.

Deans of the Colleges of The University of Akron

*Deceased.

Buchtel College of Arts and Sciences

ALBERT I. SPANTON*, 1913-1938, M.A., Litt.D.

CHARLES BULGER*, 1938-1948, Ph.D., Litt.D.

ERNEST H. CHERRINGTON, JR., 1948-1960, Ph.D.

THOMAS SUMNER*, 1960-1962, Ph.D.

GEORGE W. KNEPPER, 1962-1967, Ph.D.

DON A. KEISTER*, 1967-1969, Ph.D.

JOHN BACHMANN*, 1969-1970, Ph.D. (acting)

ROBERT A. OETJEN, 1970-1977, Ph.D.

CLAIBOURNE E. GRIFFIN*, 1977-1993, Ph.D.

RANDY MOORE, 1993-95, Ph.D.

ROGER B. CREEL, 1995-97 (interim); 1997-present, Ph.D.

College of Engineering

FREDERIC E. AYER*, 1914-1946, C.E., D.Eng.

R. D. LANDON*, 1946-1963, C.E., M.S.

W. M. PETRY*, 1963-1964, M.S.M.E. (acting)

MICHAEL J. RZASA*, 1964-1970, Ph.D.

COLEMAN J. MAJOR, 1970-1979, Ph.D.

JOSEPH ADMINISTER, 1980-1981, J.D. (acting)

LOUIS A. HILL, JR., 1981-1988, Ph.D.

GLENN A. ATWOOD, 1988-1989, Ph.D. (acting)

NICHOLAS D. SYLVESTER, 1989-1994, Ph.D.

CHIOU S. CHEN, 1994-1995, Ph.D. (interim)

IRVING F. MILLER, 1993-1998, Ph.D.

S. GRAHAM KELLY III, 1998-2003, Ph.D. (interim)

GEORGE K. HARITOS, 2003-present, Ph.D.

College of Education

W. J. BANKES*, 1921-1931, M.A.

ALBERT I. SPANTON*, 1931-1933, M.A., Litt.D. (acting)

HOWARD R. EVANS*, 1933-1942, Ph.D.

HJALMER W. DISTAD*, 1942-1944, Ph.D. (acting)

HOWARD R. EVANS*, 1944-1958, Ph.D.

D. J. GUZZETTA, 1958-1959, Ed.D. LL.D., D.S.Sc., L.H.D. (acting)

CHESTER T. McNERNEY, 1959-1966, Ph.D., LL.D.

H. KENNETH BARKER, 1966-1985, Ph.D.

JOHN S. WATT, 1985-1986, Ph.D. (acting)

CONSTANCE COOPER, 1986-1988, Ed.D.

JOHN S. WATT, 1988-1989, Ph.D. (acting)

WILLIAM E. KLINGELE, 1989-1996, Ed.D.

RITA S. SASLAW, 1996-1998, Ph.D. (interim)

LARRY A. BRADLEY, 1998-2000, Ph.D. (interim)

ELIZABETH J. STROBLE, 2000-present, Ph.D.

College of Business Administration

WARREN W. LEIGH*, 1953-1962, Ph.D.

RICHARD C. REIDENBACH, 1962-1967, Ph.D.

ARTHUR K. BRINTALL, 1967-1968, Ph.D. (acting)

WILBUR EARLE BENSON*, 1968-1970, Ph.D.

JAMES W. DUNLAP, 1970-1989, Ph.D.

RUSSELL J. PETERSEN, 1989-1994, Ph.D.

JAMES INMAN, 1994-1995, LL.M. (interim)

STEPHEN F. HALLAM, 1995-2003, Ph.D.

JAMES W. BARNETT, 2003-04 (interim); 2004-present, B.B.A.

School of Law

STANLEY A. SAMAD*, 1959-1979, J.S.D.

ALBERT S. RAKAS*, 1979-1981, J.D. (interim)

DONALD M. JENKINS, 1981-1987, LL.M.

ISAAC C. HUNT, JR., 1987-1995, LL.B.

RICHARD L. AYNES, 1995-present, J.D.

Graduate School

CHARLES BULGER*, 1933-1951, Ph.D., Litt.D. (Dean of Graduate Work)

ERNEST H. CHERRINGTON, JR., 1955-1960 (Director of Graduate Studies); 1960-1967 (Dean of the Graduate Division); Ph.D.

ARTHUR K. BRINTALL, 1967-1968, Ph.D. (Dean of Graduate Studies and Research)

EDWIN L. LIVELY, 1968-1974, Ph.D. (Dean of Graduate Studies and Research)

CLAIBOURNE E. GRIFFIN*, 1974-1977, Ph.D. (Dean of Graduate Studies and Research)

JOSEPH M. WALTON, 1977-1978, Ph.D. (Associate Dean of Graduate Studies and Research)

ALAN N. GENT, 1978-1986, Ph.D. (Dean of Graduate Studies and Research)

JOSEPH M. WALTON, 1986-1989, Ph.D. (Acting Dean of Graduate Studies and Research)

PATRICIA L. CARRELL, 1989-1993, Ph.D. (Dean of the Graduate School)

CHARLES M. DYE, 1993-2000, Ph.D. (Dean of the Graduate School)

GEORGE R. NEWKOME, 2001-present, Ph.D. (Vice President for Research, and Dean, Graduate School)

University College (formerly General College)

D. J. GUZZETTA, 1959-1962, Ed.D., LL.D., D.S.Sc., L.H.D.

THOMAS SUMNER*, 1962-1977, Ph.D.

PAUL S. WINGARD, 1977-1978, Ph.D. (acting)

MARION A. RUEBEL, 1978-1989, Ph.D.

NANCY K. GRANT, 1989-1990, Ph.D. (acting)

THOMAS J. VUKOVICH, 1990-1993, Ph.D. (acting)

KARLA T. MUGLER, 1993-present, Ph.D.

Continuing Education and Evening Division (formerly Evening College)

L. L. HOLMES, 1932-1934, M.A. (director)

LESLIE P. HARDY*, 1934-1953, M.S.Ed., L.H.D. (director)

E. D. DURYEA, 1953-1956, Ed.D. (dean)

D. J. GUZZETTA, 1956-1959, Ed.D., LL.D., D.S.Sc., L.H.D. (dean)

WILLIAM A. ROGERS*, 1959-1967, Ed.D. (dean)

CHARLES V. BLAIR, 1967-1970, M.A. (dean)

JOHN G. HEDRICK, 1970-1974, M.A. (dean)

CAESAR A. CARRINO, 1974-1986, Ph.D. (dean)

WILLIAM H. BEISEL, 1998-2004, Ph.D. (dean)

Community and Technical College

W. M. PETRY*, 1964-1974, M.S.M.E.

ROBERT C. WEYRICK, 1974-1985, M.S.

FREDERICK J. STURM, 1985-1987, Ed.D. (acting)

JAMES P. LONG, 1987-1989, Ph.D.

FREDERICK J. STURM, 1990-1995, Ed.D.

DEBORAH S. WEBER, 1995-96, M.A. (interim)

DAVID A. SAM, 1996-2000, Ph.D.

WILLIAM H. BEISEL, 2000-2004, Ph.D. (interim)

STANLEY B. SILVERMAN, 2004-present, M.A.

College of Fine and Applied Arts

RAY H. SANDEFUR*, 1967-1978, Ph.D.

GERARD L. KNIETER, 1978-1986, Ph.D.

KELVIE C. COMER, 1986-1987, Ed.D. (acting)

WALLACE T. WILLIAMS*, 1987-1991, Ph.D.

DONALD E. HALL, 1991-1992, Ph.D. (acting)

LINDA L. MOORE, 1992-1998, Ph.D.

MARK S. AUBURN, 1998-2000 (interim); 2000-present, Ph.D.

College of Nursing

ESTELLE B. NAES, 1967-1975, Ph.D.

LILLIAN J. DeYOUNG, 1975-1988, Ph.D.

ELIZABETH J. MARTIN, 1988-1992, Ph.D.

V. RUTH GRAY, 1992-1996, Ed.D.

JANNE R. DUNHAM-TAYLOR, 1996-1997, Ph.D. (interim)

CYNTHIA CAPERS, 1997-present, Ph.D.

Wayne College

MARVIN E. PHILLIPS, 1972-1974, M.A. (acting director)

JOHN G. HEDRICK, 1974-1974, M.A. (director)

JOHN G. HEDRICK, 1974-1979, M.A. (dean)

ROBERT L. McELWEE, 1979-1980, M.A. (acting dean)

TYRONE M. TURNING, 1980-1995, Ed.D. (dean)

FREDERICK J. STURM, 1995-1997, Ed.D. (dean)

JOHN P. KRISTOFKO, 1997-present, Ph.D. (dean)

College of Polymer Science and Polymer Engineering

FRANK N. KELLEY, 1988-present, Ph.D. (dean)

INDEX

A

- Academic Dishonesty, 21
- Academic Reassessment, 21
- Academic Requirements, 24
 - Admission, 24
 - Advancement to Candidacy, 25, 26
 - Continuous Enrollment, 24, 25
 - Credits, 24, 25
 - Dissertation and Oral Defense, 26
 - Doctoral, 25
 - Graduation, 25, 26
 - Language Requirements, 25
 - Master's, 24
 - Optional Departmental Requirements, 25, 26
 - Residence Requirement, 24, 25
 - Time Limit, 24, 25
 - Transfer Credit, 24, 25
- Accessibility, Office of, 15
- Accounting, 56, 112
- Accounting Information Systems, 56
- Accreditation, 5
- Addiction Counseling certificate, 74
- Administrative Specialists, 48
 - Educational Research, 49
 - Educational Staff Personnel Administration, 49
 - Instructional Services, 49
 - Pupil Personnel Administration, 49
 - School and Community Relations, 49
- Admission, 18, 24
 - Doctoral Program, 25
 - International Student, 20
 - Master's Program, 24
 - Transfer Student, 18
- Adult Fitness, 52
- Adult Gerontological Health Nursing option, 69
- Adult Gerontological Health Nurse Practitioner option, 70
- Adult Gerontological Nurse Practitioner certificate, 74
- Advanced Certificate in Family Conflict, 74
- Advanced Certificate in Global Conflict, 75
- Advanced Role Specialization in Nursing Management and Business, certificate, 75
- Advancement to Candidacy, 25, 26
- Akron Global Polymer Academy, 11
- Anesthesia option, Nurse, 69
- Anthropology, 86
- Applied Mathematics, 36
- Applied Music, 118
- Applied Politics, 33, 75
- Applied Politics, Ray C. Bliss Institute of, 11, 33, 75
- Applied Polymer Research, Center for, 12
- Archaeology, 87
- Art, 115
- Arts and Sciences, Buchtel College of, 7, 26, 85
 - Anthropology, 86
 - Applied Mathematics, 36
 - Applied Politics, 33, 75
 - Archaeology, 87
 - Biology, 29, 85, 86
 - Chemical Physics, 27, 33
 - Chemistry, 26, 29, 86
 - Classics, 86
 - Computer Science, 29, 92
 - Counseling Psychology, 27, 42
 - Courses, 84
 - Doctor of Philosophy Degree, 26
 - Economics, 30, 87
 - Engineering Applied Mathematics, 36, 38, 93
 - English, 30, 87
 - French, 93
 - Geography and Planning, 31, 88
 - Geology, 32, 89
 - German, 94
 - History, 27, 32, 90
 - Italian, 94
 - Latin, 93
 - Master's Degree, 29
 - Mathematics, 36, 91
 - Mission Statement, 26
 - Modern Languages, 93
 - Philosophy, 94
 - Physics, 26, 33, 94

Political Science, 33, 95
 Psychology, 27, 28, 34, 96
 Public Administration and Urban Studies, 28, 34, 99
 Sociology, 28, 35, 97
 Spanish, 35, 94
 Statistics, 35, 92
 Theoretical and Applied Mathematics, 36
 Urban Studies, 34
 Urban Studies and Public Affairs, 28
 Audiology, 58
 Audit Policy, 21
 Authorship/Inventorship, 128

B

Background, University, 4
 Behavioral Health Nursing option, 69
 Behavioral Health Nurse Practitioner certificate, 75
 Bierce Library, 6, 10
 Biology, 29, 85
 Biology, NEOUCOM, 86
 Biomedical Engineering, 40, 105
 Biomedical Engineering Research, Institute for, 11
 Bliss, Ray C., Institute of Applied Politics, 11, 33, 75
 Board of Trustees, 130
 Buchtel College of Arts and Sciences, 7, 26, 85 (see Arts and Sciences)
 Buildings, Campus, 6
 Business Administration, College of, 8, 53, 112
 Accounting, 56, 112
 Accounting Information Systems, 56
 Admission, 54
 Courses, 112
 Electronic Business, 54, 76
 Entrepreneurship, 55, 113
 Finance, 55, 113
 Global Sales Management, 55
 Health Care Management, 55
 Human Resources Management, 57
 Information Systems Management, 57
 International Business, 55, 115
 International Business for International Executive, 55
 International Finance, 55
 Joint Law Program, 57
 Management, 55, 57, 114
 Management of Technology, 55
 Management of Technology, certificate, 79
 Marketing, 115
 Master's Degree, 53
 MBA, 54
 Mission Statement, 53
 Professional, 115
 Professional Accounting, 56
 Requirements, 54
 Second Degree, 54
 Strategic Marketing, 56
 Supply Chain Management, 56
 Taxation, 56
 Transfer Policy, 54

C

Calendar, 2
 Campus, 6
 Buildings, 6
 Location, 6
 Map, 144
 Campus Safety and Security Information, 16
 Case Management for Children and Families, 75
 Center for Child Development, 15
 Centers (See Research Centers and Institutes), 11
 Certificate Programs, 74
 Acute Care Nurse Practitioner, Post-Master's, 34
 Addiction Counseling, 74
 Adult/Gerontological Nurse Practitioner, Post-MSN, 74
 Advanced Certificate in Family Conflict, 74
 Advanced Certificate in Global Conflict, 75
 Advanced Role Specialization in Nursing Management and Business, 75
 Applied Politics, 75
 Behavioral Health Nurse Practitioner, 75
 Case Management for Children and Families, 75
 Child and Adolescent Health Nurse Practitioner, Post-MSN, 76
 Composition, 76
 Divorce Mediation, 76, 84

Electronic Business (E-Business), 76
 E-Learning, 77
 Environmental Engineering, 77
 Environmental Studies, 77, 84
 Geographic Information Sciences, 77
 Geotechnical Engineering, 77
 Gerontology, 78, 84
 Higher Education, 78
 Home-Based Intervention Therapy, 78, 84
 Human Resource Management, 79
 Literature, 79
 Management of Technology and Innovation, 79
 Motion and Control Specialization, 80
 New Media Technologies, 80
 Nurse Anesthesia - Post MSN, 80
 Nursing Education, 80
 Parent and Family Education, 80
 Postsecondary Teaching, 81
 Public Administration and Urban Studies, 81
 Public Policy, 82
 Structural Engineering, 82
 Teaching English as a Second Language, 82
 Technical and Skills Training, 82
 Transportation Engineering, 83
 Women's Studies, 83, 84
 Charting the Course, 4
 Chemical Engineering, 37, 39, 100
 Chemical Physics, 27, 33
 Chemistry, 26, 29, 86
 Child and Adolescent Health Nursing option, 69
 Child and Adolescent Health Nurse Practitioner, Post-MSN certificate, 76
 Child Development, Center for, 15
 Child and Family Development option, 59
 Child Life option, 59
 Civil Climate, Statement of Expectations, 4
 Civil Engineering, 37, 39, 100
 Classics, 86
 Classifications, 19
 Classroom Guidance for Teachers, 44
 Closing Policy, University, 2
 Clothing, Textiles and Interiors option, 59
 Coaching, 52
 Colleges, Graduate Degree Granting
 Arts and Sciences, Buchtel College of, 7, 26, 85
 Business Administration, 8, 53, 112
 Education, 8, 41, 106
 Engineering, 9, 37, 100
 Fine and Applied Arts, 10, 58, 115
 Nursing, 10, 66, 122
 Polymer Science and Polymer Engineering, 10, 71, 124
 Commencement, 21
 Communication, 64, 118
 Community Counseling, 44
 Composition certificate, 76
 Composition, English, 30
 Composition, Music, 61
 Computer Labs (see ITS Division, 11)
 Computer Engineering, 104
 Computer Science, 29, 92
 Conflict Management, Center for, 12
 Continuous Enrollment Requirements, 24, 25, 41
 Cooperative Education, 84
 Coordinated Program, Engineering, 38
 Copyright, 128
 Costs, 20, 23
 Counseling, 44
 Addiction Counseling certificate, 74
 Classroom Guidance for Teachers, 44
 Community, 44
 Counseling Psychology, 27, 42
 Guidance and Counseling, 43, 110
 Marriage and Family Counseling/Therapy, 45
 School, 45
 School Psychologist, 46, 112
 Counseling Service, 15
 Counseling, Testing and Career Center, 15
 Counseling Psychology, 27, 42
 Course Listings, 84
 Course Load, 19
 Course Numbering System, 84
 Credits
 Credit by Examination, 24, 25
 Masters, 24
 Doctoral, 25

Thesis and Dissertation, 21
 Transfer, Doctoral, 25
 Transfer, Master's, 24
 Crime Statistics, 17
 Cross Registration, 19
 CRNA-MSN Anesthesia option, 69
 Curricular and Instructional Studies, 42, 46, 108
 Elementary Education, 41, 46
 Secondary Education, 41, 47
 Special Education, 48, 111

D

Dance Performance, 122
 Deans, 130, 137
 Dietetics (see Nutrition and Dietetics), 60
 Disabilities (see Office of Accessibility), 15)
 Dishonesty, Academic, 21
 Dismissal (see Probation and Dismissal, 21)
 Dissertation and Oral Defense, 26
 Dissertation Credits (see Thesis and Dissertation Credits, 21)
 Divorce Mediation certificate, 76, 84
 Doctoral Degree Requirements, 25
 Doctoral Programs
 Audiology, 58
 Chemistry, 26
 Counseling Psychology, 27, 42
 Educational Administration, 43
 Elementary Education, 41
 Engineering, 37
 Guidance and Counseling, 43
 History, 27
 Nursing, 67
 Polymer Engineering, 72
 Polymer Science, 72
 Psychology, 28
 Secondary Education, 41
 Sociology, 28
 Urban Studies and Public Affairs, 28

E

Earth Science, 32
 E-Business (see Electronic Business) 54, 76
 Economic Education, H. Kenneth Barker Center for, 12
 Economics, 30, 87
 Ed.D. Program, Educational Administration, 43
 Education, College of, 8, 41, 106
 Addiction Counseling certificate, 74
 Administrative Specialists, 48
 Classroom Guidance for Teachers, 44
 Community Counseling, 44
 Continuous Enrollment, Doctoral, 41
 Counseling, 44
 Counseling Psychology, Collaborative Program, 27, 42
 Courses, 106
 Curricular and Instructional Studies, 42, 46, 108
 Doctor of Education, 43
 Doctor of Philosophy, 41
 Doctoral Residency Requirement, 41
 Educational Administration, 43, 48
 Educational Foundations, 48, 50, 106
 Educational Psychology option, 50
 Instructional Technology option, 50
 Social/Psychological Foundations of Education option, 51
 Research Methodology and Evaluation option, 51
 E-Learning certificate, 77
 Elementary, 41, 46
 Exercise Physiology/Adult Fitness, 52
 General Administration, 48, 107
 Guidance and Counseling, 43, 110
 Health Education, 110
 Higher Education Administration, 50, 108
 Higher Education certificate, 78
 Instructional Technology option, 51
 Marriage and Family Counseling/Therapy, 45
 Master's Degree, 44
 Mission Statement, 41
 New Media Technologies certificate, 80
 Outdoor, 51, 110
 Outreach Master's in Education Program, 44
 Physical, 52, 109
 Postsecondary Technical Education, 51, 108
 Guidance option, 51
 Instructional Technology option, 51
 Teaching option, 51
 Training option, 51
 Postsecondary Teaching certificate, 81
 Principalship, 48
 School Counseling, 45
 School Nurse, 52
 School Psychology, 46, 112
 Secondary, 41, 47
 Special Education, 48, 111
 Special Educational Programs, 112
 Sport Science and Wellness Education, 51
 Sports Science/Coaching, 52
 Superintendent, 49
 Technical Skills Training certificate, 82
 Technology Endorsement, 48
 Educational Administration, 43, 48
 Educational Foundations and Leadership, 48, 50, 106
 Educational Guidance and Counseling, 43, 110
 E-Learning certificate, 77
 Electrical Engineering, 37, 39, 102
 Electrical and Computer Engineering, 9
 Electronic Business, 54, 76
 Elementary Education, 41, 46
 Emergency Phone Numbers, 3, 17
 Engineering Applied Mathematics, 36, 38, 93
 Engineering, College of, 9, 37, 100
 Admission, 37, 39
 Biomedical, 40, 105
 Chemical, 37, 39, 100
 Civil, 37, 39, 101
 Computer Engineering, 104
 Coordinated and Joint Programs, 38
 Courses, 100
 Degree Requirements, 37, 39
 Doctor of Philosophy, 37
 Electrical, 39, 102
 Engineering Applied Mathematics, 38, 93
 Engineering Management Specialization, 40
 Environmental Engineering certificate, 77
 General Engineering, 100
 Geotechnical Engineering certificate, 77
 Interdisciplinary Fields of Study, 37
 Joint Programs, 38
 Master's Degree, 39
 M.D. and Ph.D. in Engineering, 38
 Mechanical, 40, 104
 Mission, 37
 Motion and Control Specialization certificate, 80
 Polymer Engineering Specialization, 40
 Structural Engineering Certificate, 82
 Transfer Credit, 37
 Transportation Engineering Certificate, 83
 Engineering Geology, 32
 Engineering Management Specialization, 40
 Engineering, Polymer, 40, 72, 73, 124
 English, 30, 87
 English Language Institute, 13
 Entrance Qualifying Examinations, 18
 Entrepreneurial Studies, William and Rita Fitzgerald Institute for, 14
 Entrepreneurship, 55, 113
 Environmental Engineering certificate, 77
 Environmental Geology, 32
 Environmental Studies, Center for, 12
 Environmental Studies, 77, 84
 Exercise Physiology/Adult Fitness, 52
 Expenses and Fees, 23 (see also Fees)
 International Fees, 20

F

Facilities and Equipment, University, 7
 Faculty, Graduate, alphabetical listing of, 130
 Family and Consumer Sciences, 59, 115
 Child and Family Development option, 59
 Child Life option, 59
 Clothing, Textiles and Interiors option, 59
 Food Science option, 60
 Nutrition and Dietetics M.S. program, 60
 Family Business, Center for, 12
 Family Educational Rights and Privacy Act (FERPA), 127
 Family Studies, Center for, 12

Fees, 23
 Refunds, 23
 Finance, 55, 113
 Financial Assistance, 20, 23
 Fine and Applied Arts, College of, 10, 58, 115
 Art, 115
 Audiology, 58
 Communication, 64, 118
 Dance Performance, 122
 Family and Consumer Sciences, 59, 115
 Mission Statement, 58
 Music, 60, 117
 Social Work, 64, 120
 Speech-Language Pathology and Audiology, 64, 119
 Theatre Arts, 64, 121
 Fire and Hazardous Materials, Training Center for, 15
 Fisher Institute for Professional Selling, 13
 Fitzgerald Institute for Entrepreneurial Studies, 14
 Food Science option, 60
 French, 93

G

General Administration (Education), 48, 107
 General Information, 18
 Geographic Information Sciences certificate, 77
 Geography and Planning, 31, 88
 Geography/Urban Planning, M.A., 31
 Geology, 32, 89
 Earth Science, 32
 Engineering Geology, 32
 Environmental Geology, 32
 Geophysics, 32
 Geotechnical Engineering certificate, 77
 German, 94
 Gerontological Health Nursing and Advocacy, Center for, 12
 Gerontology, 78, 84
 Global Business, Institute for, 14
 Global Sales Management, 55
 Grades, 20
 Graduate Assistantships, 23
 Graduate Council, 18, 130
 Graduate Faculty, 18, 130
 Graduate School, 17
 Academic Dishonesty, 21
 Academic Reassessment, 21
 Academic Requirements, 24
 Admission, 18, 24
 Audit Policy, 21
 Classifications, 19
 Commencement, 21
 Colloquia, Seminars and Workshops, 21
 Course Load, 19
 Cross Registration, 19
 Doctoral Degree Requirements, 25
 Entrance Qualifying Examinations, 18
 Fees, 23
 Financial Assistance, 20, 23
 General Information, 18
 Grades, 20
 Graduate Council, 18, 130
 Graduate Faculty, 18, 130
 Graduate Student Government, 18
 Graduate Student Organizations, 18
 Grievance Procedures for Graduate Students, 126
 History of Graduate School, 17
 International Students, 20
 Master's Degree Requirements, 24
 Nature of Graduate Education, 17
 Nonaccredited American School Graduates, 18
 Objectives, 17
 Probation and Dismissal, 21
 Refunds, 23
 Registration, 19
 Repeating a Course, 21
 Residence Requirements, 22, 24, 25
 Sixty Plus Program, 19
 Student Responsibility, 18
 Thesis and Dissertation Credits, 21
 Transfer Student, 18
 Graduate Student Government, 18
 Graduate Student Organizations, 18
 Graduation, Doctoral, 26

Graduation, Master's, 25
 Grievance Procedure for Graduate Students, 126
 Guidance and Counseling, Education, 43, 110

H

Handicapped (see Office of Accessibility, 15)
 Health and Social Policy, Institute for, 14
 Health Care Management, 55
 Health Education, 110
 Health Services, 15
 Higher Education Administration, 50, 108
 Higher Education certificate, 78
 History, 27, 32, 90
 History and Literature option, Music, 62
 History of the Graduate School, 17
 History of the University, 4
 Home-Based Intervention Therapy certificate, 78
 Human Resources Management, 57
 Human Resources Management certificate, 79

I

Information Systems Management, 57
 Information Technology Services Division, 11
 Innovative Curriculum Pathway to the Joint Ph.D. in Nursing Program, 68
 Inquiries, 2
 Installment Payment Plan, 23
 Institutes, 11 (see Research Centers and Institutes)
 Instructional Technology, 51
 Intellectual Property and Technology Center, 14
 Intellectual Property Rights and Obligations, 128
 Interdisciplinary Programs, 74, 84 (see also Certificate Programs)
 Interdisciplinary Programs, course listings, 84
 Cooperative Education, 84
 Divorce Mediation, 84
 Environmental Studies, 84
 Home-Based Intervention Therapy, 84
 Institute for Life-Span Development and Gerontology, 84
 Women's Studies, 84
 International Business, 55, 115
 International Finance, 55
 International Students, 20
 Admission, 20
 Costs, Expenses, Fees, 20
 Financial Aid, 20
 Medical Insurance, 20
 Orientation, 20
 Teaching Assistants, 20
 Transfer Credit, 20
 TSE, 20
 Internet Address, 3
 Italian, 94

J

Joint Programs
 Audiology Au.D. (with KSU), 58
 Engineering Ph.D. (with YSU), 38
 Engineering/Applied Mathematics Ph.D., 36, 38
 Engineering, M.D./Ph.D. with NEOUCOM, 38
 J.D./Master of Business Administration, 57
 J.D./Master of Public Administration, 35
 J.D./Master of Science in Management-Human Resources, 57
 J.D./Master of Taxation, 57
 Social Work Master's degree program (with CSU), 64
 Sociology Ph.D. (with KSU), 28
 Nursing Ph.D. (with KSU), 66
 Urban Studies and Public Affairs Ph.D. (with CSU), 28

L

Language Requirement, 25
 Law Enforcement and Criminal Justice, Training Center for, 15
 Libraries, University, 6, 10
 Life-Span Development and Gerontology, courses, 84
 Life-Span Development and Gerontology, Institute for, 14
 Literature certificate, 79
 Literature, English, 30
 Location, 6

M

Management, 55, 57, 114
 Management of Technology and Innovation option, 55
 Management of Technology and Innovation certificate, 79
 Map, Campus, 144
 Marketing, 115
 Marriage and Family Counseling/Therapy, 45
 Master's Academic Requirements, 24
 Mathematics, 36, 91
 Applied Mathematics, 36
 Engineering Applied Mathematics, 36, 38, 93
 M.B.A., 54
 M.D./Ph.D. in Engineering with NEOUCOM, 38
 Mechanical Engineering, 40, 104
 Medical Insurance, International Students, 20
 Microscale Physiochemical Engineering Center, 14
 Mission Statements
 Arts and Sciences, 26
 Business Administration, 53
 Education, 41
 Engineering, 37
 Fine and Applied Arts, 58
 Nursing, 66
 Polymer Science and Polymer Engineering, 71
 University, 4
 Modern Languages, 93
 French, 93
 German, 94
 Italian, 94
 Spanish, 35, 94
 Motion and Control Specialization certificate, 80
 Music, 60, 117
 Applied, 118
 Composition option, 61
 Education option, 61
 History and Literature option, 62
 Organizations, 118
 Performance options, 62, 63
 Technology option, 62
 Theory option, 63

N

NEOUCOM (Northeastern Ohio Universities College of Medicine)
 Biology/NEOUCOM courses, 86
 M.D./Ph.D. in Engineering with NEOUCOM, 38
 New Media Technologies certificate, 80
 Non-Accredited American School Graduates, 18
 Nurse Anesthesia option, 69
 Nursing, Center for, 13
 Nursing, College of, 10, 66, 122
 Administration option, 70
 Admission, 67, 68
 Adult Gerontological Health option, 69
 Adult Gerontological Health Nurse Practitioner option, 70
 Adult/Gerontological Nurse Practitioner certificate, 74
 Advanced Role Specialization in Nursing Management/Business certificate, 75
 Behavioral Health Nurse Practitioner certificate, 75
 Behavioral Health Nursing option, 69
 Characteristics of the Graduate, 68
 Child and Adolescent Health Nurse option, 69
 Child and Adolescent Health Nurse Practitioner certificate, 76
 Courses, 122
 CRNA-MSN Anesthesia option, 69
 Doctoral Program, 67
 Graduate Degree Completion Program for Nurse Anesthetist, 70
 Innovative Curriculum Pathway to the Joint Ph.D. in Nursing Program, 68
 Instructional Program, 69
 Master of Science Degree, 68
 Mission Statement, 66
 Nurse Anesthesia option, 69
 Nurse Anesthesia certificate, 80
 Nurse Education certificate, 80
 Philosophy, 66
 Public Health, Consortial M.P.H., 70, 124
 Nutrition and Dietetics, M.S. Program, 60

O

Office of Accessibility, 15
 Ohio Residency Requirements, 22
 Organizational Development, Center for, 13
 Organizational Research, Center for, 13

Organizations, Graduate Student, 18
 Orientation, International Students, 20
 Outdoor Education, 51, 110
 Outreach and Consulting Service, 15
 Outreach Master's in Education Program, 44

P

Parent and Family Education certificate, 80
 Parking Fees, 23
 Parking Lots (see Campus Map), 129
 Patents, 128
 Performance option, Music, 62
 Ph.D. Programs
 Chemistry, 26
 Counseling Psychology, 27, 42
 Elementary Education, 41
 Engineering, 37
 Guidance and Counseling, 43
 History, 27
 Nursing, 67
 Polymer Engineering, 72
 Polymer Science, 72
 Psychology, 28
 Secondary Education, 41
 Sociology, 28
 Urban Studies and Public Affairs, 28
 Philosophy, 94
 Phone Numbers, 3
 Physical and Health Education, 52, 109
 Exercise Physiology/Adult Fitness option, 52
 Outdoor Education, 51, 110
 Sports Science/Coaching option, 52
 Physics, 26, 33, 94
 Planning (see Geography and Urban Planning), 31
 Policy Studies, Center for, 13
 Political Science, 33, 95
 Polymer Engineering, Institute of, 14
 Polymer Engineering, 39, 72, 73, 125
 Polymer Science and Polymer Engineering, College of, 10, 71, 125
 Admission, 72
 History, 71
 Description, 71
 Doctor of Philosophy, 72
 Master's, 73
 Mission, 71
 Polymer Engineering, 72, 73, 125
 Polymer Science, 72, 73, 125
 Polymer Science, 72, 73, 125
 Polymer Science, Maurice Morton Institute of, 14
 Postsecondary Teaching certificate, 81
 Postsecondary Technical Education, 51, 108
 President and Vice Presidents, listing, 130, 137
 Principalship, 48
 Probation and Dismissal, 21
 Professional Accounting, 56
 Professional Selling, Fisher Institute for, 13
 Proprietary Information, 128
 Psychologist, School, 46, 112
 Psychology, 27, 28, 34, 96
 Public Administration and Urban Studies, 28, 34, 99
 Public Administration and Urban Studies certificate, 81
 Public Health, Consortial M.P.H., 70, 124
 Public Policy certificate, 82
 Public Service Research and Training, Center for, 13

R

Refunds, 23
 Regulations, 18
 Repeating a Course, 21, 24, 25
 Research Centers and Institutes, 11
 Akron Global Polymer Academy, 11
 Applied Politics, Ray C. Bliss Institute of, 11, 33, 75
 Applied Polymer Research, Center for, 12
 Biomedical Engineering Research, Institute for, 11
 Collaboration and Inquiry, Center for, 12
 Conflict Management, Center for, 12
 Economic Education, H. Kenneth Barker Center for, 12
 Emergency Management and Homeland Security Policy Research, Center for, 12
 English Language Institute, 13
 Entrepreneurial Studies, Wm. and Rita Fitzgerald Institute for, 14
 Environmental Studies, Center for, 12
 Family Business, Center for, 12

Family Studies, Center for, 12
 Fire and Hazardous Materials, Training, Center for, 15
 Gerontological Health Nursing and Advocacy, Center for, 12
 Global Business, Institute for, 14
 Health and Social Policy, Institute for, 14
 Intellectual Property Law and Technology Center, 14
 Life-Span Development and Gerontology, Institute for, 14
 Law Enforcement and Criminal Justice, Training Center for, 15
 Microscale Physicochemical Engineering Center, 14
 Nursing, Center for, 13
 Organizational Development, Center for, 13
 Organizational Research, Center for, 13
 Policy Studies, Center for, 13
 Polymer Engineering, Institute of, 14
 Polymer Science, Maurice Morton Institute of, 14
 Professional Selling, Fisher Institute for, 13
 Public Service Research and Training, Center for, 13
 Statistical Consulting, Center for, 13
 Teaching and Learning, Institute for, 14
 Workforce Development and Training, Center for, 13
 Residency Requirements, 22, 24, 25

S

Safety and Security Information, Campus, 16
 School Counseling, 45
 School Nurse, 52
 School Psychology, 46, 112
 Secondary Education, 41, 47
 Sixty Plus Program, 19
 Social Work, 64, 120
 Sociology, 28, 35, 97
 Spanish, 35, 94
 Special Education, 48, 111
 Special Educational Programs, courses, 112
 Speech-Language Pathology and Audiology, 64, 119
 Sports Science/Coaching, 52
 Statistical Consulting, Center for, 13
 Statistics, 35, 92
 Strategic Marketing, 56
 Structural Engineering certificate, 82
 Student Affairs, 15
 Center for Career Management, 15
 Center for Child Development, 15
 Counseling, Testing and Career Center, 15
 Counseling Service, 15
 Health Services, 15
 Office of Accessibility, 15
 Outreach and Consulting Service, 15
 Student Union, 7, 15
 Testing Service, 15
 Student Union, 7, 15
 Student Organizations, Graduate, 18
 Superintendent, 49
 Supply Chain Management, 56

T

Taxation, Degree Program, 56
 Teaching English as a Second Language certificate, 82
 Technical and Skills Training certificate, 82
 Technology option, Music, 62
 Telephone Numbers, 3
 Testing Service, 15
 Theatre Arts, 64, 122
 Arts Administration option, 64
 Theatre option, 64
 Theatre Organizations (courses), 122
 Theoretical and Applied Mathematics, 36
 Applied Mathematics, 36
 Engineering Applied Mathematics, 38, 93
 Theory option, Music, 63
 Thesis and Dissertation Credits, 21
 Time Limits, Doctoral, 25
 Time Limits, Master's, 24
 TOEFL, 20
 Transfer Credits, Doctoral, 25
 Transfer Credits, Master's, 24
 Transfer Student, 18
 Transportation Engineering certificate, 83
 TSE, 20
 Tuition, 23 (see Fees)

U

University Libraries, 6, 10
 University Police, 16
 University Research Council, 11
 Urban Planning, 31
 Urban Studies and Public Affairs, Ph.D. program, 28

V

Vice Presidents, President and, listing, 130

W

Women's Studies, certificate, 83
 Women's Studies, courses, 84
 Workforce Development and Training, Center for, 13
 World Wide Web Address, 3

THE UNIVERSITY OF AKRON IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION . . .

. . . operating under non-discrimination provisions of Titles VI, VII, of the Civil Rights Act of 1964 as amended and Title IX of the Educational Amendments of 1972 as amended, Executive Order 11246, Vocational Rehabilitation Act Section 504, Vietnam Era Veterans' Readjustment Act, and Americans with Disabilities Act of 1990 as related to admissions, treatment of students, and employment practices.

It is the policy of this institution that there shall be no discrimination against any individual at The University of Akron because of age, color, creed, disability, national origin, race, religion, veteran status, or sex. The University of Akron prohibits sexual harassment of any form in its programs and activities and prohibits discrimination on the basis of sexual orientation in employment and admissions.

Complaint of possible discrimination, including sexual harassment, should be referred to:

Director, Equal Employment Opportunity and Training
Polsky Building 326
The University of Akron
Akron, Ohio 44325-4709
330-972-7300

Information on Title IX (sex discrimination) may be obtained from
Title IX Coordinator
330-972-7300