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AUTHOR Hazler, Richard J.
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ABSTRACT

Murray State University has established financial self-sustaining programs to provide high-quality academic experiences for non-college-age students in the rural environment surrounding the university. The programs are designed to promote the long-term goal of increasing college attendance rates in an area where they are among the lowest in the nation. Programs are developed in cooperation with the local school districts, and offer elementary and secondary students and adults multiple opportunities for academic contact with the university, its facilities, and faculty. These contacts are often the first made by individuals in the family, and encourage college attendance by a new generation of students. Programs include the original Summer Challenge for gifted junior and senior high school students, the Super Saturday program of 12-15 classes for gifted elementary school students, a Community Education Program for students and adults of all ages, and the Best Start for College and Summer Scholars programs bridging the high school-college gap for high-achieving students and those needing remediation. The programs have been well received, increased community contacts, and provided a service to the area. Program-related data and documents are appended. (MSE)

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ED316130

Expanding the University Environment in Rural Communities

At

Murray State University

Project Director

Dr. Richard J. Hazler
Associate Professor
Department of Educational Leadership & Counseling
Murray State University
Murray, KY 42071
(502) 762-2797

(After 9/1/89)
Dr. Richard J. Hazler
Associate Professor
School of Applied Behavioral Sciences
and Educational Leadership
201 McCracken Hall
Ohio University
Athens, Ohio 45701
(614) 543-4440

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- o To increase the information on model programs available to all institutions through the ERIC system
- o To encourage the use of the ERIC system by AASCU institutions
- o To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- o To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

Murray State University has established financially self-sustaining programs designed to provide high quality academic experiences for non-college age students in the rural environment surrounding the university. These programs are designed to promote the long-term goal of increasing college attendance rates in an area where such rates continue to be among the lowest in the nation. The programs have been developed in cooperation with local school districts and offer students from first grade through high school multiple opportunities for quality academic contact with a vital university, its facilities and its faculty. These contacts are often the first ones made by people in that student's family. They serve to encourage collegiate attendance for a whole new generation of students who would have no exposure to a college academic atmosphere.

Introduction

Universities in general and regional universities in particular are caught in a bind of increased funding not keeping pace with inflation. Current students, faculty and programs that produce major additional funding are generally given the top priorities during this situation. Logical in the short range press to meet expenses, these priorities may also take away support from programs that have less immediate impact but more long-term potential to increase college attendance and financial support. Community education and academic programs for youth are two of these types of areas that Murray State University has sought to promote without greatly expanding financial input to them. This report will provide the rationale behind Murray State's efforts, a description of how the programs developed, the evidence which supports the effectiveness of the efforts, and conclusions to be considered by other universities. Appendices are also included to provide more specific information regarding program outlines, techniques and evaluation data.

EXPANDING THE UNIVERSITY ENVIRONMENT IN RURAL COMMUNITIES

Rationale

Opportunities for experiencing cultural variety in art, academic specialties, career exploration and contact with the individuals who stand out in these areas are limited in rural communities. The quality of life in such places may be satisfactory in many ways but it also provides limited opportunities for exploration of varied career and life style opportunities. This is particularly true for minorities and the economically or culturally deprived. Kentucky is a prime example of the relationship between many rural environments and college attendance as demonstrated by ranking 46th in college attendance and 49th in college graduates. Murray State University has initiated efforts to increase meaningful academic and social contact with people in surrounding rural communities by providing coordinated academic programs for non-college age students beginning at the first grade level and continuing through high school. These enrichment opportunities increase student knowledge and skills but also provide an exposure to the excitement of a university education that cannot be conveyed by family and friends who have never been there.

Traditional federally sponsored programs Headstart, Upward Bound and Talent Search have long been in place to seek out the most disadvantaged students. Each of these is housed on campus to provide for maximum contact between participants and the university community. However, these programs serve only a small proportion of the population and are fully dependent on outside funding. It was recognized that if a

major impact was to be made on area college attendance rates other more self-sufficient programs would be necessary. Murray State therefore began seeking with local leaders to develop programs which met specific regional needs, could be implemented without major costs or personnel additions and which would bring in enough income to spare the university any major financial losses.

The goal of increasing meaningful college and community contacts was found to be much easier to agree upon than developing a financially feasible means for achieving it during difficult financial times. Financial and manpower usage issues decreed that if such programs were to remain effective over time they would be best designed to rely on sources other than scarce university funds or grants. Existing faculty and funding would be used and the programs would charge the fees necessary to make financial ends meet while maintaining high quality programs that benefit the community, the university and the individual faculty involved. It was also agreed that such programs, to the extent possible, should originate with faculty and the academic operations of the university. The Vice President for Academic Affairs has therefore become the primary promoter of these efforts while other units such as Continuing Education and the Learning Center provide assistance in line with their standard organizational role.

Program Development.

An increased emphasis on identification and providing services to gifted students within the state brought with it the reality that providing numerous enrichment opportunities with experts and facilities was not possible at the public school level. Murray State saw the opportunity to help fill this gap through the initiation of an intensive one week program called Summer Challenge for gifted junior high and

high school students. Starting in 1983 each of the six university colleges was given the opportunity to select faculty and offer a program that highlights the most exciting aspects of their academic area. Students select one program where they work side by side with university faculty in their offices, classrooms and laboratories. This unique academic experience plus living in campus housing and having access to campus social events allows these students to get what is often their first true taste of college academic and social environments. An average of 60 students per year have taken advantage of this opportunity to work with experts and receive individual attention in small groups.

The positive response to Summer Challenge from students, parents, faculty, and area educators led to the development of a program with similar goals for elementary age students. Super Saturdays, which began in 1985, offers elementary age students a choice of 12 to 15 classes for four Saturdays in the fall and four more in the spring. Super Summerdays offers similar selections on four weekdays during summer vacation. During the total of 10 or more class hours, students work with a university or community expert using university classrooms, facilities and laboratories. Experts teaching courses in archaeology, creative writing, horsemanship, marine biology, acting, various arts, computers and many other high interest topics offer a variety of unique learning experiences not available through small community educational systems.

It was clear that students, faculty, the university and the community would benefit when 10 to 40 hours over a period of the program was spent in university surroundings with top experts in their field and with teacher-student ratios of 1 to 15 or less. However, a means of financially maintaining these benefits over time was also critical. The

fee structure for Summer Challenge and Super Saturdays/Summerdays was considered as a potential major obstacle to success. Would parents with little or no college exposure pay \$200 for a one week Summer Challenge experience or \$50 for the 10 hours of Super Saturdays/Summerdays? Based on continuing enrollment stability (Summer Challenge enrolled 48 in 1983 and 55 in 1987 while Super Saturdays enrolled 172 in spring 1985 and 145 in spring 1987), it seems clear that parents will pay for such programs if they are of high quality (see evaluations). Fees were set so that faculty would get paid an amount (\$30-\$40 per hour average) sufficient to encourage their continued participation rather than being involved on a one time basis. The fees would also allow for acquisition of sufficient quantity and quality of classroom supplies. Finally, they were set at a level that could support financial assistance to those in need since many of those most in need of university contact would not be able to afford enrollment. Over \$7,000 of such financial aid has been distributed thus far for these two programs.

The ongoing success of these programs for the gifted encouraged the initiation of the Community Education Program (1987) sponsored jointly by Murray State and two local school districts. This program seeks to find specific courses and workshops of interest to students or adults of all ages and abilities. The programs are then offered at times and places where they will be most effectively received. Programs ranging from stress reduction to computers, genealogy, guitar and more offer anyone with a motivation to learn the opportunity to see and experience the best the university environment has to offer. The program offered 48 programs for adults and 39 for children in 1986-87 and served a total of 2,549 individuals.

The most recent attempts to bridge the gap from high school to college have been the initiation of the Best Start for College and Summer Scholars programs. These programs offer the strong high school student (GPA=3.2 and ACT=21) and the student in need of remediation prior to college (English or math ACT=10-17) the opportunity to experience college life while taking significant academic steps towards college. The programs were developed on the continuing assumption that once initiated, they would be financed out of income they derived, in this case standard tuition costs for the classes in which students are enrolled.

The Best Start program offers high school juniors and seniors the opportunity to take college level developmental English and/or Math courses prior to beginning their full time college careers. Individual developmental courses are offered evenings during the regular school year with local educators being trained by Murray State to teach them at area high schools. The summer program on campus offers a more thorough orientation to college academics and social life. Students take on developmental math or English/writing skills course. They also take a study skills development course and a seminar course designed to help them prepare for the new personal, social, academic and career demands of college.

The Summer Scholars program offers high school juniors and seniors who have demonstrated strong academic potential, the opportunity to experience college life and begin earning regular college credits in the summer. Students receive advisement on taking courses which meet their interests and ability level. Their introduction to the new personal, social, academic and career demands of college is also fostered by a

seminar course designed specifically for students at this pre-college stage.

Murray State University has chosen to invest academic resources in the people and schools of the region in ways that will not provide popular, dramatic increases in college student enrollment immediately. Instead, it has chosen to gradually increase meaningful academic experiences for the population to increase their long-term visibility, interest and commitment to higher education. This planned, gradual procedure has maintained the integrity and quality of individual programs, brought about a closer working relationship with area schools, and has made the most effective use of resources in difficult financial times. It has begun to provide a picture of a university that is for everyone by increasing the percentages of area people who made personally significant contacts with it. The fact that over 3,500 non-college students voluntarily participated in extended academic programs at Murray State University last year with more expected next year can only provide the brightest of outlook for the future of higher education in the region.

Evidence of Program Effectiveness.

The programs described previously have as their main goals increasing the number of quality university academic contacts made by individuals in this region and promoting awareness and interest in the personal benefits of higher education. It seems appropriate therefore to partially judge these programs by the numbers of voluntary contacts made, the extent to which these contacts support the continuation of programs, the initiation of new ones and the evaluative judgments made

by participants.

the Federally funded Upward Bound program has been in operation at Murray State since 1966 and has always served its maximum number of students which is currently 75 with a waiting list of 20 who also qualify. The success of this program promoted the development of Educational Talent Search which is funded to provide more educationally encouraging contacts of limited duration to additional students. This program now contacts over 650 middle school and high school students in the region.

The Summer Challenge program has served between 40 and 92 students each summer and currently has a returning student ratio averaging around 60%. Super Saturdays evolved from the successful Summer Challenge experience and was originally designed to be run only in the month of March each year. The first program in March, 1985 was designed for 150 and over 250 applied. This overwhelming reception and continuing support has caused the initial concept to expand to three offerings a year with an average of 150 students attending the programs each time for the past three years. Student and parent evaluations of the programs continually receive 80% to 95% of the written ratings in the "I thought it was great" category (student) and "We think the experience was excellent for our child" category (parent). Parent sessions offered in conjunction with the students sessions continue to average 25 to 50 participants where 69% give "Excellent" ratings to the sessions. The success of the programs has also allowed for the identification and expenditure of over \$7,000 in financial aid assistance to students

necessary to sustain these programs along with their ratings make a clear statement by students and parents about the desire for and quality of these programs.

A look at the faculty of these programs will also serve to help evaluate their success. Administration has been kept low with only one faculty member in charge of each program (part-time and above load with compensation through program fees). Program teaching faculty, on the other hand, has consisted of 85 university faculty and 40 school and community individuals of which over 65% from both groups return to teach two or more times. Obviously the programs attract and hold both university and community expertise as well as students without putting an undue burden on the university system.

Murray State has also cooperated with area school systems to adapt these programs as necessary for their own use. The most notable example was assisting in the development of the McCracken County, Paducah City and Paducah Community College "4+1 Saturdays" program based on the Super Saturdays model. The development of this program has allowed hundreds of more students to be served than Super Saturdays could have alone. These efforts demonstrate the commitment to program ideals and regional cooperation as opposed to focusing exclusively on immediate university benefit.

The Best Start for College program began its first trial run in the summer of 1987. Thirteen full-time summer students attended that program and all thirteen evaluated the programs as one "I would recommend to my friends." Parents also rated the experience as

"Positive for my son/daughter." These results, the success of previously mentioned programs, the commitment of local school systems and the encouragement of state and local officials also led to the State Department of Education funding of a grant to provide \$15,000 in financial aid for disadvantaged students in this program in 1988. An additional \$3,000 was granted to train public school teachers for involvement. It is perhaps just as important to note that in keeping with the MSU goal of making such programs primarily self-sufficient, no money was requested or accepted from outside sources for the administration of this program.

Conclusions

Universities have traditionally provided the bulk of their financial, human and physical resources to undergraduate and graduate students who attend the particular institution. Recruitment of those students takes up another major portion of these resources. These are logical priorities since students are the ones who pay the bills. However, institutions must also assure an increasingly healthy student population base by making quality contacts with younger students and older non-college attenders who do not identify themselves as potential college students. This issue is particularly relevant to regional universities serving populations where college attendance has not been the norm. Developing programs to meet these needs is critical but difficult when spending money on current and "about-to-be" students must take the highest priority and insufficient funding is available to meet all needs.

Murray State University has taken an approach to these problems that encourages development of programs for non college-age students which provide a necessary service to the region and can potentially be self-supporting. This approach minimizes the need for financial resources and maximizes the use of physical and human resources available at the university. The success of this approach is based on identification of programs that meet timely and clearly recognized regional needs that require university expertise and facilities. The population to be served must also contain a significant number that can afford to pay for the service so that financial costs are minimized for the university and allowances for financial aid to those unable to afford the service can be made.

The effect of these programs can be recognized in two areas. First, the regional university provides a valuable service to the area in line with its service mission and community education responsibilities. The second effect is to bring into contact with the university young and adult individuals who would not necessarily see themselves as potential college students. Increasing community contacts with the academic side of the university in addition to more traditional contacts through athletic events makes the university appear more like a place for all people who want to learn and less like an academic tower selectively available to an elite few. Changing attitudes in this direction can only strengthen the cultural and financial bonds between the university and the region, increase long-term attendance patterns and raise the overall educational level in the area.

Universities have an understandable desire to only start large programs, that have sound financial backing and widespread visibility. Unfortunately, due to current financial trends and a need to meet rapidly developing community educational needs such a large scale approach is rarely the most available option. Universities must also provide a structure for developing smaller, more self-supporting programs to meet specific educational needs in the region if they are to provide the most effective nurturing of potential future college students and their attitudes towards learning.

APPENDIX A

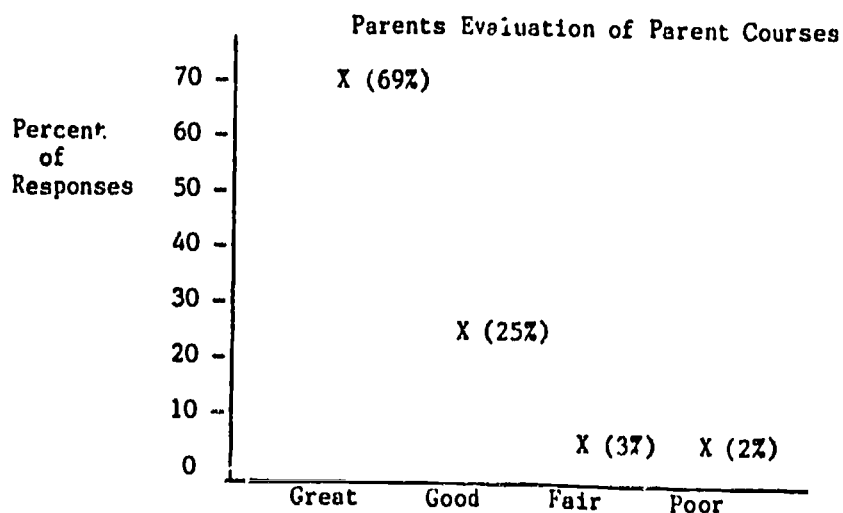
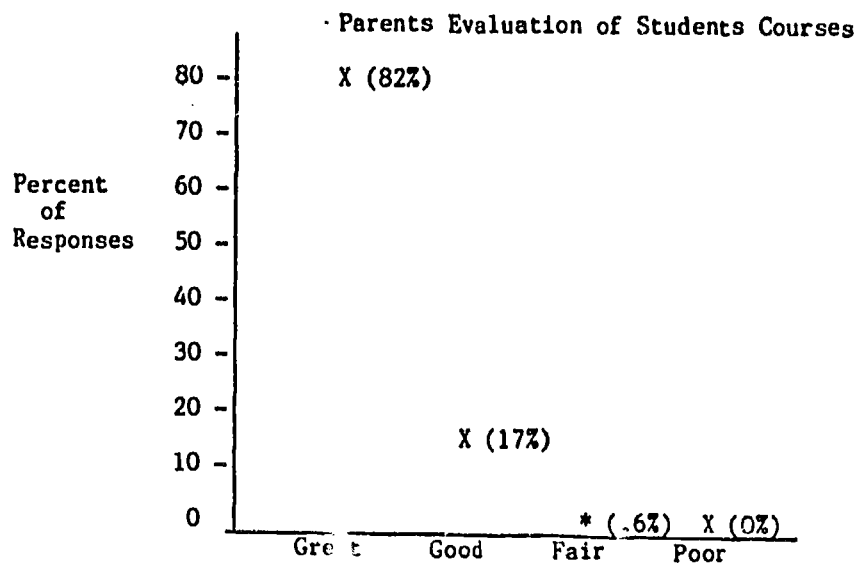
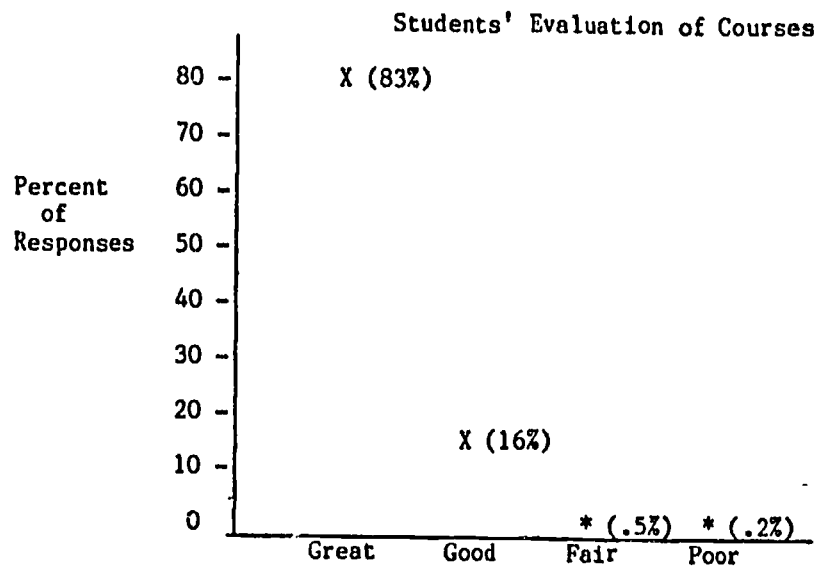
SUPER SATURDAYS and SUPER SUMMERDAYS

SUPER SATURDAY ATTENDANCE PATTERN

<u>Session</u>	<u>Total Enrolled</u>	<u>KY</u>		<u>IN</u>		<u>Other</u>	
Spring 1985	172	159	92%	13	8%	3	2%
Summer 1985	183	155	85%	25	13%		
Fall 1985	145	131	90%	14	10%		
Spring 1986	136	123	89%	15	11%		
Summer 1986	187	167	89%	16	9%	4	2%
Fall 1986	156	137	88%	19	12%		
Spring 1987	122	110	90%	11	9%	1	1%
Summer 1987	126	107	85%	18	14%	1	1%
Fall 1987	75	65	87%	10	13%		
Spring 1988	145	134	92%	11	8%		
TOTALS	1,449	1,288	89%	152	10%	9	1%

SUPER SATURDAYS/SUMMERDAYS EVALUATION SUMMARY

Total percentage 1985 - 1987



* Percentage less than one

'Super Saturdays' planned at MSU for gifted students

MURRAY, Ky. — A new "Super Saturdays" program for gifted and talented elementary-school students will begin at Murray State University in March.

Area students in first through seventh grade who are selected for the program will attend classes from 9 to 11:30 a.m. on Saturdays from March 9 to 30.

Dr. Richard Hazler, assistant professor in the Department of Educational Leadership and Counseling, is director of the program, which will offer 11 courses in three age groups.

He said the program was devised to meet the needs of gifted and talented grade-schoolers much as the MSU Summer Challenge Program has done for high-school students.

It was designed by MSU faculty members and local educators to provide outstanding young students with an enjoyable enrichment experience with instructors, small classes and content areas not readily available in their schools.

A participant may select one four-week program from such topics as computers, children's theater, math, French, animal care, archaeology, creative writing and drawing. The cost is \$45, which covers materials, instruction and a T-shirt.

During the program, parents may attend classes to learn more about understanding their gifted child, using test scores, promoting

a child's talents at home and using local parent support groups. Parent workshops are \$4 each or \$10 for all four sessions.

Anyone interested in registering a child or obtaining more information about "Super Saturdays" should phone 782-4229 at Murray State. Qualified students will be accepted on a first-come first-served basis. Registration ends March 1.

Since some local school districts are participating as a group to provide special advantages to their participants, parents may want to call the local superintendent's office for registration information.

SUPER SATURDAYS

Program Initiated

Paducah Sun-Times

2/8/85

'Super Saturdays' come to Paducah

Gifted students get a gift from the experts

By DONA RAINS
Staff Writer

Imagine an elementary chemist, lawyer or archaeologist.

For five Saturdays, gifted elementary students in grades 2 through 6 will take a look at many careers not usually familiar to youngsters.

"4+1 Saturdays" is an extracurricular program starting next Saturday, sponsored by McCracken County and Paducah schools in cooperation with Paducah Community College.

The program, self-supported by each participant's \$50 tuition, was devised as extra enrichment for kids already enrolled in gifted-talented programs.

Elementary gifted-talented students usually spend one to three hours a week in special classes taught by special teachers. But as teacher Lynette Baldwin of the Paducah school system pointed out, the teachers are not specialized in areas like law or archaeology.

"They often do not get a chance to work with experts in the field, like (photographer) Tom Clouser or (PCC's television instructor) Bob Shy," Baldwin said. "It gives them a chance to work with people who have something to offer we cannot."

Charlene Beasley, a McCracken County gifted-talented teacher, said studying under professionals will give the youngsters mentors in a field in which they've shown interest. "And it allows the kids to think in terms of a career."

The program required the support of both systems, Beasley said. "We needed each other's help. It would have been hard to pull it off with the

limited population of one school system."

From both systems, 145 students will participate. Twice as many were eligible. The 13 classes, limited to 10 to 12 students, are filled.

Baldwin said 160 applied, but class sizes limited the program to 145. "I'm glad the response was that overwhelming, but we were sorry to have to turn any away."

Paducah superintendent Dr. Larry Allen said the program grew out of a similar offering from Murray State University called Super Saturdays. Because it was available to students throughout the region, classes filled quickly and many students were left

out.

Baldwin said the hour drive to Murray also limited the number of students from Paducah who could participate. "We decided we have a lot to draw from in Paducah so we could do our own."

Local professionals, such as attorney Henry Whitlow and playwright Dr. Benjamin Bradford, will teach the classes.

Each course will meet five times — from 1 to 3 p.m. on Saturdays, Feb. 22-March 22. The first four will be for students to "work as much as possible like the professional in the field," according to the program brochure. The fifth Saturday will be open to

parents.

The archaeology class, to be held at the Mounds at Wickliffe, and "Your honor, I object!" the law class to be conducted at the McCracken County Courthouse, were the most popular choices among older students. Younger students favored a computer programming class called "Turtle Logo."

Other choices included:

- Chemistry, drama and numbers for second- and third-graders.

- Art for second-, third- and fourth-graders and creative writing for all ages.

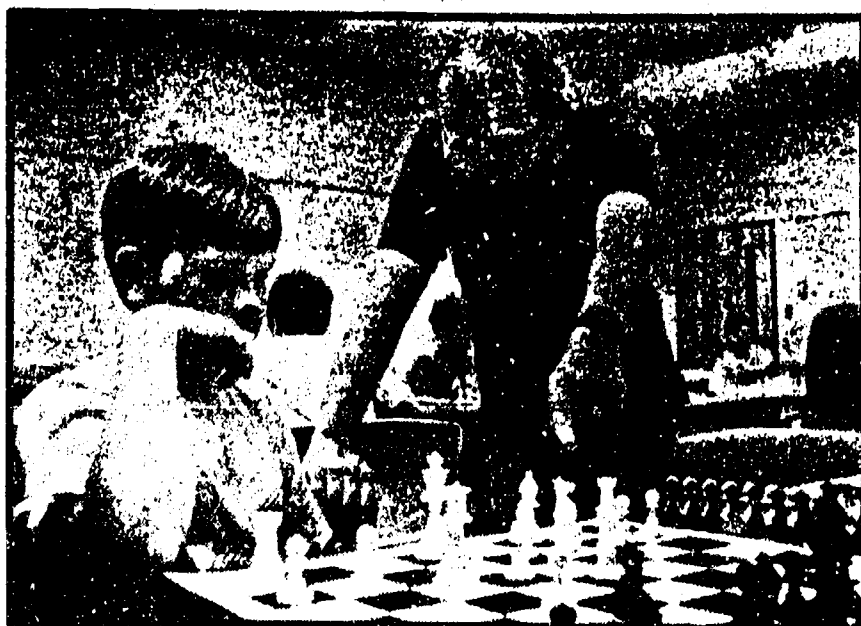
- History, TV production, physics, mathematics and photography for fourth-, fifth- and sixth-graders.

Program Expands to Area School Districts

Paducah Sun-Times

2/16/86

Super Saturdays



Programs For Gifted And Talented Youth In Grades 1
Through 8. Four Saturday Mornings, 9:30 to 12:00
Noon, March 5, 12, 19 and 26, 1988.

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DESCRIPTIONS

SUPER SATURDAYS

What are they?

Murray State University's SUPER SATURDAYS program brings together for four weekends the best of this region's elementary school students, top quality faculty, intellectually stimulating study topics, and the best physical resources available.

Participation is open to all gifted and talented youth.

Faculty have been selected from Murray State University, area grade schools and other occupations based on their expertise and experience working with this age group.

Course topics were selected to provide students with challenging and enjoyable experiences that have immediate value and provide a foundation for further study, knowledge acquisition, and skill development.

Please feel free to contact us at (502) 762-2716 and mention the SUPER SATURDAY program if you would like more information.

WHO MAY APPLY —CRITERIA FOR PARTICIPANTS—

1. Admission to the school's gifted and talented program. (or)
2. Scores at the 90th percentile or higher on a recognized Standardized Achievement Test Battery. (or)
3. Verifiable IQ Score of 125 or higher (and)
4. Have the recommendation of the student's principal or G/T program coordinator stating that the student meets criteria 1, 2, or 3 and is capable of working industriously towards task completion in a group setting.
5. Selected workshops may require additional criteria.
6. When a 1st, 2nd, or 3rd grade student **has not yet taken any of the above standardized achievement tests**, recommendations will be required from the student's teacher and principal stating that the student is (1) clearly above average, (2) cooperative and (3) able to work industriously towards task completion in a group setting.



WHAT WILL PARTICIPANTS DO?

- Explore various subjects of interest to them.
- Be taught by experts in the studies of their choice.
- Receive individual attention in small classes.
- Enjoy the exchange of ideas with other gifted and creative students.
- Identify skills and knowledge of resources that will allow for further study in the future.
- Experience individual participation in workshops, field trips and/or laboratory situations in their selected study areas.
- Identify relationships and contacts to benefit future study.

GRADES 1 AND 2

COURSE #1: MAKING COMPUTERS TALK... MOVE... AND PAINT!

Learn to make computers TALK. Find out how to paint with a computer instead of a brush. You will even learn to make pictures and characters that can move. No experience with micro-computers is necessary. (Dr. Marilyn Condon is on the MSU faculty, has made numerous presentations on educational uses of computers, has co-authored computer software programs.)

COURSE #2: CRITTER TAILS AND CRITTER TALES

Let's discover the critters all around us from the biggest to the smallest! Meet the birds, insects, reptiles and mammals that share our environment. You will even investigate critters under the microscope. Bring your boots to meet some critters in and around the stream. All this and some "critter tales" too. (Carla Kirkland is a teacher who works with the MSU Center for Environmental Education and has led environmental science programs for area school students.)

COURSE #3: LEGENDS FROM DIFFERENT LANDS

This course will give you the chance to learn about some of the famous legends of the world and how they were influenced by the culture of countries where they are famous. Do you know, for example, the legend of the Tiger's Whisker and why it is so famous in Korea? Students will learn through a variety of activities how these many legends effect the ways people behave, language, songs, art, dance, food and many other aspects of countries around the world. (Disiree Call has degrees in art and English, expertise in several languages and has worked with elementary school children.)

COURSE #4: BUILDING YOUR OWN PERSONAL ANIMAL

Everyone has their favorite animals which are sometimes real and sometimes imaginary. Students in this course will learn about three dimensional design, texture and color so that they can make a lightweight sculpture of their own personal animal. Students will design, build and paint their animal to give it just the qualities they think it should have. (Harvey Parker is an artist who has taught these concepts to elementary school students.)



GRADES 3 AND 4

COURSE #5: EXPERIMENTING WITH THE WEATHER

Will there be sunshine for our picnic? When will it stop raining? What do the clouds tell us? How and where do tornados get started? These are just a few of the questions you will explore as you do experiments to find out what causes different kinds of weather. You will even learn to make your own instruments to measure weather conditions so that you can become the weather forecaster in your family. A trip to the National Weather Center in Paducah may also be arranged. (Rachel Neale has taught science at the elementary and middle school levels and has been a trainer for other science teachers.)

COURSE #8: CARS FROM MARS

Go where no person has gone before. Learn to design cars for different life-forms, different planets and different purposes. Students will learn a new and challenging approach to discovering and exploring line, space and form. This new information will be used along with the imagination to make things which were not even thought of before. (Jonathan Ware is a sculptor who has worked with groups of children.)

COURSE #6: BASIC PHOTOGRAPHY: MAKING PICTURES FROM SCRATCH

This is your chance to learn to use a darkroom for making photographs both with and without a camera. That's right, you can make your own pictures using light sensitive materials without a camera. You will also use a university camera to take pictures and learn how to develop and print them yourself. (Michael Johnson is a faculty member in the MSU art department who has given workshops to both students and teachers on photography and image making.)

COURSE #7: THE KID COMPANY

This is your chance to invent and market new toys, games and other products. Learn how people come up with these new ideas, evaluate them and figure out how well they might sell. Then put your brain to work inventing your own games. Who knows, maybe you will come up with the new game or toy that everyone will want for Christmas next year. (Jane Cottrill is an experienced teacher currently teaching gifted and talented elementary students.)



GRADES 5, 6, 7 & 8

COURSE #9: WRITING, DIRECTING AND ACTING IN PLAYS

This program will offer both beginners and those experienced in acting the opportunity to learn the basic skills of writing plays and then turn those skills into writing their own short play. They will also learn to direct their play and the actors in it. Acting itself is still the basics of theatre and students will learn new or improve on already learned acting skills as they perform in student-directed plays. (Robert Valentine is a well known actor, playwright and producer while Kathryn Lea Ballard is a professional actress who has directed youth theatre groups.)

****Students who have demonstrated talent in this area but do not meet standard entry requirements, may be granted special permission for admission.**

COURSE #10: MYSTERIES OF MEDICINE AND DISEASE

What goes on in your body when it is sick? What is the difference when it is well? How do doctors and scientists study the human body? You will be learning how to search for and examine under the microscope the different types of cells found in the blood system. You will also see how this and other information is used by doctors for determining blood type, screening for diseases and learning about other aspects of a person's health. (Jean Murphy is a faculty member in the Department of Biological Sciences.)

COURSE #11: MAKING YOUR OWN MTV VIDEO

This is your chance to take a good sense of rhythm and pitch, learn some skills for putting a song together and make your own MTV video. Songs from both Broadway musicals and popular artists from MTV will be chosen for young singers to sing and dramatize. Students will be involved in the choreography, performing, and videotaping of those songs they choose. (Martha Ruth Moore is a writer and choral conductor nationally recognized for her expertise in training children's voices. Dr. Irma Collins from MSU will supervise the choreography.)

****Students who have a demonstrated talent in this area but do not meet standard entry requirements, may be granted special permission for admission.**

COURSE #12: HORSES AND HORSEMANSHIP

Take this opportunity to learn about the beauty, the care and the riding of horses. Demonstrations, hands-on experience, riding, films and discussions will help you better understand horses and the world of the equestrian. Colors, breeds, grooming, care, riding and showing will be covered.

***Students should wear either boots or shoes with heels. (Jami Hay is a practicing Animal Health Technologist at the MSU Animal Health Clinic.)**

****Student who have a demonstrated talent in this area but do not meet standard entry requirements, may be granted special permission for admission.**

PARENT SESSIONS

PARENT WORKSHOPS — NO CHARGE!

If parents of Super Saturdays Youth wish to attend any of the parent workshops, simply indicate on the registration form those dates you expect to attend. This will provide an idea of audience size for the instructor. There is no cost for parent workshops.

9:45 - 11:45

1st Session (March 5) — RECOGNIZING AND ENCOURAGING ARTISTIC ABILITY IN YOUR CHILD

The majority of attention to giftedness in the public schools is currently given to academic abilities. This parent session provides information on characteristics of the artistically gifted/talented child, including how to recognize and promote those characteristics. Parents will be introduced to questioning strategies to encourage all gifted and talented children to use higher level thinking skills through the use and discussion of art. (Dr. Camille Serre Douglas is the head of Art Education at MSU with many years of experience teaching and designing programs in both art and gifted areas.)

2nd Session (March 12) — EDUCATIONAL AND RECREATIONAL OPPORTUNITIES IN KENTUCKY'S PARKS

Trips and vacations are for enjoyment and relaxation but they can also provide exciting educational opportunities for the whole family. An outdoor naturalist will answer the questions of what, where, when and how to get the most recreation and educational benefits out of Kentucky's park system. (Carey Tichener is the State Naturalist for the Kentucky Department of Parks.)

3rd Session (March 19) — CURRENT RESEARCH ON THE MYTHS AND FACTS ABOUT GIFTED CHILDREN

Recent research findings have changed some of the not so distant stereotypes we have about the gifted. Parents will find out what the most recent research findings have told us to expect about the ups and downs of the gifted child's performance in school, how they tend to earn a living after school, and how they feel about their lives in general. (Dr. Sam Minner is a faculty member in the Department of Special Education who has done considerable recent work in the area of the gifted.)

4th Session (March 26) — COMPETITION AMONG GIFTED STUDENTS

Parents frequently measure their children with the "average" yardstick. But how does your child measure up when you use the "gifted" yardstick? This session will present information on the growth and development of bright children and how this produces competition they will encounter throughout their school life, adult careers and even family life. But the positive aspects and the pitfalls of bright children in a competitive world will be discussed. (Dr. Jessie Hugh Sanders is an educational consultant on gifted education with experience at all school levels.)

REGISTRATION

HOW TO APPLY?

Step 1:

The student should select a first, second and third choice of courses. If the first choice is filled, the student will AUTOMATICALLY be placed in the course of second choice or third if necessary. Should the student choose to not identify a second or third choice, all money will be returned if the listed choice(s) are filled.

Step 2:

Some school districts are making group arrangements which may benefit you and your school. Check with your local school superintendent's office to find out if a group activity is planned.

Step 3:

If your school district is not participating as a group, complete the attached application form with necessary signatures. Mail the application and a check or money order for the accompanying fees. Course will be closed as soon as they fill up, so we encourage you to register early. Make check payable to "Murray State University" and mail with application to: Super Saturdays, Continuing Education, Murray State University, Murray, Kentucky 42071.

FEES:

All fees must be paid on or before the registration deadline of February 22.

The fee for each student course is \$50 (t-shirt included). Parent sessions are free. This includes all sessions, materials and equipment unless otherwise noted in the individual course descriptions.

SUPER SATURDAYS t-shirts for parents are available for an additional \$5.

*Financial assistance based on need is available for a limited number of qualified students.

REFUND POLICY

Full refunds of registration fees may be made when:

1. No more space is available for a class, or
2. When a class is cancelled, or
3. When the application is rejected by the University for any reason, or
4. Two weeks advance notice is given by student.

Partial refunds apply when:

1. Voluntary withdrawal by student prior to first class meeting. (full refund minus \$5.)
2. Voluntary withdrawal after first class meeting, but before second class (80% refund).

-----Clip and Mail-----

REGISTRATION FORM SUPER SATURDAYS — SPRING 1988 (copy for additional registrations)

Office Use Only

Check # _____

Amount: _____

Received: _____

STUDENT LAST NAME _____ FIRST NAME _____ M.I. _____

PARENT'S FULL NAME _____

ADDRESS _____ CITY _____ ST _____ ZIP _____

SCHOOL _____ GRADE _____ AGE _____ SEX _____

HOME TELEPHONE _____

STUDENT SESSIONS: (Enter course number)

1st choice _____ 2nd choice _____ 3rd choice _____

FREE PARENT SESSION (check dates you plan to attend)

5 March _____ 12 March _____ 19 March _____ 26 March _____

T-SHIRT SIZE: (circle)

adult: small medium large extra large

youth: small medium large

ENCLOSED IS A CHECK MADE PAYABLE TO MURRAY STATE UNIVERSITY IN THE AMOUNT OF:

\$_____ FOR SUPER SATURDAY FEES.

**Center For Continuing Education
Murray State University
Murray, KY 42071
(502) 762-2716**

PLEASE READ CAREFULLY:

Parent/Guardian: My child (name) _____

meets the criteria established for participation in **SUPER SATURDAYS** and I give my permission for

(name) _____ to participate in the programs supervised activities.

Parent/Guardian's

Signature _____
School Principal or G/T Coordinator: I understand the criteria necessary for participation in **SUPER SATURDAYS** and certify that (name) _____

meets those qualifications including my professional endorsement.

School Principal's or G/T Coordinator's
Signature _____

Teacher's Signature (Only if necessary to meet criteria #6)

**murray
state
university**

Super Saturdays

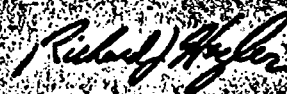
Dear Parent,

I welcome this opportunity to invite you and your child's participation in the 1988 Spring edition of Super Saturdays. The classes we have arranged for your child contain a blending of new ideas and some of the most requested previously offered courses. I am convinced that your child will both enjoy and be challenged through participation in any course they choose. The parent classes were also developed based on your requests and I believe you will find them both interesting and valuable.

This edition of Super Saturdays begins our fourth year. We have managed to maintain the small class sizes of 15 or less so that individual attention can be given primary emphasis. Maintaining the quality and personalized nature of Super Saturdays has been an effort during difficult financial times, but one to which Murray State University is strongly committed. I believe, as many of you have told me, that some checking with other programs will demonstrate that Super Saturdays remains a major educational bargain.

Our success has been based on serving you and your child's needs so we must continue to have your input to maintain that success. Please feel free to contact me with any questions, concerns, suggestions you might have.

Sincerely,



Richard Hazler
College of Education
Super Saturdays/Super Summerdays
Program Director

**Community Education Program
Center for Continuing Education
Murray State University
Murray, Kentucky 42071
(502) 762-2716**

**murray
state
university**

Super Summerdays

*Programs for gifted and talented youth in
grades 1 through 8 (school year '85-'86)*

Four consecutive afternoons from 1:00 to
3:30 p.m.

Monday through Thursday, June 30, July
1, 2, and 3, 1986.

SUPER SUMMERDAYS

Dear Parent:

Murray State University's SUPER SUMMERDAYS program brings together for four afternoons the best of this region's elementary school students, top quality faculty, intellectually stimulating study topics, and the best physical resources available.

Participation is open to all gifted and talented youth.

Faculty have been selected from Murray State University, area grade schools and other occupations based on their expertise and experience working with this age group.

Course topics were selected to provide students with challenging and enjoyable experiences that have immediate value and provide a foundation for further study, knowledge acquisition, and skill development.

Please feel free to telephone (502) 762-4150 and mention the SUPER SUMMERDAYS program if you would like more information.

Richard Hazler
College of Education
Super Saturdays/Summerdays
Program Director

WHO MAY APPLY —CRITERIA FOR PARTICIPANTS—

1. Admission to the school's gifted and talented program. (or)
2. Scores at the 90th percentile or higher on a recognized Standardized Achievement Test Battery. (or)
3. Verifiable IQ Score of 125 or higher (and)
4. Have the recommendation of the student's principal or G/T program coordinator stating that the student meets criteria 1, 2, or 3 and is capable of working industriously towards task completion in a group setting.
5. Selected workshops may require additional criteria.
6. When a 1st, 2nd, or 3rd grade student **has not yet taken any of the above standardized achievement tests**, recommendations will be required from the student's teacher and principal stating that the student is (1) clearly above average, (2) cooperative and (3) able to work industriously towards task completion in a group setting.

WHAT WILL PARTICIPANTS DO?

- Explore various subjects of interest to them.
- Be taught by experts in the studies of their choice.
- Receive individual attention in small classes.
- Enjoy the exchange of ideas with other gifted and creative students.
- Identify skills and knowledge of resources that will allow for further study in the future.
- Individual participation in workshops, field trips and/or laboratory situations in their selected study areas.
- Identify relationships and contacts to benefit future study.

HOW TO APPLY?

Step 1:

The student should select a first, second and third choice of courses. If the first choice is filled, the student will AUTOMATICALLY be placed in the course of second choice or third if necessary. Should the student choose to not identify a second or third choice, all money will be returned if the listed choice(s) are filled.

Step 2:

Some school districts are making group arrangements which may benefit you and your school. Check with your local school superintendent's office to find out if group activity is planned.

Step 3:

If your school district is not participating as a group, complete the attached application form with necessary signatures. Mail the application and a check or money order for the accompanying fees. Course will be closed as soon as they fill up, so we encourage you to register early. Make check payable to "Murray State University" and mail with application to: Super Summerdays, Continuing Education, Murray State University, Murray, Kentucky 42071.

FEES:

All fees must be paid on or before the registration deadline of June 15.

The fee for each student course is \$45 (t-shirt included). Registration for parent sessions is \$4 per session or \$10 for all four sessions (no t-shirt). This includes all sessions, materials and equipment unless otherwise noted in the individual course descriptions.

SUPER SUMMERDAYS t-shirts for parents are available for an additional \$5.

*Financial assistance based on need is available for a limited number of qualified students.

REFUND POLICY

Full refunds of registration fees may be made when:

1. No more space is available for a class, or
2. When a class is cancelled, or
3. When the application is rejected by the University for any reason, or
4. Two weeks advance notice is given by student.

Partial refunds apply when:

1. Voluntary withdrawal by student prior to first class meeting. (full refund minus \$5.)
2. Voluntary withdrawal after first class meeting, but before second class (80% refund)





SUMMER 1986 PROGRAMS

GRADES 1 AND 2

COURSE #1: MAKING COMPUTERS TALK!...MOVE!...AND PAINT!

Learn to make computers TALK. Find out how to paint with a computer instead of a brush. You will even learn how to make pictures and characters that can move. No experience with micro-computers is necessary. (Judy Overby is a teacher of computer education for elementary school students.)

COURSE #2: EXPLORING SCIENCE EXPERIMENTS, TRICKS AND ILLUSIONS

What makes our world work like it does? Students will do a wide variety of scientific experiments, illusions and tricks as they learn the scientific principles which help answer this question. Learning the principals of experimentation and how much fun it can be will also give you many ideas for further explorations outside of class. (Rachel Neale has taught science at the elementary and middle school levels as well as being involved in training other science teachers.)

COURSE #3: CREATIVE MOVEMENT TO MUSIC

How is your imagination? Can you pretend to be a balloon being pushed along by the wind? Can you growl like a maple tree, or prowl like a tiger? Students will explore the many ways of creatively moving to different types of music as they learn about the relationships between movement, sounds and their imaginations. (Marcia Dowdy is a music and chorus teacher and has been a leader in summer music camps for youth.)

COURSE #4: ALL THE WORLD IS YOUR STAGE

Students will take a trip to the world of make believe to discover what happens both on and off stage when it is "Show Time." They will develop their personal acting style and abilities as they learn to make up favorite characters and then make those characters come alive. Guest directors and actors will show what they do and assist the students in developing their own acting skills. (Lori Vaughn is a teacher who has also been actively involved in the theatre.)

COURSE #5: MINI MYSTERIES

People don't just learn answers from reading books. They must also learn to solve life's mysteries by themselves. Students will work as detectives as they learn HOW TO solve real mysteries from the worlds of science, math and history. The detectives will do experiments and use logic to solve the mysteries. They will also learn to design a mystery and then see if others can solve it. (Janice Vaughn is an experienced teacher and an original participant in organizing gifted programs in Marshall County.)

COURSE #6: MATH MADNESS

Using calculators, tooth picks, marshmallows for math??? Madness??? Not just fun, creative projects that will help you explore both simple and complex math concepts and puzzles. It is not madness but it is fun and exciting. (Barbara McCuiston is an elementary school teacher and has been a supervisor of instruction.)

GRADES 3 AND 4

COURSE #7: U CAN UKULELE

The baritone ukulele is an instrument very similar to a guitar except smaller. The guitar is often too large for young people to begin playing so the ukulele has become a more workable musical starting place. Students will quickly find themselves learning to play, to understand music and to ENJOY their newfound musical skills. No musical experience is necessary and everyone can move at their own speed. **An \$8 instrument rental fee will be charged. Instruments may be returned on the last day or purchased at that time for an additional \$30. (Dr. Irma Collins is a Professor of Music at MSU where she is involved in all aspects of music education.)

COURSE #8: HISTORY'S MYSTERIES

Students will explore history "in their own backyard" through first hand exploration, games, and simulations. They will understand how historians find out about the past as they learn and practice the skills of historical archaeology, collecting oral history and the study of original historical documents. A field trip to investigate some little-known historical sites at TVA's Land Between the Lakes is included. (Katie Fraser is a writer with experience in archaeology and a keen interest in local history. Jim Carpenter works on public education projects for TVA's Land Between the Lakes.)

COURSE #9: BASIC PHOTOGRAPHY: MAKING PICTURES FROM SCRATCH

Students will learn to use a darkroom for making photographs both with and without a camera. That's right, you can make your own pictures using light sensitive materials without a camera. But you will also use a camera to take pictures and discover how to develop and print them yourself. (Michael Johnson is a faculty member in the MSU art department who has given workshops to both students and teachers on photography and image making.)

COURSE #10: SAY IT IN GERMAN

Projects, games, songs and many other activities will be used as students learn to speak, read, write basic German phrases for everyday situations. Discover how the German language has effected American English. While you have fun learning the language, you will also learn about German culture, history, cooking and family life. (Dr. Dieter Jedan is an MSU German instructor who grew up in Germany and has taught the subject to children of all ages.)



COURSE #11: BACKYARD BIOLOGY

Learn about the biology of your own backyard and how it affects you. See magic under a microscope. Take part in simulations and scientific investigations as you explore the natural world around you. (Carla Kirkland works for the MSU Center for Environmental Education and has led science programs for area school districts.)

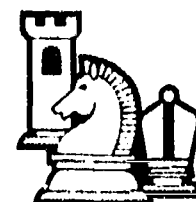


COURSE #12: TRAINING YOUR HOME COMPUTER

A computer can be helpful and fun if you teach it right. Teach your computer to write, draw, make your own special designs, play games and even improve your own thinking skills at the same time. The focus will be on learning to program your computer, so those completely new to computers as well as those with a little experience will both benefit here. (Beryl Whaley is an elementary school teacher who also teaches educators how to use computers with children.)

CHESS TACTICS

(Experienced 4th grade students are eligible for the course listed under grades 5-8.)



GRADES 5, 6, 7 AND 8

COURSE #13: THE US SPACE AND AERONAUTICS PROGRAM

Learn about the space shuttle, life in space and the future projects being planned by NASA. Find out how the US will build a space station and what will be done with it? Students will discover the kinds of experiments done in space and do some planning for their own experiments designed for space projects. (Sue Darnell is an experienced science teacher who has first hand knowledge in this area as Kentucky's Teacher in Space representative.)

COURSE #14: PSYCHOLOGY — WHY DO PEOPLE ACT THE WAY THEY DO?

Using a variety of activities and experimental equipment, students will explore some of the most interesting questions about human behavior. How do people learn? Why do some remember better than others? How do people communicate with others through their body language and actions? (Dr. Chuck Hulick is a faculty member in the MSU psychology department and a former public school teacher.)

COURSE #15: CHESS TACTICS

This program is for the student who has played a bit of chess and wants to develop skills in attack tactics. Students will learn to recognize their opponents weaknesses, forks, discovered attacks, sacrifices, pins and turn them into advantages. Defenses and end game strategies will also be considered. Participants will also receive free entry into the MSU Scholastics Chess Tournament to be held in April. *Experienced 4th grade students will be considered eligible for this course. (Dr. Wayne Bell is on the math faculty at MSU, the MSU Chess Club advisor and is qualified as a U.S. Chess Federation Expert.)



COURSE #16: INTRODUCTION TO ARCHAEOLOGY

Slide shows, lab projects and field experiences will involve students in these processes through which scientists study past cultures. Students will find themselves learning the methods used to discover, record and excavate sites. They will also see how archaeologists use the artifacts they discover to reconstruct the past and how this can help us improve the present. (Pam Sheridan is a staff archaeologist at MSU.)

COURSE #17: PHOTOGRAPHY BASICS

Students will learn the art of black and white photography by working both inside and outside the darkroom. Students will come to know the difference between various camera models, how to set up a basic darkroom and how to judge a "quality photograph" from a snapshot. (Dr. Jerry Spaight is an art instructor at MSU, a practicing artist and an authority on art learning activities.)

COURSE #18: LET YOUR FINGERS DO THE TALKING: SIGN LANGUAGE

Learn the skills of talking with your hands instead of with your voice. Skills will include finger spelling, formal signs, gesturing and pantomime. *Purchase of a text giving pictures of signs is required (\$3 for students). (Dr. Glen Hendren is on the MSU faculty and has been a registered interpreter for the deaf.)

GRADES 6, 7 AND 8

COURSE #19: TV BROADCASTING

Make your personal television debut by writing and producing TV programs. Get first hand experience as a television talent or behind the scenes as an interviewer, newscaster, camera operator and many other jobs as you work in the MSU-TV studios. (Allen Greule is a TV instructor at MSU and the station manager for TV Channel 11.)

COURSE #20: LET'S PLAY THE STOCK MARKET

Students will learn how a business is formed, why and how it may sell stock and how people make money by understanding this process. Students will learn how the stock market works and how they can buy and sell stock for profit. Armed with their new knowledge and skills the students will visit a local brokerage firm to see the whole process in action. (Dr. Danny Harrison is on the MSU faculty and is Director of the Center for Economic Education.)

COURSE #21: THE FLORA AND FAUNA OF WESTERN KENTUCKY

The plants and animals of Western Kentucky are widely varied and range from one-cell in size to full sized animals and trees. Students will have a chance in this course to study them under the microscope, in the MSU biology lab and in the wild on field trips. They will learn to identify local trees, plants and the habitats of animals while the skills they gain will help them better understand the environment around them. (Dr. Charles Smith is a professor in the MSU Biological Sciences Department.)



WHAT IS AVAILABLE FOR PARENTS?

A series of two-hour workshops are available for parents and teachers while students are in classes. This summer's workshops are designed to provide ideas on planning educational experiences for gifted children. One session will also offer a chance to discuss what gifted parent groups in the area are doing to promote the special needs of their children.



PARENT WORKSHOPS

(1:15 to 3:15)

1st Session (June 30) —

THE LATEST RESEARCH ON THE MYTHS AND FACTS ABOUT GIFTED CHILDREN

Recent research findings have changed some of the not so distant stereotypes we have about the gifted. Parents will find out what the most recent research findings have told us to expect about the ups and downs of the gifted child's performance in school, how they tend to earn a living after school, and how they feel about their lives in general. (Dr. Sam Minner is a faculty member in the Department of Special Education who has done considerable recent work in the area of the gifted.)

2nd Session (July 1) — **WHAT TO DO IN THE NEW NATIONAL SCOUTING MUSEUM**

The new National Scouting Museum opens on the Murray State campus May 24, 1986. It is about young people, their values, how they acquire them and how they apply them. It's thematic and participatory exhibits, theater and games are designed for young and old, male and female, Scout and non-Scout. Join this special tour and discussion of the museum. (Darwin Kelsey is the Director of the National Scouting Museum.)

3rd Session (July 2) — **SHARING NATURE WITH YOUR CHILDREN**

In today's fast-paced world of rapid changes and technological advancement, it is essential to try and keep people in touch with the earth: its natural rhythms, the changing seasons, its beauty and mystery. Find out how you, as a parent, can better use your backyard, a park, and other natural spaces to stimulate exciting insights through fun experiences with your children. Dress to go outside where you will learn first-hand. (Terry Wilson is Director of the Center for Environmental Education at MSU and Chairperson of the State Advisory Council for Environmental Education.)

4th Session (July 3) — **WHAT GIFTED PARENT GROUPS CAN AND ARE DOING TO HELP MEET THEIR CHILDREN'S NEEDS**

The parents of gifted children have been forming local organizations to help themselves better understand their children's special needs and find the best ways to deal with them. They are learning techniques to use at home, to support efforts in local schools and to make their influence felt with legislative bodies. A panel of individuals from western Kentucky and Tennessee, involved in the development of their local Association's for Gifted Education (a national organization) will discuss the benefits, difficulties and hopes for the future associated with such an organization. This program should be of particular interest to individuals interested in starting their own local organization or developing new ideas for organizations already in operation.

DIRECTIONS FOR THE FIRST MEETING

We will meet in the MSU Curris Center Ballroom at 12:15, June 30, 1986. The ballroom is on the 3rd floor of the Curris Center.

SUPER SUMMERDAYS
Center For
Continuing Education
Murray State University
Murray, Kentucky 42071

-----Clip and Mail-----

STUDENT APPLICATION FORM

(To be completed by parent, school principal
and (when required) teacher)

Student's Name _____
Parent Name _____
Street Address _____
City _____
State _____ Zip _____
Phone(_____) _____
Sex _____ Age _____ Grade _____
School name _____
T-shirt size: Adult _____
Youth _____

STUDENT SESSIONS: (Enter Course
Number)

1st choice _____
2nd choice _____
3rd choice _____

Send Super Summerdays, Murray State University, Murray, KY 42071

PARENT REGISTRATION FORM:

Check Sessions Desired:

1. June 30 _____
2. July 1 _____
3. July 2 _____
4. July 3 _____

T-shirt size (if ordered):

Adult _____

FEES:

SUPER SUMMERDAYS Course Fee
(student) (\$45) _____
Ukulele Rental (\$8) _____
Sign Language (\$3) _____
SUPER SUMMERDAYS T-Shirt
(Parents) (\$5) _____
Parent Workshops (\$4 each or \$10
for all 4 sessions _____

TOTAL ENCLOSED _____

PLEASE READ CAREFULLY:

Parent/Guardian: My child (name) _____

_____ meets the criteria established for participation in **SUPER SUMMERDAYS** and I give my permission for (name) _____

to participate in the programs supervised activities.

Parent/Guardian's
Signature _____

School Principal or G/T Coordinator: I understand the criteria necessary for participation in **SUPER SUMMERDAYS** and certify that (name) _____

_____ meets those qualifications including my professional endorsement.

School Principal's or G/T Coordinator's
Signature _____

Teacher's Signature (Only if necessary to meet criteria #6)

APPENDIX B

SUMMER CHALLENGE

SUMMER CHALLENGE PARTICIPANTS

TOTALS

YEARS	KY		MO		TN		GA		IL		TOTAL
1983	44	92%			4	8%					48
1984	80	87%			12	13%					92
1985	53	77%	1	1%	12	17%	1	1%	2	3%	69
1986	29	72%			8	20%			3	8%	40
1987	39	71%			12	22%			4	7%	55
TOTALS	245	80%	1	--	48	16%	1	--	9	3%	304

Murray State University

Summer Challenge 1988

June 19-24

What Is the Summer Challenge?

This series of programs offers qualified 8th through 12th grade students the opportunity to learn by interacting directly with MSU faculty in the area of their expertise. Students will select one major program for the six days of the camp. There will be field trips, special lectures, and programs for both information and fun in the evenings. Some time will even be left over for tennis, swimming and other sports as you will have access to all MSU athletic and recreational facilities.

When and where will the programs be?

The programs will be held Sunday through Friday on the MSU campus, using MSU classrooms and laboratories with potential trips to other area locations. Students may choose to live either on campus in modern university residency halls set aside for youth camps or at home. Students are encouraged to stay on campus to get maximum benefit of the facilities, activities and comradery which develops between participants.

Who may attend?

Eligible students must be ready to enter grade 8, 9, 10, 11 or 12 in fall 1988. They must also be recommended by their Principal, counselor or gifted program coordinator and meet one of the following criteria:

1. is admitted to or eligible for the school's gifted program, OR
2. has a composite score of the 90th percentile or higher on a recognized standardized achievement test battery, OR
3. has a verifiable IQ score of 125 or higher.

What are the programs students can select?

PROGRAM A. SHOWTIME! AN EXPERIENCE IN THE PERFORMING ARTS

39 This program is designed for participants who are interested in voice, theatre, dance and/or music. Participants will spend time learning and developing skills in video production,

vocal performance, theatre (technical and performing) and various styles and techniques of dance. You will have an opportunity to stage, perform and produce, on video, selections from musical theatre. *Contact Bill Peeler, Speech and Theatre Department for more specific information (762-4516).*

PROGRAM B. EXPLORING LOST CIVILIZATIONS

Study archaeological artifacts! Journey throughout the world! Relive ancient life ways and learn about lost civilizations! Sound too good to be true? It isn't! Through the hands-on study of prehistoric and historic artifacts, audio-visual presentations of bygone eras and cultures and informative discussions you will learn what the REAL Indiana Jones does for a living. You will learn, examine and study along professional archaeologists in the field, classroom and laboratory. *Contact Dr. Keri Carstens and Ms. Pamela Schenian, Archaeology Laboratory for more specific information (762-4058).*

PROGRAM C. MYSTERIES OF HUMAN BEHAVIOR FINDING REASONS AND MAKING CHANGES

This program will have you working side by side with MSU faculty who are engaged in actual research into human behavior. You will work with actual subjects as these researchers try to find answers to fascinating questions pertaining to why people behave the way they do and what can be done to change behaviors. Attend special seminars on hypnotism, dreams, the brain, mental illness and other topics. You will discuss the ethical questions associated with research on human subjects and learn what is currently known about our most fascinating human mysteries. *Contact Dr. Sam Minner, Special Education Department for more specific information (762-2446)*

PROGRAM D: THE BIOLOGIST AT WORK

Amphibians, reptiles, mammals, plants and birds are the subject matter of the biologist at work. This program will offer you the opportunity to learn about and even meet personally some of the most common and the not so common specimens. Sure the biologist does a lot of reading, but this course

will introduce you to the work the biologist does in the lab and the field. Locating, identifying and observing living things in their natural environment and in the lab provides much of information necessary to discover new ways to better use and preserve our nature neighbors. Here you will work with MSU biologists as you discover their world-of-work. *Contact Dr. Harold Eversmeyer, Biology Department for more specific information (762-6753).*

PROGRAM E: ROBOTICS AND COMPUTER AIDED MANUFACTURING

Robotics is the manufacturing wave of the future and this is your opportunity to interact with the most current computer and robotic manufacturing processes presently used by major industries across the nation. The computer programs you learn to write here will be used to operate computer controlled machine tools. You will then put all your skills to use in designing, developing and building systems for computer integrated manufacturing including robots, robot feeders, conveyers and other machines to coordinate manufacturing processes. You will work in the College of Industry and Technology but also take a field trip to observe industrial robots in action at local industries. *Contact Stan Groppe, Industrial Education & Technology Department for more specific information (762-6920).*

PROGRAM F: EFFECTIVE LEADERSHIP

Who are the leaders in schools, business and government? What are they like and how did they get to where they are? What do they have to do to continue being effective leaders? Participants in this program will seek answers to these questions and more as they study what it takes to be an effective leader in various educational, political, career and social organizations. Students will be able to explore the demands of leadership directly in discussions and through observing individuals holding major leadership positions. They will also learn to evaluate their own individual style and develop plans for their own progression as leaders. *Contact Dr. Lowell Latta, Educational Leadership and Counseling Department for more specific information (762-2791).*

Where Will I Stay?

Housing will be in modern air-conditioned residence halls on the campus of Murray State University. Meals will be served in nearby Winslow Cafeteria. You'll need to bring your own bedding and pillow.

What Should I Bring?

You should bring both casual and play clothes, tennis rackets, swim suit or any other equipment for leisure activities you might prefer. Be sure to bring sheets, pillow case, pillow, towels, and a blanket.

What Do I Tell My Folks About Supervision?

Tell them the dormitories are chaperoned by trained university counselors (they really are!) While you might have a little free time, you'll be busy with an unbelievable array of activities most of the day and evening. Incidentally, our policy is that you will not be permitted to leave campus unless you are part of an organized program activity; so, for that reason, and because of campus parking problems, we suggest that you don't need to bring a car.

Am I Insured?

All participants will be covered by a group accident insurance policy provided by the program. Parents are asked to be certain that each student has had a physical checkup recently (last 6 months or so) and is in good health. If you have any allergies or special health problems, we need to be made aware of them.

What Does All This Cost?

Not much really. The basic cost of the 1988 program is \$215.00 for students who attend and live in the MSU dormitories. This includes all tuition, room, meals, materials, and insurance.

For those students who live at home and attend the program, the basic cost is \$115.00. This includes all tuition, materials, and insurance. Meals are NOT included. You may purchase meals on a daily basis slow Cafeteria at a reasonable price.

SUMMER CHALLENGE

June 19-24, 1988

Program: 1st Choice: _____ 2nd Choice: _____

F. Name _____ Middle _____ L. Name _____

Social Security # _____

Address _____

City _____ State _____ Zip _____

Home Phone () _____ Work Phone () _____

Age _____ Sex _____ Grade Completed _____

School _____ Roommate Preference _____

I have enclosed a check payable to Murray State University for:

_____ \$215.00 Resident Camper Fee _____ \$115.00 Day Camper Fee _____

_____ \$50.00 DEPOSIT - check one _____ Resident _____ Day

Deposit is non-refundable unless camp is cancelled due to insufficient numbers. Balance due at registration. Return to: **Community Education Program, Center for Continuing Education, 308 Sparks Hall, Murray State University, Murray, Kentucky 42071. (502) 762-2716**

PARENTS READ CAREFULLY:
I approve of my child's attendance at the Summer Challenge Series and certify that he/she is in good health and able to participate in this workshop and recreational activities associated with it. I am attaching a note to this application explaining my special problem or physical limitations. In case of accident or illness, I hereby authorize any physician in charge of my son/daughter to administer medical or surgical treatment or carry out such procedures as may be deemed necessary or advisable in diagnosis of my son/daughter.

Signature of parent or guardian _____

FOR PRINCIPAL OR GIFTED COORDINATOR:

This student meets one of the admission criteria specified below (please check) and we recommend him/her for the Murray State University 1988 Summer Challenge Series.

Principal _____ signature _____

Gifted Program Coordinator _____ signature _____

Admission criteria:

- a. is admitted to or eligible for the school's gifted and talented program, OR
b. has composite scores at the 90th percentile or higher on a recognized standardized achievement battery, OR
c. has a verifiable IQ score of 125 or higher.

Murray State University
Presents

1988 SUMMER CHALLENGE SERIES:

A Program for the
Academically Talented

- Advanced study in a choice of six different areas
- Work directly with full-time Murray State University professors
- Don't talk about research. Do it! You'll have a chance here, with expert guidance and supervision
- Follow-up activities planned for the regular school year
- Opportunity to make friends and meet people with interests similar to yours

June 19-24
Murray, Kentucky

APPENDIX C

COMMUNITY EDUCATION PROGRAM

MURRAY-CALLOWAY COUNTY COMMUNITY EDUCATION PROGRAM

OBJECTIVES (1986-87)

1. Provide noncredit educational opportunities for K-12 students by planning and offering 10 courses with an average enrollment of 15 students per course;
2. Provide noncredit educational opportunities for adults by planning and offering 25 courses and 10 career development, 1-day workshops with an average enrollment of 15 students per course;
3. Develop cooperation among community agencies by arranging regular meetings of community agency representatives to discuss and plan community education programs. Establish a Community Education Advisory Council;
4. Increase citizen involvement in local school activities by arranging classes and specific involvement in schools through scheduled events;
5. Assess the components of effective community education by surveying administrators, participating teachers, and community citizens to determine their knowledge and increase their knowledge of effective community education;
6. Implement an effective model of community education by utilizing the skills learned in delivery of an effective community education model;
7. Determine the impact of the community education model by securing the services of an external evaluator, making on-site visits, determining the appropriateness of materials and programs, monitoring the overall effectiveness of the project, and writing a final report;

Community Education Program Interest Survey

Please check the courses that you feel should be offered to the community in Fall 1987.

Personal Development

- ☐ Assertiveness Training
- ☐ Time Management
- ☐ Stress Reduction
- ☐ Career Search

Business Skills

- ☐ Communication in the Workplace
- ☐ Customer Relations-Secrets of Sales
- ☐ Typing
- ☐ Real Estate Planning

Computers

- ☐ Computers for Kids
- ☐ Intro to Database Management
- ☐ Intro to Word Processing

Cooking

- ☐ International Cooking
- ☐ Nutrition for Your Health
- ☐ Cake Decorating
- ☐ Breadmaking
- ☐ Christmas Baking

Hobby

- ☐ Matting and Framing
- ☐ Intro to Pottery
- ☐ 35 mm Photography
- ☐ Crochet
- ☐ Calligraphy
- ☐ Collecting Antiques
- ☐ Flower Arranging
- ☐ Interior Decorating

Financial

- ☐ Managing Your Personnel Finances
- ☐ Income Tax Preparation
- ☐ Securities and Investment
- ☐ Estate Planning

Language

- ☐ English as a Second Language
- ☐ Spanish
- ☐ French
- ☐ German

Music

- ☐ Beginning Guitar
- ☐ Piano

Recreation/Exercise

- ☐ Aerobics
- ☐ Bowling
- ☐ Weightlifting for Women
- ☐ Ballroom and Western Dance
- ☐ Beginning Golf for Adults
- ☐ Beginning Tennis for Adults
- ☐ Yoga
- ☐ Women's Self Defense

Study Help

- ☐ Preparing for the ACT
- ☐ Preparing for the SAT
- ☐ Preparing for the GRE

Special Interest

- ☐ Creative Writing
- ☐ Genealogy
- ☐ Therapeutic Massage
- ☐ Auto Repair and Safety
- ☐ Color Analysis/Image Impact
- ☐ Dog Obedience Training
- ☐ Landscaping
- ☐ Small Engine Repair
- ☐ Beginning Bridge
- ☐ Beekeeping

Please share with us other possible courses which are not included in the above list. _____

I would prefer to see the above courses offered at:

- | | |
|---|--|
| <input type="checkbox"/> Murray State University | <input type="checkbox"/> Murray High School |
| <input type="checkbox"/> Calloway Co. High School | <input type="checkbox"/> Murroy Middle School |
| <input type="checkbox"/> North Calloway Elem. | <input type="checkbox"/> Carter/Robertson Elem. |
| <input type="checkbox"/> Southwest Calloway Elem. | <input type="checkbox"/> Murroy Vocational Center |
| <input type="checkbox"/> East Calloway Elem. | <input type="checkbox"/> Murray-Calloway Co. Library |
| <input type="checkbox"/> Other _____ | |

What is the most desirable time for you to attend a course?

- | Time of Year | Day | Time of Day |
|--------------------------------------|--|--|
| <input type="checkbox"/> Jan.-Feb. | <input type="checkbox"/> Monday | <input type="checkbox"/> 8 a.m.-4 p.m. |
| <input type="checkbox"/> March-May | <input type="checkbox"/> Tuesday | <input type="checkbox"/> 4 p.m.-6 p.m. |
| <input type="checkbox"/> June-August | <input type="checkbox"/> Wednesday | <input type="checkbox"/> After 6 p.m. |
| <input type="checkbox"/> Sept.-Dec. | <input type="checkbox"/> Thursday | <input type="checkbox"/> No Preference |
| | <input type="checkbox"/> Friday | |
| | <input type="checkbox"/> Saturday | |
| | <input type="checkbox"/> Sunday | |
| | <input type="checkbox"/> No Preference | |

Return to: Community Education Program, 308 Sparks Hall, Murray State University, Murray, Ky. 42071 or call (502) 762-2716.

**TOTAL NUMBER OF COURSES AND ACTIVITIES
OFFERED BY THE COMMUNITY EDUCATION PROGRAM**

	Children	Adult	Total
New	35	28	63
Co-sponsored	4	20	24
Overall	39	48	87

**TOTAL NUMBER OF PEOPLE SERVED
BY THE COMMUNIYT EDUCATION PROGRAM**

	# Served	Fee Generated
Children	2,243	5,000
Adult	306	11,076
Total	2,549	16,076

TOTAL NUMBER OF PEOPLE SERVED BY COURSE TITLE

Course	Number
Investment & Securities	75
Stained Glass	24
Ballroom Dance	64
Geneology	20
Water Aerobics	30
Computers	20
How to Build a Lon Rifle	15
Aerobics	30
Beginning Calligraphy	3
Picture Framing	6
Picture Matting	10
Lawn Care	34
Beginning Bowling	6

NON CREDIT COURSES FOR ADULTS

Investments and Securities (Two seperate sessions)
Stained Glass
Ballroom Dancing
Geneology
Water Exercise
Computers
How to Build a Long Rifle
Beginning Bowling
Aerobics (Six seperate sessions)
White Water Raft Trip
Beginning Calligraphy
Intermediate Calligraphy
Color Analysis
Beginning Guitar
Genealogy
Math Brush-Up
Picture Framing
Picture Matting
Women's Series
Summer Swim Program*
Diet and Diabetes*
Diabetics Taking Control*
Fresh Start*
Healthy Weighs*
Living with Diabetes*
Professional Growth for Ministers*
Your Cardiovascular System*
After Baby Fitness*
Cesarean Birth Class*
Early Pregnancy*
For Brother and Sisters*
Prepared Childbirth*
Refresher Class*
You and Your New Baby*
Great Book Discussions*
CPR Training and Recertification*
Hospice Volunteer Training*
Multimedia Standard First Aid*
Aquatic, First Aid and Small Craft School*

* Activities co-sponsored with another group or agency.

NON CREDIT COURSES FOR CHILDREN

Beginning Bowling
Art Workshop (Two sessions)
Golf Camp (Two sessions)
Kid Power
Lady Racer Basketball Camp (Four sessions)
Boys Basketball Camp (Two sessions)
Football Camp
Summer Challenge
Summer Enrichment
Super Summerdays
Tennis (Three sessions)
Calvalcade
Speech Institute
Cheerleading (Two sessions)
Heart of Dixie
Preparing for the ACT (Two sessions)
Remedial English (Four sessions)
Remedial History
Remedial Social Studies
Cultural Adventures in French and Spanish*
Reading Partners*
Story Hour*
Summer Reading Project*

* Courses co-sponsored with another group or agency.

APPENDIX D

BEST START FOR COLLEGE

SUMMER BEST START PROGRAM

A. Program Objectives

Students who have completed their junior or senior year of high school as well those who are no longer in high school will be identified and offered a remedial program during the one session of summer school in order to promote the following objectives:

1. Offer academic and affective development course work in one 5 week summer session,
2. Provide an orientation and exposure to all aspects of college life,
3. Increase opportunities for disadvantaged students to attend, see themselves as appropriate for and succeed in college,
4. Provide college enrollment and financial aid application assistance to potential college students.

B. Course Schedule

1. Days - M T Th F
2. Courses Offered

REA 120, Reading & Study Skills Improvement, 1:00-3:30 pm, (1-2 ch)
*MAT 100, Developmental Math, 10:30-12:40 pm, (3 ch)
*ENG 100, Developmental English, 10:30-12:40 pm, (3 ch)
GUI 096, Academic Development Seminar, Times Arranged, (1-2 ch)

* Students take MAT 100 or ENG 100 but not both.

C. Remedial English and Math Course Structure

The remedial courses in English and Math would be taught under standard guidelines.

1. A diagnostic pre-test would be given at Murray State University. Students would come to campus for orientation activities and to assure the credibility of the test.
2. The course is designed to improve areas diagnosed as weak on the pre-test. The pre-test and the course would focus on those specific skills necessary for success in the related standard Murray State University English and math curriculums.
3. Instructors will focus on integrating academic and self-concept issues so that student affective development will be encouraged to coincide with academic development.

4. A post-test is given to examine progress and would further be used as a major factor in the assignment of a grade.
5. The post-test results are used to provide guidance to the student regarding selection of the next academic step which would best meet their individual needs. This might entail general college entry, a specific curriculum, more formal remedial work, summer school or self-study suggestions.
6. Students who take courses following their junior year will be offered opportunities to continue their studies and receive information on self-concept development, study habits, social concerns, etc. during the school year and the summer.
7. Trained individuals are selected to administer, score and interpret the diagnostic test.
8. Special follow-up procedures will be developed for these students in the form of special advising, small group guidance, and/or a special course schedule arranged for their first semester in college.

D. Advising

1. A student can take five (5-6) credit hours,
2. MAT 100, ENG 100 and REA 120 will require scores on the respective math, English or Social Studies (Reading) portions of the ACT to be between 10 and 17 (This is to assure maximum likelihood of success in the short 5 week period. Students with lower scores will be advised to take a similar course over a full semester.),
3. Alternate criteria will be considered for students who have not yet taken the ACT.

E. Recruitment

1. Individual letters will be sent to all high school juniors, seniors and returning students who have scored between 10 and 17 on any portion of the ACT. The letters will describe the opportunity, explain why it will benefit them and list procedures for following-up the invitation.
2. Public school superintendents, high school principals and curriculum coordinators will be invited to MSU for explanation of the program and its later extension into interested local high schools.
3. Specific impact groups including minorities, disadvantaged and non-traditional students will be contacted through additional channels. Should money be available these will include:
 - a. A minority graduate assistant to make individual contact with potential minority recruits,

- b. Meetings to be arranged with local minority leaders (church, civic, etc.) in key areas (Paducah, Madisonville, Hickman, Hopkinsville, etc.). Leaders will be encouraged to help identify and encourage specific minority student attendance.

F. Extra Program Activities

1. Summer Orientation on one weekend while in the program.
2. A group career and self development workshop.
3. A Saturday, all day informational and recreational program at Camp Energy.
4. Evening informational seminars on programs, fraternities, sororities, etc.

G. Financial Aid

Financially disadvantaged groups will need financial assistance in order to attend.

SCHOOL-YEAR BEST START PROGRAM

A. Objectives

Appropriate students in the western Kentucky region would be identified following their junior year. Remedial courses would be provided during the students' senior high school year to meet the following objectives:

1. Offer college academic and affective development course work through the math and English subject areas,
2. Provide remedial course work at a time and location appropriate for the student who can only participate near home,
3. Increase opportunities for disadvantaged students to attend, see themselves as appropriate for and succeed in college,
4. Improve academic articulation between Murray State and the local high schools.

B. Courses

Identified students would be offered to take a semester-long remedial course (ENG 100 or MAT 100) in their own high school or another area location.

C. Remedial Course Structure

The remedial courses in English and Math would be taught under standard guidelines.

1. A diagnostic pre-test would be given at Murray State University. Students would come to campus for orientation activities and to assure the credibility of the test.
2. The course is designed to improve areas diagnosed as weak on the pre-test. The pre-test and the course would focus on those specific skills necessary for success in the related standard Murray State University English and math curriculums.
3. The remedial courses are arranged for students and taught by instructors at the selected location. This might be during school hours or outside of school hours.
4. Instructors will focus on integrating academic and self-concept issues so that student affective development will be encouraged to coincide with academic development.
5. A post-test is given to examine progress and would further be used as a major factor in the assignment of a grade.

6. The post-test results are used to provide guidance to the student regarding selection of the next academic step which would best meet their individual needs. This might entail general college entry, a specific curriculum, more formal remedial work, summer school or self-study suggestions.
7. Students who take courses during the school year will be offered opportunities to continue their studies and receive information on self-concept development, study habits, social concerns, etc. during the school year and the summer.
8. Trained individuals are selected to administer, score and interpret the diagnostic tests.
9. Special follow-up procedures will be developed for these students in the form of special advising, small group guidance, and/or a special course schedule arranged for their first semester in college.

D. Recruitment

1. ACT scores would be the initial tool used to identify students in need of assistance. Students scoring 17 or below on either the math or English subtests would be the initial group selected. These scores would be available on students who are motivated enough to take the test during their junior year but not on students who decide to attend college at the last minute.
2. Scores from recognized standardized achievement tests and teacher recommendations would be used when additional selection procedures are desired.
3. All students will be given a diagnostic test in either math or English to determine proper placement, type and extent of skill deficiencies.
4. Specific impact groups including minorities, disadvantaged and non-traditional students will be contacted through additional channels. Should money be available these will include:
 - a. A minority graduate assistant to make individual contact with potential minority recruits.
 - b. Meetings to be arranged with local minority leaders in key areas. Leaders will be encouraged to help identify and encourage specific minority student attendance.

E. Financial Matters

1. Students will pay standard undergraduate fees for each course.
2. The instructor will receive remuneration when tuition fees are charged.

F. Financial Aid

Financially disadvantaged groups will need financial aid in order to attend.



COMMONWEALTH OF KENTUCKY
DEPARTMENT OF EDUCATION
FRANKFORT, KY. 40601

ALICE McDONALD
SUPERINTENDENT OF PUBLIC INSTRUCTION

December 2, 1987

Dr. Richard Hazler
Department of Educational Leadership
Murray State University
Murray, Kentucky 42071

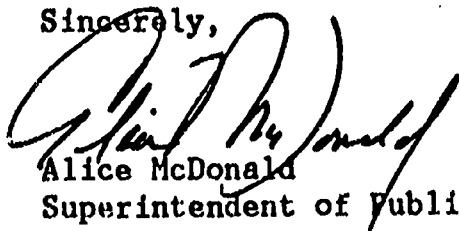
Dear Dr. Hazler

I am pleased to announce approval of funding for the project, Best Start for College Program to be conducted through Murray State University. Grants of \$6,500 under Chapter 2 (FY 88), \$5,500 under Title II (FY 87) and \$5,000 under Title IV (Civil Rights Act, 1964)(FY 87), have been approved effective November 2, 1987.

Staff in the Office of Instruction, Division of Instructional Support, and the Office of Personnel Management, Division of Equal Educational Opportunity, have reviewed your proposal for funding. This exemplary cooperative project shows great promise for improving educational opportunities for underrepresented and underserved students.

A copy of the application and budget necessary to activate payment is enclosed. Please sign the signature pages for each of the three grants and return to Jim Tyrrell, Director, Division of Instructional Support, 1719 Capital Plaza Tower, Frankfort, Kentucky 40601, 502-564-6720.

Sincerely,



Alice McDonald
Superintendent of Public Instruction

AM:smb

cc: Jim Tyrrell
Al Kennedy



Murray State University

College of Education
Department of Educational Leadership and Counseling
Murray, Ky. 42071-3305 (502) 762-2791

Dear Prospective College Student:

Congratulations, your ACT scores have identified you as an individual who can succeed in college. They also indicate that additional pre-college work in one or more of the following areas: English, math, reading, or study skills will make the transition from high school to college smoother and improve your chances for success. The Best Start for College Program is designed specifically for people like you. Please take the time to consider your future and how this program can benefit you.

We have found that students with an ACT English, Math or Composite score of 15 and below have their chances of doing well in college greatly increased if they will take the appropriate developmental English, math or reading/study skills courses. Unlike traditional high school courses, these developmental courses are designed to provide the specific skills necessary for success in college courses. Many other students with scores of 16, 17 and even 18 also find these courses beneficial in strengthening their math, writing and study skills.

The Best Start Program is not designed for everyone! It is for high school juniors and seniors like yourself who have English, Math or Composite ACT scores in the 10 to 17 range. We believe students like yourself can significantly increase your college-level basic skills in this short five week session. The decision-making, career selection and introduction to college life portions of the program are included to help prepare you for going to college, deciding what you want to study, how to finance your education, how to manage your time and what life will be like when you get there.

Financial aid is available through a special State Department of Education Grant for enrollees who meet the financial needs criteria.

Please give this letter and the enclosed material serious thought and discuss it with your parents, teachers and counselor. Consider what it will mean to begin college with the knowledge that you are as well prepared as possible. Do not hesitate to let me know if you have any questions.

Sincerely,

Richard J. Hazler, Ph.D.
Director, Best Start for College

THE MSU BEST START FOR COLLEGE SUMMER PROGRAM
FOR HIGH SCHOOL JUNIORS, SENIORS AND GRADUATES

June 2 through July 1, 1988

THE BEST START PROGRAM

Students will be learning what college life is like and developing the skills necessary to succeed in college. There will be special events planned including dances, weekend activities, meetings with faculty from different programs, introductions to fraternity and sorority life, and a variety of workshops on areas of interest to students.

- *ENG 100 - Developmental English, 10:30-12:40 (3 credits) M/T/TH/F
- *MAT 100 - Developmental Math, 10:30-12:40 (3 credits) M/T/TH/F
- * Students will take MAT 100 or ENG 100 but not both.
- REA 120 - Reading & Study Skills Improvement, 8:00-10:10 (1 credit) M/T/TH/F
- GUI 096 - Academic Development Seminar, times arranged (1 credit) W

FORMER STUDENT AND PARENT REACTIONS

- Student: "I now have confidence in my ability to do college work."
- Student: "I improved study habits, met new friends and learned what it takes to make it in college. It was great!"
- Parent: "The personal attention was great. He definitely has a "jump" on other students who didn't go."
- Parent: "It was a great way for her to experience life on her own and to become familiar with campus life and college courses."

QUALIFICATIONS

1. completed at least their junior year in high school and
 2. scored between 10 and 17 on the math or English portions of the ACT* and
 - * Students who have not taken the ACT must:
 - a. supply recommendations from the high school counselor that the student has both the motivation and potential academic need
 - b. take a diagnostic test given at Murray State University and
 3. approval of the local school district if not yet a high school graduate.
- ** Out-of-state students may only be admitted if they have a 15 ACT composite score and rank in the upper one-half of their class.

PROGRAM COSTS

Students will pay regular college fees related to tuition (\$45 per credit hour in-state and \$128 per hour out-of-state**), room and board (\$300), books and supplies (approx. \$100).

*Out-of-state students from select counties in Tennessee, Illinois and Missouri may be eligible for special reduced rates.

FINANCIAL AID

Yes! A limited amount of financial aid is available for students who qualify.

FOR MORE INFORMATION AND REGISTRATION MATERIALS

Obtain an application from Dr. Richard Hazler, Department of Educational Leadership and Counseling, Murray State University, Murray, KY 42071,
(502)762-2792

COLLEGE ADVISING

Representatives from different MSU Colleges, Financial Aid, Admissions, intramural sports, fraternities and sororities will provide students with advising on programs they have to offer during the regular college year.

RECREATION AND SPECIAL ACTIVITIES

The first Saturday will involve all students in a personal and group development program at MSU. Students will also spend the last weekend on campus attending programs on planning for and getting to college. Parents will be invited for this last weekend. Dances, picnics, and other group activities will be available as will access to all facilities including tennis, racquetball and basketball courts, the swimming pool, ball fields, etc.

HOUSING

All students who choose to stay on campus will live in modern air-conditioned residence halls reserved for regular college summer school students and Best Start students. Best Start students will be housed together and a counselor will be available for them. All rooms are arranged in suites of two rooms with a bath between to be shared by four occupants. Meals will be served in nearby Winslow Cafeteria.

COURSE DESCRIPTIONS

ENG 100 - This course helps students learn a process for preparing, writing, and revising a paper. It is strongly recommended that this course be taken prior to English 101 by students concerned about their ability to organize and write and by students who have been out of school for an extended period of time. It is required for entering Freshman with ACT English scores of 14 or below. (Students receive 3 developmental credit hours which are included on official MSU transcripts but do not count for general elective or required course requirements.)

MAT 100 - This course helps prepare students for Math 105 and subsequent math courses. Content includes: basic operations as they pertain to fractions, decimals, percentages and elementary algebra. This class is strongly recommended for students who feel very anxious about their ability to do math, students who have a score of 14 or below on the math section of the ACT, students who have been out of school for an extended period of time or those who do not have a background in algebra. (Students receive 3 developmental credit hours which are included on official MSU transcripts but do not count for general elective or required course requirements.)

REA 120 - This course is designed for students who wish to improve their skills in comprehension, vocabulary, reading rate and study skills. A variety of techniques for improving study skills are taught including: test-taking, listening, summarizing texts and note taking. This class is strongly recommended when a student has a score of 14 or below on the social science section of the ACT and recommended for any student wishing to improve their reading and study skills. (Students receive 1 general elective credit.)

GUI 096 - Activities designed to promote career exploration and decision making skills as they relate to the development of a successful and satisfying college experience will be the focus of this course for students who have not yet attended college on a full-time basis. Availability of university resources and how they can help meet personal, career and social needs of students will provide much of the content. (Students receive 1 general elective credit.)

APPENDIX E

SUMMER SCHOLARS

SUMMER SCHOLARS PROGRAM PROPOSAL

RATIONALE

This report outlines a proposal for a Summer Scholars program at Murray State University which could begin as early as the summer of 1987. The program would be designed to provide a quality college experience for rising high school seniors of high academic abilities. It would offer opportunities for students to experience college work and college life before leaving high school. This should provide more motivation and a better understanding of what choices and effort they need to make regarding their post-high school education. The disadvantaged and minorities should find particular benefit from this program since they may well not have a support system available to them which can adequately meet these needs.

Universities are supporting accelerating numbers and types of special academic opportunities to gifted students at all levels. The Honors Programs are being strengthened, academic summer programs are available for high school students and weekend programs are being developed to meet the needs of gifted elementary students. All of these programs help fulfill the service function of Kentucky institutions, strengthened academic reputations and hopefully attracted future high ability students to Kentucky institutions.

Many institutions are moving towards providing specific college attendance experiences, particularly for rising high school seniors who are motivated to see and begin college life before they have completed their senior year. These programs can provide a meaningful personal experience, helpful in making college and career choice decisions, as well as earning college credits. They can also help a university showcase their attributes to top quality students. Western Kentucky University, Ohio State University, Ohio University, Miami of Ohio University and Earlham College have all been running programs with similar objectives for several years. Each of these programs was contacted, and although the programs differ in format each institution is pleased with their results.

PROGRAM BENEFITS

The following general benefits form the basis for development of a Summer Scholars program:

- A. Able rising high school seniors will be provided with an opportunity to experience college academic and social environments prior to beginning their college career on a full time basis.
- B. Able rising high school minority and disadvantaged students will be more likely to continue their education and to succeed in Kentucky post-secondary institutions.
- C. Able rising high school students will be provided with an opportunity to acquire college credits prior to high school graduation.

- D. Able rising high school students will be provided information and assistance useful in making career and college decisions.
- E. Academic visibility for Kentucky universities among able high school students will be increased.
- F. Additional enrollment in existing Summer School courses will be attracted, thereby increasing the cost-effectiveness of normal summer offerings and providing additional summer employment for faculty.

SUMMER SCHOLARS PROGRAM OUTLINE

Student Qualifications

Students wishing to participate in the SUMMER SCHOLARS program must meet the following qualifications:

- A. Be a rising high school senior.
- B. Meet one of the two following academic criterion:
 - 1. Have a high school grade point average of 3.50 (where 4.0 = A) plus scores at or above the 65th percentile on a standardized college aptitude test such as the ACT, SAT or PSAT.
 - 2. Have a high school grade point average of 3.20 (where 4.0 = A) plus scores at or above the 80th percentile on a standardized college aptitude test such as the ACT, SAT or PSAT.

Exceptions:

- a) Students who have not taken the ACT, SAT or PSAT could substitute total battery scores of the 95th percentile or above on the national norms of a standardized achievement test battery.
- b) Students who do not meet all the entry requirements but who have displayed a special academic strength (ie. ACT math or verbal score of 28, demonstrated college level artistic or musical talents, etc.) and who are in the top quarter of their high school class may request an evaluation by the department in which their academic focus would be. Thus the English Department might be asked to evaluate the status of an individual who scored high in the verbal portion of the ACT but low on the math portion.
- C. Letters of recommendation from the high school counselor and principal.
- D. A one page written statement from the applicant describing why they wish to attend the program.

Program Structure

- A. Students take courses in the regular summer school program.
** Only one summer school session should be used since special evening and weekend courses need to be scheduled for a maximum number of students to be in attendance at one time. Ideally, this session should not conflict with the Governors Scholars program which draws from the same population.
- B. Students may select from 100 and 200 level summer courses which do not require a college level prerequisite. Special prerequisites for high school students may be identified by the college offering the course.
- C. Students may earn up to six (7) college credits in one session.
- D. SUMMER SCHOLARS seminar and weekend activities:
 1. Academic Skill Building/College Preparation Activities
** Examples **
 - College Writing Workshops
 - Preparing for the CLEP
 - How to get credit from it
 - Where and when to take it
 - Preparing for and taking MSU writing sample test
 - College and Career Planning Workshops
 - Career Search materials in Counseling and Testing Center
 - Decision making skills
 - Meeting with an advisor in an area of your interest
 - Using the word processor in college
 - College computer basics
 - Using the college library
 - Financial aid for college
 - Where to find it
 - How to do it
 - Filling out applications for aid
 - What college life is really like
 - How to get everything done
 - An introduction to fraternities/sororities
 2. Go through Summer Orientation
 3. Weekend experiences for the weekends they will be on campus
** Examples **
 - Weekend(s) at Camp Energy in LBL
(Academic time plus canoeing, swimming, hiking, campfires, tours, etc.)
 - Wickliff Mounds Trip
 - Athletic/Academic Tournament Weekend
 4. Other one-time experiences
 - Dance(s)
 - Cookout(s)
 - Mentoring - an evening out with faculty and/or students in areas of interest



Murray State University

Murray, Ky. 42071

Department of Educational Leadership and Counseling
(502) 762-2797

Dear Prospective College Student:

Congratulations, your ACT scores have identified you as an individual who should succeed in college. The Summer Scholars Program will offer you and others like you the opportunity to learn about college life, yourself, career selection, and get you started earning college credits at the same time. Please take the time to consider your future and how this program can benefit you.

The Summer Scholars Program is for academically strong high school students who would like to get early college experience and begin earning college credits. These students will select one or two college courses (3 to 6 credit hours) plus a one hour course to help prepare for college life. The program lasts for one regular five week, summer session, June 2-July 1. Participants should increase their chances of having a high quality college experience at whatever college they decide to attend. They can begin their college freshman year more quickly both academically and socially.

The Summer Scholars Program is not designed for everyone! It is designed for high school juniors and seniors who have solid ACT scores (21+) and have shown their motivation through good grades in high school (3.2 GPA). This particular type of student has the ability to begin working on their college degree early. The decision-making, career selection and introduction to college life portions of the program are included to help prepare you for going to college, deciding what you want to study, how to finance your education, how to manage your time and what life will be like when you get there.

Please give this letter and the enclosed material serious thought and discuss it with your parents, teachers and counselor. Consider what it will mean to you by learning what adjustments you will need to make for college life and earn college credits at the same time. Do not hesitate to let me know if you have any questions.

Sincerely,

Richard J. Hazier, Director
Summer Scholars

SUMMER SCHOLARS PROGRAM

JUNE 2 TO JULY 1, 1988

AN EARLY COLLEGE EXPERIENCE FOR QUALITY HIGH SCHOOL STUDENTS

THE PROGRAM

Get a jump on college by learning what it takes to get the most out of college. Participants will earn regular college credits and be provided with information and activities to assist them in making career and educational decisions. They will also have the opportunity to interact with other top quality students and university faculty as they gain a more realistic picture of college and career opportunities. There will be special events planned including meetings with faculty from different programs, dances, weekend activities, and a variety of workshops on areas of interest to future college students.

THE COURSES

Students will take from four to seven hours of courses during the regular summer session including:

1. one or two elective courses of interest to the student (3 to 6 hours) will be approved as being within the student's ability range and
2. a special seminar course (1 hour) where students will learn about college life, college majors and develop career exploration and decision making skills designed to make college more rewarding, enjoyable and successful.

WHO IS ELIGIBLE?

Students wishing to participate in SUMMER SCHOLARS must:

1. have completed their high school junior year and
2. have demonstrated high quality academic performance in high school based on grades (3.20 GPA minimum) and
3. have demonstrated high quality academic promise through scores on a college aptitude test (21 ACT composite or 95 math + verbal PSAT) and
4. be recommended by their high school counselor.

WHAT WILL IT COST?

Students pay regular college costs for registration (\$45 per credit hour in-state and \$128 per hour for out-of-state students*), room and board fees (approx. \$300), books and supplies (approx. \$100).

*Out-of-state students from select counties in Tennessee, Illinois and Missouri may be eligible for special reduced rates.

WILL THESE CREDITS COUNT TOWARDS A COLLEGE DEGREE?

Yes. All seven course hours count as regular college course work counting toward a college degree. These courses are generally transferable to other colleges when grades of "C" or better are obtained.

WHERE CAN I LEARN MORE ABOUT THE DETAILS?

Write to Dr. Richard Hazler, Director, Department of Educational Leadership and Counseling, Murray State University, Murray, KY 42071 or call (502) 762-2791.

COLLEGE ADVISING

Representatives from different MSU Colleges, Financial Aid, Admissions, intramural sports, fraternities and sororities will provide students with advising on programs they have to offer during the regular college year.

RECREATION AND SPECIAL ACTIVITIES

Students will spend the last weekend on campus attending programs on planning for and getting to college. Parents will be invited for this last weekend. Dances, picnics, and other group activities will be available as will access to all facilities including tennis, racquetball and basketball courts, the swimming pool, ball fields, etc.

HOUSING

All students who choose to stay on campus will live in modern air-conditioned residence halls reserved for regular college summer school students and Best Start students. Best Start students will be housed together and a counselor will be available for them. All rooms are arranged in suites of two rooms with a bath between to be shared by four occupants. Meals will be served in nearby Winslow Cafeteria.

SAMPLE COURSES AVAILABLE

Introduction to Cultural Anthropology
Introduction to Art
Introduction to Astronomy
General Biology
General Zoology
Introductory Chemistry I
Introduction to Computer-Based Systems
Introduction to Criminal Justice
Composition
Graphic Communications
Geology
Personal Health
Humanities in the Modern World
World Civilization
Introduction to College Mathematics
Music Appreciation
General Physics
The Theatrical Experience
Introduction to Public Speaking
Introduction to Sociology
Introduction to Spanish Culture