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Graduate Bulletin, 1985-1987 (1985)

Moorhead State University

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Graduate Bulletin

1985-87

MOORHEAD
STATE UNIVERSITY

MOORHEAD STATE UNIVERSITY

Moorhead, Minnesota 56560

The world and its problems show no signs of getting any simpler. For a university, that harsh fact imposes certain responsibilities, for, clearly, those whom we send into the world require more and more knowledge and greater and greater understanding.

For nearly a century Moorhead State has prepared men and women to take their places and assume their responsibilities in a world that has always, and not just in our own time, demanded from them their best. The wide range of curricula that make up our undergraduate program testifies to our awareness of the complexity of society and the need for individual choice. Every curriculum testifies to our commitment to rigorous preparation.

But for nearly three decades Moorhead State has also recognized that undergraduate education is not enough for many people and for many careers. Graduate programs have been added slowly, slowly because we have wanted to avoid the ill-considered, the barely adequate, the imperfectly planned, the badly planned programs that tempt institutions more concerned with numbers than with people.

We have never had so many graduate programs as we now have. We have never been so certain that graduate study at Moorhead State University lives up to the reputation that we have spent nearly a century in earning.

A graduate bulletin is, among other things, a series of promises. These are promises we mean to keep.

Roland Dille

Roland Dille
President



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INTRODUCTION

The University. Moorhead State University, with an enrollment of 7500 full and part-time students, offers more than 90 programs and majors which lead to Baccalaureate or Master's degrees or certification as well as 20 areas of pre-professional studies. As a part of the higher education system established by the State of Minnesota, the university provides the advantages of quality education at the lower costs made possible by the support of Minnesota's citizens.

History. Established in 1885 as a Normal School, the university began on six acres donated by State Senator Solomon G. Comstock. The first ten students graduated from its two year curriculum in 1890. Major historical changes occurred for the university in 1921, when it became Moorhead State Teachers College, authorized to offer the four year degrees of Bachelor of Science in Education; in 1946, when the Bachelor of Arts was added; in 1985, when a graduate program was authorized for the Master of Science in Education, in 1957, when the official name became Moorhead State College and in 1975, when the school became Moorhead State University.

The Campus. Most of the 28 major buildings on the 104-acre campus have been constructed since 1957 including nine residence halls, the library, student union, food service, Center for the Arts, the Science-Industrial Studies Center, a classroom building and the Nemzek Hall complex for men's and women's physical education, health and athletics, a biology building and the administration building. The most recent construction is an addition to the Center for the Arts, completed in 1978.

The Community. Moorhead, Minnesota and Fargo, North Dakota are education minded communities with Moorhead State University and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities support a symphony orchestra, community opera and community theatre and several arts galleries. This university regularly offers a Series for the Performing Arts, monthly art exhibits and a number of dramatic and musical programs.

The character of this metropolitan community of nearly 120,000 is also determined by its rural traditions. Situated in the rich farming land of the Red River Valley, Fargo-Moorhead is the hub for wholesale and retail trade, communications, transportation, industry and medical care in the upper midwest.

GRADUATE PROGRAMS OFFERED

Master of Business Administration (MBA)

Master of Liberal Arts (MLA)

Master of Science (MS)

Professional Education

Art Education

Business Education

Chemistry Education

Educational Theatre

Elementary Education

Music Education

Reading

Special Education

Other Professional Programs

Computer Science

Counseling and Human Development

School Psychology

Speech/Language Pathology and Audiology

Specialist in School Psychology

Moorhead State University cooperates in programs leading to the Master of Science and Specialist in Education degrees in Educational Administration offered by the Tri-College University.

Fifth Year Program

ADMISSION TO GRADUATE STUDY

Persons with a baccalaureate degree from an accredited college or university may apply for admission to a Master's Program, the Fifth Year Program, or as a Graduate Special Student. Seniors who do not have their degrees yet are also allowed to take graduate courses.

General Information

Application Deadlines Students must complete their admission file at least three weeks before the start of any quarter to ensure admission by the beginning of the term. Admissions to most programs are continuous, but students wishing admission in School Psychology or Speech/Language Pathology and Audiology, which have limited enrollments, should complete their admission files by April 1 or March 1 respectively in order to begin in the Fall Quarter class.

Admission of International Students

Students who are not United States residents must follow the normal application procedures listed later in the bulletin. In addition, a completed Financial Statement listing the availability of adequate monetary support for the duration of graduate study must be attached to the application form. Evidence of competency in the English Language must be provided through the submission of the official TOEFL examination score of 500 or more. Students wishing to enter the MBA program must complete the Graduate Management Admission Test (GMAT). Check under program descriptions for programs which require the Miller Analogies Test (MAT) or the General Aptitude portion of the Graduate Record Examination (GRE)

Employment Opportunities and Financial Aid

Graduate Assistantships of two types are available for students admitted to advanced degree programs. One requires that a student qualify under the Financial Aid Office guidelines for assistance; the other is granted independent of financial qualifications. These assistantships generally require 10 to 12 hours of work each week and provide opportunity for gaining experience in the field of major interest and for working with faculty in the discipline. Persons should apply to the Office of Graduate Studies, 205 Owens Hall, (218) 236-2181, for consideration as a Graduate Assistant.

The Financial Aid Office, 108 Owens Hall, (218) 236-2251, has information and forms for the major programs of financial aid available to students: National Direct and Guaranteed Student Loans, and Work Study.

The Career Planning and Placement Office, 210 Owens Hall, (218) 236-2131, carries listings of part-time work opportunities available in the community as well as complete services for graduating job-seekers. The Job Shop located in the Comstock Memorial Union also carries listings of part-time employment opportunities.

Veterans are encouraged to seek the assistance of the Veterans Affairs Officer, Flora Frick 252, (218) 236-2300, for counseling, student employment, and VA certifications.

Housing and Dining Facilities

Accommodations are available in five residence halls and dining services are available on campus throughout the year. Graduate students may also be assigned as residence hall assistants. Inquiries relating to housing should be directed to the Housing Office, Ballard Hall, (218) 236-2118.

Admission Status

Senior, Graduate Special, Master's, Fifth Year Program

Senior Registration

A student enrolled at Moorhead State University who, by virtue of the number of completed credit hours, has senior standing may be permitted to enroll in courses to be held for graduate credit. The student must satisfy prerequisites, and approval must be obtained on the appropriate form from the instructor, the appropriate dean and the Coordinator of Graduate Studies in advance of registration.

Graduate credits earned may not be counted toward the required number of hours needed to complete the baccalaureate degree. Graduate credits earned prior to completion of the baccalaureate degree which might later be used to fulfill minimum requirements in a degree program at Moorhead State University cannot exceed 12 hours.

Admission as a Graduate Special Student

Students desiring to take courses for graduate credit but not seeking admission to a Master's or Fifth Year program may do so by filling out an Application for Admission checking Graduate Special. Students may attend indefinitely in this status, but should admission to a program be desired at a later date the student must submit a complete new application for that program and meet the same admission criteria in effect for other students. Credits earned in Graduate Special Status which might later be used to fulfill minimum requirements in a degree program cannot exceed 9 hours for the Master's degree or 15 hours for a Fifth Year Program.

Admission to a Master's Degree Program

Moorhead State University offers the following degrees: Master of Business Administration, Master of Liberal Arts, and Master of Science, the latter in Art Education, Business Education, Chemistry Education, Computer Science, Counseling and Human Development, Elementary Education, Music Education, Reading, School Psychology, Special Education, Speech/Language Pathology and Audiology, and Educational Theatre. In addition, students may complete the Specialist in School Psychology degree for certification as a School Psychologist. The Fifth Year Program, which allows a variety of concentrations, is also offered.

Admission to any of these programs requires a completed Application for Admission, submission of undergraduate transcripts to be sent from the institution directly to the Graduate Studies Office, a non-refundable ten dollar fee for first-time applicants to Moorhead State University, test scores if program applying for requires a test, and other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.

All admission materials are to be sent to the Graduate Studies Office where they are held until file is complete with all required materials. Then the files are forwarded to the appropriate department for recommendation on admission. The Dean of the appropriate area then reviews the admission file. Finally, the Graduate Coordinator reviews the materials and admits or denies admission to a graduate program. Departmental approval is required for admission to a graduate program and will in no case be waived, but approval by the major department does not guarantee admission to graduate study.

Admission to Specialist in School Psychology Program

Students who have completed, or are nearing completion of, the Master's degree in School Psychology at Moorhead State University will be considered for admission to the Specialist degree program upon submission of a letter of interest and intent to the Director of the School Psychology Training Program. Under this arrangement, all requirements for the M.S. degree must be completed before 15 quarter hours of credit toward the Specialist degree are earned. Applicants from other universities must submit evidence of satisfactory completion of a substantially equivalent Master's degree. In addition, all of the requirements for admission to the Master's degree program, as described previously, must be met.

Admission to a Fifth Year Program

The application, with an official transcript, must be filed with the Graduate Studies Office. Specific requirements for admission are given in this bulletin, under the section entitled the Fifth Year Program.



Admission Categories for Master's or FYP Full Standing, with Provisions, with Deficiencies, or Denial

Full Standing. This admission requires that the grade point average on undergraduate work be at least 2.75 on a 4.00 scale or that the last 45 credits of graded coursework be 3.25 on a 4.00 scale. In some programs, a 3.00 undergraduate GPA is required.

Admission with Provisions. This admission occurs when students show great potential for success in a graduate program but their past academic or examination performance materials provided are below the standard of the graduate school. Students admitted with provisions are informed at the time of acceptance how to proceed in course registration and advising in order to remain in a degree program.

Admission with Deficiencies. This admission notes courses which must be completed before graduate work in certain areas may be undertaken.

Denial. This determination means that the student is not admitted to a degree program and may not earn a Master's degree in it even if he or she has successfully completed advanced courses in the area.

General Course Requirements

A minimum of 45 graduate credits are required for Plan A, which in Master of Science degree programs requires a six-credit thesis, or 48 graduate credits for Plan B, which in Master of Science degree programs requires a three-credit project. In either plan at least 23 credits will be earned at the 500-level. All programs having education as the professional component will include at least nine credits to be earned in coursework, other than research or statistics, offered by the Department of Education and approved by a Graduate Faculty representative of that department.

Unless otherwise specified in the major description the program may be completed under either of two Plans:

Plan A

Group I - Research Component (9-12 credits); Thesis (6 credits); and coursework in research methods required, statistics recommended.

Group II - Major (21 credits minimum)

Group III - Electives, to be chosen from the major and/or related areas (3-6 credits)

Plan B

Group I - Research Component (6-9 credits); Project (3 credits), coursework in research methods required.

Group II - Major (24 credits minimum)

Group III - Electives, to be chosen from the major and/or related areas (6-9 credits)

Areas of study are given at the beginning of this bulletin. Specific requirements for particular majors are given in the Graduate Programs and Courses section. The student, after being admitted to graduate study, will, in consultation with a departmental adviser, develop a preliminary plan of study which will meet the specific standards of the department as well as the general requirements for all Master's degrees.

Residence and Transfer Credit

An approved program of study must include at least 36 credits to be completed after admission to study for the Master's degree. Subject to the approval of departments concerned, a maximum of 16 credits may be accepted in transfer from other accredited institutions providing that they are included in a properly approved program. Courses approved for registration through the Tri-College University are not subject to this transfer limitation. Subject to their inclusion in a program previously approved by the departments concerned and the Coordinator of Graduate Studies, courses constituting up to half of the minimum hours required for the degree may be taken at other Minnesota State Universities. However, in such instances the number of hours accepted from other institutions will be reduced correspondingly. A grade of A or B is required in any courses to be included in the program and not taken at this University. At least half of the hours constituting the minimum requirements for the degree will be completed through registrations at the University in offerings by its faculty. Not more than nine hours in workshops (499g) or in special in-service (489g) courses may be counted toward the minimum requirements for the degree.

Credit for Non-Academic Experience

It is the policy of Moorhead State University that graduate credit will not be granted for work and other non-academic experiences.

Continuation in Good Standing in Graduate Programs

Students are required to maintain a 3.0 grade point average on a 4.0 scale to be continued in a graduate program. Students whose grade point average falls below 3.0 will be placed on probationary status. An official letter will be sent by the Graduate Studies Office to notify such students that they are on probation. The record will be reviewed by the major department and by the Coordinator of Graduate Studies after the completion of 12-15 additional hours of credit to determine continuing status. In no case will continuation in the program be permitted if the grade point average remains less than 3.0 at the time of the review. Admission to a graduate study

program does not guarantee that students will successfully complete degrees.

Time Limitation

All requirements for the degree must be completed within seven years after taking the first graduate course that will be included in the program of study. In certain cases, the Coordinator of Graduate Studies may consider students' petitions for an extension of time.

Certification/Licensure

Programs of study at Moorhead State University were designed to help graduates meet certification or licensure requirements in Minnesota and North Dakota, but actual certification or licensure is the function of the states, not of any college or university. Earning an academic degree does not lead automatically to state certification or licensure. Students should consult with a faculty member for advice about current state requirements for licensure or certification and design a program of study accordingly.

REGISTRATION, TUITION AND FEES

Registration

Graduate students register during the regular university-wide registration period at the beginning of each quarter or summer session. For evening and off-campus courses only, students may register at the first class meeting. During the academic year, nine credits per quarter is defined as "full time" but the normal course load is twelve to fifteen credits. The normal load in each summer session is six to eight quarter credits. Permission of the appropriate dean and the Coordinator of Graduate Studies is required for registration in excess of fifteen credits in any academic term.

Graduate Courses

Courses offered at the 500-level are open to graduate students only or to undergraduate students with senior standing. Courses at the 300 or 400 level with a (g) option, may be counted toward a graduate degree. Graduate students are expected to perform on a qualitatively higher level than the undergraduates in these courses. Normally additional requirements are made in these courses for graduate students.

Grading System

Grades given in graduate courses include A, B, C, D, F and S (Satisfactory). In a continuing research course a student may be given a grade of X until the course is completed. W signifies withdrawal without penalty from the course. Only those credits

which were completed with a grade of A, B, C, or S may be applied towards a Master's degree.

The mark of I (Incomplete) is given in cases where it is beyond the student's control to complete the last course requirements and when arrangements have been made with the instructor before the end of the quarter. It is the responsibility of the student to make arrangements for removing an Incomplete.

A student's grade point average is computed from credits earned in courses in which the grades of A, B, C, D, and F are given. A grade A earns four grade points per credit hour; B, three grade points; C, two grade points; D, one grade point and F, zero grade points. An Incomplete (I) is counted as an F until it is made up. The grade on the final project or thesis is an X until the final oral examination has been successfully completed. Then the grade is changed to S.

Auditing Courses

An entry of V (visitor or auditor) may be made upon a student's permanent record when a course is audited. As an auditor a student may attend all class sessions, but need not complete assignments or projects, take part in class discussion, or take examinations. A student who wishes to audit a course must register and pay tuition and fees as though taking the course for credit. A student may change from regular credit to audit status with the written permission of the instructor through the tenth day of classes during the quarter, or the fourth day of classes in a summer session. Credit may not be earned in courses taken as a visitor or auditor except by re-enrollment for credit and completion of the course with a satisfactory grade.



Tuition and Fees

Tuition and fees are set by the Minnesota State University Board and are subject to change. Fall 1984 tuition and fee rates were: Minnesota resident or North or South Dakota resident with tuition reciprocity: \$38.40 per credit hour; Wisconsin resident with tuition reciprocity: \$41.00; Off-campus graduate: \$45.00; Non-resident: \$72.80 per credit hour.

Residents of Minnesota who are 62 years or older may register for courses in which space is available by paying an administration fee of \$6 per credit hour. Application for such permission should be made with the Admissions and Records Office.

Residents of North Dakota, South Dakota, or Wisconsin may apply for tuition reciprocity by submitting forms to the higher education agency of their home state. These forms are available on request from the Graduate Studies Office or Registrar's Office.

Late registration and change-of-registration fees are chargeable. Graduate students enrolling for undergraduate credits pay tuition and fees at the undergraduate rate.

COMPLETION OF A MASTER'S DEGREE

Research Components

Thesis Research (Plan A)

A part of the program of every Master's degree candidate under Plan A is the demonstration of ability to do individual, independent work of a creative or investigative kind in an area related to the major field through the preparation of a thesis. The thesis will be supported by the work represented in 6 hours of registration in Thesis 599 but not more than 6 hours of 599 may be counted in satisfying the minimum requirements for the Master's degree under Plan A. Credit hour registration in a given term may vary with the nature of the study, according to the department or area, and on the previous agreement between the student and the adviser for expected research effort and adequate supervision.

If research is to involve human subjects the research plan will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. No research of this type will be initiated until it has been approved by an examining committee, the Graduate Coordinator, and the Institutional Research Board.

Project (Plan B)

Students enrolled in the Master's program under Plan B will be required to complete a three-credit project which will integrate the studies included in the individual's program. The project must be approved by the major adviser and department. If human subjects are to be involved in research, the plan and assurances must be approved by the Graduate Coordinator and the Institutional Research Board before the research may be initiated.

Submission of Proposed Graduate Course Plan: Form 1

Students are assigned a graduate adviser upon admission to a degree program. It is their responsibility to meet with the adviser to plan the appropriate course of study in order to meet degree requirements. The plan should be recorded on Form 1 and submitted to the Graduate Studies Office for approval with the signatures of adviser, department chairperson, and divisional dean, for the student's official file.

Examining Committee and Human Subjects Review: Form 2

When students have determined their topic for thesis research, project, or other work to complete degree requirements, they should request its approval by the department, dean, and graduate office. At this time the final examining committee is chosen by students in consultation with their adviser. One member must be from outside the major department of study. Finally, if human subjects are involved in the research, the appropriate form must be submitted to the Institutional Research Board for approval.

Comprehensive Examination

At least three weeks before the oral examination, the candidate in Master of Science degree programs must demonstrate competence in the major field in a comprehensive examination. Consult with your major department to determine the dates when the examination is offered. The major department will determine the nature of the examination which must be satisfactorily completed and reported to the Graduate Studies Office before the oral examination can be held. If the program includes a separate education component, the satisfaction of that component will be determined and reported by the Department of Education. A student who fails to pass the comprehensive examination may appeal through the appropriate department to repeat it during a subsequent term. A second failure will result in termination of the degree program.

Request for Announcement of Oral Examination: Form 3

When students are prepared to take the Oral Examination, they set the time, place, and date in

consultation with their Examining Committee. The Request (Form 3) must be submitted at least two weeks in advance of the time of the examination, signed by each of the four members of the committee. Attached to this form should be an Abstract of the final research or other work prepared for the final Oral Examination. Consult with the Graduate Studies Office to learn of the specific deadline dates for requesting and scheduling of the oral examination.

Final Form for Thesis or Project Paper

Standards for the preparation of a research paper must conform to the manual of style required by your department. Students must work closely with their advisors and committees in the preparation of the research paper.

The research paper must be typewritten on sixteen or twenty pound rag-content bond paper. Offset and carbon methods of reproduction may be accepted. Suitable reproduction processes may be used for charts, graphs, and so on. A left hand margin of one and one-half inches, a right hand margin of one inch, and top and bottom margins of about one and one-quarter inches each, are required. Either pica or elite type may be used. If using a word processor and printer, the final copy must be of letter quality; dot matrix printing is not appropriate.

Neither the thesis nor the project paper should be bound in any permanent form prior to the oral examination.

Oral Examination

The final oral shall take place at least two weeks prior to the end of the quarter in which students intend to complete their degrees. Consult with the Graduate Studies Office to learn of the specific deadline dates for the oral examination.

Final Submission of Thesis or Project Paper

After the oral examination has been successfully completed, any corrections, editing, or other re-writing of theses or project papers need to be completed so that students' advisers can signoff on the Form 4 (Recommendation for Graduate Degree), at least two days prior to Commencement. The student must submit three copies of the thesis to the University Library after all corrections and additions required by the examining committee have been completed. The thesis must be accompanied by Form 4 signed by the adviser verifying that the final copy has been approved. The librarian will, upon receipt of the binding fee (approximately \$6.50 per volume), verify the thesis deposit by signing Form 4, and will negotiate an agreement with a bindery.

Project papers and items of record are to be deposited with the major department. The chairperson will verify the deposit by signing the

Form 4(Recommendation for Graduate Degree). Students are responsible for submitting the Form 4, with required signatures, to the Graduate Studies Office not later than two days prior to the date of Commencement.

Commencement

Moorhead State University has two Commencement ceremonies each year, at the end of May and in Mid-August. Academic garb should be ordered from the Bookstore not less than 8 weeks prior to Commencement. Students who plan on attending the Commencement ceremonies will need to submit their hood to the Graduate Studies Office at least two days prior to Commencement.



GRADUATE PROGRAMS AND COURSES

Master of Business Administration (MBA)

This program is designed as a formal learning experience for the practitioner seeking a foundation for steady growth as a professional manager. Applicants must hold a Bachelor's degree from an accredited institution, and are required to provide scores on the Graduate Management Admission Test (GMAT), letters of recommendation, and a personal statement of qualifications and career objectives. The applicant must demonstrate proficiency in elementary economics (macro and micro), and elementary statistics prior to admission. Any deficiency following admission in basic finance, marketing, management (one course each), and accounting (one-year sequence) must be removed before graduate courses in the corresponding functional areas may be taken.

General Course Requirements

The program requires a minimum of 48 quarter credits, in which a minimum grade point average of 3.0 is required. If a student accumulates two or more C grades, or one or more D or F grades the MBA Committee will, during the quarter following accumulation of such grades review the student's standing in the Program and may recommend a change of status or termination from the program. Not more than 12 credits earned at this or other accredited institutions prior to admission may be counted toward the minimum requirements for the degree. A maximum of 16 quarter credits included in a previously approved program may be accepted in transfer from other accredited institutions; however, at least 24 credits must be earned through registrations at this University in offerings by its faculty. The course requirements are as follows:

MBA 529 Corporate Financial Reporting (4)
MBA 530 Managerial Accounting (4)
MBA 504 Macroeconomic Policy (4)
MBA 502 Managerial Microeconomic Analysis (4)
MBA 542 Financial Management (4)
MBA 501 Statistics for Management (4)
MBA 500 Professional Communication (4)
MBA 550 Business and Society (4)
MBA 555 Quantitative Analysis for Management (4)
MBA 560 Organizational Policy (4)
MBA 551 Organizational Theory and Behavior (4)
MBA 510 Marketing Administration (4)

It is essential that the student, upon admission, consult with the assigned adviser to plan initial registration. Prior to the close of the quarter previous to that in which the program is to be completed the student will petition for the formation of an Examining Committee, a major adviser as chairperson plus three additional members of the Graduate Faculty (one outside of the MBA program). The Final Examination shall be oral and conducted by the Examining Committee.

Master of Liberal Arts (MLA)

The Master of Liberal Arts program is designed for the post-baccalaureate student who is seeking an advanced interdisciplinary educational experience that emphasizes historical and cultural breadth rather than specialization in one field. The program establishes an environment which encourages the integration of learning and life experiences and provides college graduates an opportunity to develop further the competencies essential for participation in a world of unprecedented social and technological change. Students in the program may design programs that are non-professional in intent, that lead to doctoral programs in the liberal arts, or that enhance professional opportunities and advancements.

Applicants must hold a bachelor's degree from an accredited institution. No specific major is required. A grade point average of 2.75 for the baccalaureate, or 3.25 for the most recent 45 credits of graded coursework, is required. Applicants presenting a lower average may be admitted with provisions.

General Program Requirements

The program requires a minimum of 45 credits, at least 30 of which must be completed in specifically designed Graduate Liberal Studies (LART) courses, including LART 501 (1 credit), 502 (1 credit) and 503 (2 credits). Up to 15 credits in other graduate courses may be included in the program. Or, a maximum of 16 graduate credits may be accepted in transfer from other accredited institutions and may have been completed previous to admission into the program; however, any courses completed at this or at other institutions more than five years previous to admission will be individually reviewed.

A grade point average of 3.0, including an average of at least 3.0 in LART courses and a grade of B or higher in LART 501, 502, and 503, is required for continuation in and completion of an approved program.

The Integrating Courses

LART 501 (1 credit) and a first essay paper will be completed between the fifteenth and twenty-fourth credit earned in a minimum program. The essay shall integrate knowledge from and analyze selected issues or problems raised in previous

courses. The paper shall be submitted to the program coordinator and evaluated by a M.L.A. faculty committee, which committee will consider with the student the directions for further studies.

LART 502 (1 credit) and a second, similar essay paper will be completed between the thirtieth and and thirty-sixth credit in a minimum program. Further evidence of integration and analysis will be expected by an evaluating M.L.A. faculty committee.

LART 503 (2 credits) is to be taken prior to completing final courses and/or independent projects. In conjunction with this course the candidate will prepare a philosophic and reflective paper constituting a personal, intellectual essay exploring the relationship among ideas, new knowledge and personal growth during the course of the entire M.L.A. program. This paper is to be typed and sufficient copies provided to be used as one of the bases for the Final Discourse.

Final Discourse

The Final Discourse shall be conducted by a committee of three Graduate Faculty of the M.L.A. program, including the adviser as chairperson. Another member of the Graduate Faculty, not a member of the M.L.A. faculty, will be appointed in consultation with the student's adviser. The discussion will be directed mainly to the final essay, but may also deal with earlier papers and other components of the program.

Liberal Arts

Liberal Arts courses are intended for persons enrolled in the Master of Liberal Arts program. Others may register with permission of instructor.

- LART 501-2-3 Integrational Courses (1-1-2)
- LART 513 The Human Spirit in Art (3-4)
- LART 515 Ethics: The Moral Dimensions of Life (3-4)
- LART 517 Technology, Bureaucracy and Identity in Modern America (3-4)
- LART 521 Existentialism and Literature (3-4)
- LART 523 Life Style and Disease (3-4)
- LART 525 The Marxist Worldview (3-4)
- LART 527 Imagination, Reform and the Urban Transformation (3-4)
- LART 529 The Mythic Frontier in American Culture (3-4)
- LART 531 Dimensions of Drama (3-4)
- LART 533 Genetics and Society (3-4)
- LART 535 Gender Role and Sexuality (3-4)
- LART 537 The Musical Experience; Reflections in Sound (3-4)
- LART 539 Energy and Environment (3-4)
- LART 541 Global Social Structure, Conflict and Change (3-4)
- LART 543 Western and Asian Expression (3-4)
- LART 545 The Classical Roots of Modern Culture (3-4)
- LART 547 The Ecological Perspective (3-4)
- LART 550 The Connecting Mind (1-2)

- LART 560 Special Topics (1-4)
- LART 570 Topics: Study Abroad (2-4)
- LART 590 Independent Study/Project (6)

Master of Science (MS)

Master of Science - Art Education

Admission applications, to be completed prior to the intended beginning of graduate studies, require a portfolio of art work to the Art Department graduate faculty, an evaluation interview of 3 members of the Art Department Graduate Faculty, and submission of scores on the General Aptitude portion of the Graduate Record Examination (GRE).

The candidate working in History or Theory should follow Plan A. The candidate with emphasis in Studio is advised to follow Plan B. Within research components the candidate must take Ed. 503, methods of Research and either Art 599, Thesis (6 credits Plan A) or Art 597, Individual Study (3 credits Plan B). In connection with Art 597 the theoretical background and the rationale of the project must be developed in the form of a short essay. The synopsis of the essay must be displayed in the exhibit as an explanatory legend of the art work which comprises the project.

Prior to the oral examination, a written comprehensive examination must be passed in Education and in Art. The graduate exhibition, including the project, must be open to review and evaluation as part of the oral examination.

Plan A: 45 Credits

Ed. 503 (3 cr.), Education (9 cr.), Art History (12 cr.), Art St. Conc. (12 cr.), Art Electives (3 cr.), Thesis 599 (6 cr.)

Plan B: 48 Credits

Ed. 503 (3 cr.), Education (9 cr.), Art History (12 cr.), Art St. Conc. (12 cr.), Art Electives (9 cr.), Art Project (3 cr.)

Art Courses

- Art 400(g) Individual Studio (1-15)
- Art 409(g) African, Oceanic, Pre-Columbian Art (4)
- Art 410(g) Ancient Classic Art (4)
- Art 411-412(g) Medieval Art I-II (4 each)
- Art 420-421(g) Renaissance I-II (4 each)
- Art 422(g) Baroque Art (4)
- Art 425(g) Art History Abroad (4-6)
- Art 430-432(g) Modern Art I-II-III (4 each)
- Art 433(g) Modern Architecture (4)
- Art 434-435(g) Art in the United States I-II (4 each)
- Art 437(g) History of Prints (4)
- Art 438(g) Oriental Art (4)
- Art 439(g) Scandinavian Art (4)
- Art 454(g) Special Studies in Elementary School Art (4)
- Art 455(g) Special Studies in Secondary School Art (4)
- Art 532 Studies in Art History (3-15)

Art 540 Current Practices in Art Education (3)
 Art 542 Studies in Art Education (3)
 Art 552 Studies in Painting (3-15)
 Art 554 Studies in Sculpture (3-15)
 Art 560 Studies in Ceramics (3-15)
 Art 574 Studies in Printmaking (3-15)
 Art 580 Seminar in Art Education (3)
 Art 581 Graduate Seminar in Art (3)
 Art 584 Studies in Graphic Design (3-18)
 Art 595 Special Problems (1-3)
 Art 597 Individual Study (1-3)
 Art 599 Thesis (6)

Master of Science - Business Education

Scores on the General Aptitude portion of the Graduate Record Examination (GRE) are required with an application for admission. The program may include courses from the Department of Business Education and also from the Department of Accounting and the Department of Business Administration. Students should consult with their adviser to plan appropriate course of study.

Business Education Courses

BEd 315(g) Consumer Education (4)
 BEd 320(g) Records Management (4)
 BEd 330(g) Office Management (4)
 BEd 413(g) Word Processing Methods (3)
 BEd 414(g) Word Processing Lab (3)
 BEd 415(g) Model Office Methods and Materials (4)
 BEd 443(g) Cooperative Business and Office Methods Materials (4)
 BEd 444(g) Coordination Techniques of Vocational Education (3)
 BEd 490(g) Current Business Practices (4)
 BEd 495(g) Philosophy of Vocational Education (3)
 BEd 498(g) Problems in Business and Office Education (1-4)
 BEd 530 Current Trends and Issues in Business Education (4)
 BEd 570 Independent Study (1-4)
 BEd 595 Special Problems (1-3)
 BEd 597 Individual Study (1-3)
 BEd 599 Thesis in Business Education (6)

Master of Science - Chemistry Education

The degree may be earned with a major in Chemistry Education. Applicants must provide scores on the General Aptitude portion of the Graduate Record Examination, and a diagnostic examination is required prior to completion of the first term of enrollment. The general requirements for Plan A apply except that 15 hours of course work must be completed in a major area in chemistry. The program must be completed within five years.

Chemistry Courses

Chem 305(g) Chemical Literature (1)
 Chem 314(g) Aquatic Chemistry (3)
 Chem 361(g) Introduction to Biochemistry (4)

Chem 410(g) Industrial Chemistry (3-4)
 Chem 424(g) Analysis of Chemical Pollutants (3)
 Chem 427(g) Topics in Analytical Chemistry (1-3)
 Chem 432(g) Advanced Organic Chemistry (3)
 Chem 437(g) Topics in Organic Chemistry (1-3)
 Chem 438(g) Chemical Pollutants (4)
 Chem 447(g) Topics in Physical Chemistry (1-3)
 Chem 457(g) Topics in Inorganic Chemistry (1-3)
 Chem 416-462-463(g) General Biochemistry I-II-III (3 each)
 Chem 464-465-466(g) General Biochemistry Laboratory I-II-III (1 each)
 Chem 467(g) Topics in Biochemistry (1-3)
 Chem 480(g) Seminar (1)

Master of Science - Computer Education

Persons having completed an undergraduate major in an area other than Computer Science, but having completed the equivalent of one year of college level mathematics may enroll in a special three-course sequence to remove undergraduate deficiencies. Two of these courses are offered during summer school and one during fall quarter. Alternatively, a specified sequence of seven undergraduate courses may be taken for this purpose. Students selecting this option should plan to take two years to complete the Master's degree.

Course Requirement

Research: Thesis (6, Plan A) or Project (3, Plan B)
 Major: COMS 500 (3), 502 (3), and 504 (3) (9 credits)

Two sequences totalling 14 cr. from:
 COMS 411(g) (4) and 511 (3)
 COMS 415(g) (4) and 515 (3)
 COMS 425(g) (4) and 525 (3)

One sequence totalling 6-7 cr. from:
 COMS 521 (3) and 522 (3)
 COMS 540 (3) and 541 (3)
 COMS 406(G) (4) and 506 (3)

One approved sequence totalling 6 cr. from: computer science or a related area

Electives in COMS and/or other fields: (4-10 cr.)

Students enrolled in the Master's program under Plan A are required to write a Thesis for which 6 credits of graduate study is earned. The total number of credits required under this plan is 45 including the Thesis. Students enrolled under Plan B are required to complete a project for which 3 credits of graduate study is earned. The total number of credits required under this plan is 48 including the project. This project is intended to integrate concepts acquired in the coursework and must be approved by the major adviser.

Students are also required to successfully complete a written graduate comprehensive examination which is given at the end of the third week of every quarter and is usually taken after completion of 35 credits of graduate work. An oral examination is required after completing all the other requirements.

Computer Science Courses

- COMS 406(g) Computer Networks I (4)
- COMS 411(g) Compiler Design Theory I (4)
- COMS 415(g) Operating Systems I (4)
- COMS 420(g) Design/Implementation of High Level Languages (4)
- COMS 425(g) Computer Architecture (4)
- COMS 430(g) Methods of Teaching Computer Science (3)
- COMS 431(g) Topics in Computer Education (3)
- COMS 450(g) Numerical Analysis I (4)
- COMS 451(g) Numerical Analysis II (4)
- COMS 470(g) Computer Graphics (3)
- COMS 500 Fundamental Structures (3)
- COMS 502 Automata and Formal Languages (3)
- COMS 504 Algorithm Analysis (3)
- COMS 506 Computer Networks II (3)
- COMS 511 Compiler Design Theory II (3)
- COMS 515 Operating Systems II (3)
- COMS 521 Database Systems I (3)
- COMS 522 Database Systems II (3)
- COMS 525 Analysis of Computer Systems (3)
- COMS 530 Advanced Computer Based Education (3)
- COMS 531 Author Languages (3)
- COMS 532 Design Principles for CAI Systems (3)
- COMS 540 Software Engineering I (3)
- COMS 541 Software Engineering II (3)
- COMS 580 Seminar in Computer Science (1)
- COMS 590 Advanced Topics in Computer Science (1-3)
- COMS 595 Special Problems (1-3)
- COMS 597 Individual Study (1-3)
- COMS 599 Thesis in Computer Science (6)

Master of Science - Counseling and Human Development

The degree may be earned with a Secondary School Counseling, College Student Personnel or Human Resource Development major. Majors may also be tailored to meet the interests of students in other areas, for example, chemical dependency and mental health counseling.

In addition to the general requirements for admission, the applicant must submit an undergraduate grade point average of at least 3.0 (b), a score from the Miller Analogies Test (MAT) or from the General Aptitude portion of the Graduate Record Examination (GRE), a Counseling and Human Development Application Form, and three letters of recommendation.

Program Requirements

The program requires a minimum of 54 credits, 33 to 36 of which are required of all candidates. Remaining credits (18-21) may be elected in consultation with the adviser.

While students are admitted with the expectation that they will successfully complete the program, continued improvement in interpersonal competence and counseling skill development is required. Students are periodically reviewed to determine their satisfactory progress. Students must adhere to ethical standards of the profession and obtain an A or B in ED 417g and ED 551 to be continued in the program.

Group I Research Component (9-12 credits required)
Ed 502 (3), 503 (3), and Ed 599 (6) for Plan A or Ed 597 (3) for Plan B (one of three options: project paper, journal article, or videotape presentation)

Group II Major (27 credits required)
Ed 411(g) (3), 417(g) (3), 550 (3), 551 (3), 552 (3), 553 (3), 554 (3), 557 (6). Also required for those in School Counseling are Ed 501 and 555; those in College Student Personnel, Ed 559, 560, 561; and those in Human Resource Development, Ed 564.

Group III Electives (15-18 credits required)
Elective credits are identified with the adviser to meet individual professional objectives.

Master of Science - Educational Theater

The degree may be earned with a major in Educational Theatre. Scores on the General Aptitude portion of the Graduate Record Examination (GRE) are required with the application for admission.

This program is available to qualified students who seek careers in the educational or professional theatre. Applicants should present an undergraduate major or minor in theatre, although exceptions may be made for promising applicants whose undergraduate preparation is in cognate fields such as English, art, or music. Those applicants who lack a well-balanced background in theatre may expect that additional coursework to correct deficiencies will be required by their major adviser.

In addition to completing the research component and nine hours of professional education, the student is advised to concentrate in either two or three of the following areas: dramatic literature and theatre history; technical theatre, acting and directing; or educational theatre. For those students without solid undergraduate preparation in dramatic literature and theatre history, the Department recommends inclusion of this area, since the comprehensive examination demands a thorough understanding of the history, literature, and theory of the dramatic art.

Speech Courses

- Spch 322, 324, 326(g)
Development of the Drama I, II, III (4 each)
Spch 330, 331(g) Dramatic Production I, II (3-6 each)
Spch 332(g) Stage Movement (4)
Spch 333(g) Stage Voice (4)
Spch 334, 336(g) Stage Design I, II (4 each)
Spch 337(g) Stage Lighting (4)
Spch 340(g) The Teaching of Speech (4)
Spch 341(g) Creative Dramatics (3)
Spch 342(g) Children's Theater (3)
Spch 344(g) Principles of Play Direction (4)
Spch 416(g) Special Projects in Speech Communication (4)
Spch 429(g) Advanced Play Direction (4)
Spch 430(g) Styles of Directing (4)
Spch 431(g) Styles of Acting (4)
Spch 434(g) Special Projects in Theatre Arts (4)
Spch 437(g) Styles of Stage Design (3)
Spch 438(g) Contemporary Playwrights (4)
Spch 520 Seminar in Educational Theatre (3)
Spch 522 Dramatic Theory and Criticism (3)
Spch 540 Problems in Speech Education (3)
Spch 595 Special Problems (1-3)
Spch 597 Individual Study (1-3)
Spch 599 Thesis in Speech (6)

Master of Science - Elementary Education

Applicants for a Master of Science degree in Elementary Education must have completed a satisfactory undergraduate program in Elementary Education or the equivalent, and present the score on the Miller Analogies Test (MAT).

Course Requirements

Group I - Research Component (minimum 9 credits)
Ed 502 (3), 503 (3) and 599 (6) for Plan A Thesis or 597 (3) for Plan B Project required.

Group II -

Elementary Education Major (21-24 credits)
Ed 501 (3), 540 (3), 541 (3), 542 (3) required.
Selected courses from any or all areas listed below must be approved by adviser and department:
Early Childhood - Ed 471g (4), 474g (3), 475g (3), SpEd 425g (4), Ed 478g (3), 476g (3)
Curriculum and Foundation - Ed 423g (3), 488g (3), 495g (3), 497g (3), 537 (3), 553 (3)
Counseling and Human Development - Ed 410g (3), 411g (3), 512 (3), 553 (3), 555 (3)
Reading/Language Arts - Ed 425g (3), 441g (4), 445g (3), 446g (2), 346g (3), 447g (2), 448g (3), 592 (3), 545 (3), 546 (2)
Special Education - SpEd 471g (3), 545 (3), 572 (3)
Gifted Education - SpEd 421g (3), 422g (3), 512 (3), 588 (3)
Supervision - Ed 535 (6), 536 (3), 531 (3)

Group III - Related Fields (6-9 credits)

All students are required to complete a minimum of six credits in fields that differ from the professional

areas of emphasis used in Group II. Related fields credits are determined with advisor and department consent.

Master of Science - Music Education

Admission to the music education Master's program requires an undergraduate GPA of 3.00. Upon admission, all students are required to take examinations in music theory and music history. In addition, performance auditions are required. The examinations and the audition are used for advising purposes and the students who show deficiencies are required to correct them with undergraduate study.

Students with a lower GPA may be admitted on a provisional basis after consultation with the Coordinator of Graduate Studies.

Plan A is designed for thesis research. Students interested in presenting Lecture—Recitals should follow Plan B.

The program should include, in addition to 9 hours of professional education, 27 hours of music with elective hours in the major or related areas.

Plan A

Group I - Research Component (minimum 9 credits)
Mus 502 (3), 599 (6)

Group II - Major (minimum 21 credits)
Performance/Composition (6 cr.); minimum of 2 credits at the 500-level required for lecture/recital presentation. Ensemble (3 cr.)
Theory/History (12 cr.); Mus 510 (3), 511 (3), 576 (3), Electives (3)

Group III - Electives (minimum 6 credits)
from the major and/or related areas

Group IV - Education (9 credits)

Plan B

Group I - Research Component (minimum 6 credits)
Mus 502 (3), 597 (3)

Group II - Major (minimum 24 credits)
Performance/Composition (6 cr.); minimum of 2 credits at the 500-level required for lecture/recital presentation. Ensemble (3 cr.)
Theory/History (15 cr.); Mus 510 (3), 511 (3), 576 (3), Electives (6)

Group III - Electives (minimum 9 credits)
from the major and/or related areas

Group IV - Education (9 credits)

Music Courses

- Mus 316(g) Composition (3)
Mus 329(g) Women's Chorus (1)
Mus 330(g) Concert Band (1)
Mus 331(g) Symphonic Wind Ensemble (1)
Mus 332(g) Stage Band (1)
Mus 333(g) Orchestra (1)
Mus 335(g) Concert Choir (1)
Mus 336(g) Festival Choir (1)
Mus 337(g) Pop Choir (1)

Mus 338(g) Chamber Singers (1)
 Mus 373(g) American Music (3)
 Mus 378(g) Colloquium Musicum (1)
 Mus 382(g) Solo and Ensemble Literature for Brass (1)
 Mus 383(g) Solo and Ensemble Literature for Woodwinds (1)
 Mus 391(g) Survey of Music Literature: Solo Song (3)
 Mus 392(g) Survey of Music Literature: Orchestra (3)
 Mus 393(g) Survey of Music Literature: Choral (3)
 Mus 394(g) Survey of Music Literature: Chamber (3)
 Mus 395(g) Survey of Music Literature: Keyboard (3)
 Mus 396(g) Survey of Music Literature: Wind Band (3)
 Mus 398(g) Chamber Music (1)
 Mus 399-404(g) Small Ensemble (1 each)
 Mus 406(g) Opera (2)
 Mus 410(g) Orchestration (3)
 Mus 411(g) Band Arranging (3)
 Mus 413(g) 16th Century Polyphony (3)
 Mus 414(g) Techniques of Musical Interpretation (1-3)
 Mus 418(g) Composition (3)
 Mus 430-431(g) Electronic Music I-II (3 each)
 Mus 432(g) Projects in Electronic Music (1-3)
 Mus 441-442(g) Piano Pedagogy I-II (2 each)
 Mus 443(g) Pedagogy of Theory (3)
 Mus 444(g) String Methods and Materials (2)
 Mus 445(g) Stage Band Methods and Materials (2)
 Mus 446-447(g) Voice Pedagogy I-II (1 each)
 Mus 450-468(g) Applied Music Performance Level IV (1-2 each)
 Mus 470(g) Advanced Conducting (2)
 Mus 502 Research in Music and Music Education (3)
 Mus 504 Workshops in Secondary School Music (2)
 Mus 505 Graduate Recital (1-2)
 Mus 510 Directed Study in Music Theory (3)
 Mus 511 Directed Study in Music Literature (3)
 Mus 540 Problems in Teaching and Supervising Music (3)
 Mus 541 Advanced Studies in Teaching Elementary School General Music (3)
 Mus 542 Advanced Studies in Teaching Vocal Music in Secondary Schools (3)
 Mus 545 Voice-Choral Techniques Institute (3)
 Mus 550-568 Applied Music Performances Level V (1-2 each)
 Mus 570 Introduction to Musicology (3)
 Mus 571 Music in the Middle Ages (3)
 Mus 572 Music in the Renaissance (3)
 Mus 573 Music in the Baroque (3)
 Mus 574 Music in the Classic Era (3)
 Mus 575 Music in the Romantic Era (3)
 Mus 576 Music in the 20th Century (3)
 Mus 595 Special Problems (1-3)
 Mus 597 Individual Study (1-3)
 Mus 599 Thesis in Music (6)

Master of Science - Reading

Applicants for the Master of Science degree must have completed a satisfactory undergraduate teacher education program and present the score

on the Miller Analogies Test (MAT). Particular courses may be selected to augment preparation at the elementary or secondary level. Individual Master's programs are available, or students may wish to attend a prescheduled three-year sequence of courses. The first three-year evening and summers sequence begin in September 1985. The Graduate Studies Office and the Department of Education have additional information on this program option.

Course Requirements

Group I - Research Component (9 credits minimum)
Ed 502 (3), 503 (3), and 599 (6) for Plan A or 597 (3) for Plan B required.

Group II - Reading Major (24 credits minimum)
The program will include courses in instructional principles, professional reading, and clinical practicum.

Group III - Electives (9 credits minimum)
Courses selected from special education, psychology, counseling and human development, or other appropriate areas.

Master of Science - School Psychology

In addition to the general requirements for admission, the applicant must submit an undergraduate grade point average of at least 3.0 (B), the preparation to include at least 15 quarter hours of upper division coursework in psychology, education, or special education. A combined score of 1,000 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE) is required. The GRE scores may be no more than five years old. A letter of intent specifying career goals and research interests, and three letters of recommendation must be provided. Students are admitted only on a full-time basis with attendance beginning in the fall quarter. Limited enrollment.

The program must be completed under Plan B with a specialty paper being required. Written comprehensive examinations are administered each April, and oral examinations are required in defense of the specialty paper.

Course Requirements

Group I - Research Component (9 hours minimum)
Ed 502 (3), 503 (3), Psy 597 (3) required.

Group II - School Psychology Major (25 hours minimum)

Psy 500 (4), 501 (2), 502 (4), 503 (3), 504 (3), 505 (2), 506 (5), 509 (2) required.

Group III - Related Areas (15 hours minimum)
Psychological foundations (personality, abnormal, learning, development), or curriculum and education foundations, and special education.

Psychology Courses

Psy 401(g) Child Psychology (3)

Psy 402(g) Adolescent Psychology (3)

- Psy 403(g)*Adulthood and Aging (3)
 - Psy 417(g) Child Psychopathology (3)
 - Psy 442(g) Learning (4)
 - Psy 444(g)*Motivation and Emotion (4)
 - Psy 445(g) Physiological Psychology (4)
 - Psy 446(g)*Perception (4)
 - Psy 447(g)*Comparative Psychology (4)
 - Psy 448(g) Cognition (4)
 - Psy 461(g) Theories of Personality (3)
 - Psy 463(g) Abnormal Psychology (3l)
 - Psy 465(g) Clinical Psychology (3)
 - Psy 467(g) Chemical Dependencies (3)
 - Psy 470(g) History and Systems of Psychology (4)
 - Psy 481(g) Seminar in Psychology (4)
 - Psy 491(g) Problems in Psychology (4)
 - Psy 495(g)*Field Work in Psychology (2-4)
 - Psy 500 Observational and Interview Techniques (4)
 - Psy 501 Introduction to School Psychological Services (2)
 - Psy 502 Theory and Practice of Psychoeducational Measurement (4)
 - Psy 503 Individual Psychological Testing (3)
 - Psy 504 Test Interpretation and Report Writing (3)
 - Psy 505 Practicum in School Psychology I (2)
 - Psy 506 Practicum in School Psychology II (6)
 - Psy 509 Issues in the Practice of School Psychology (2)
 - Psy 550 Advanced Psychological Testing: Personality (3)
 - Psy 552 Individual and Group Intervention Techniques (3)
 - Psy 554 Systems Intervention (3)
 - Psy 560-562-564 Internship in School Psychology (4 each)
 - Psy 575 Assessment of the Infant and the Young Child (3)
 - Psy 581 Readings in Psychology (2-3)
 - Psy 599 Thesis in Psychology (6)
- * These courses are not part of the graduate program*

Master of Science - Special Education

The Master of Science in Special Education is available to students in several areas: Early Childhood-Special Education, Emotional Behavior Disorders, Learning Disabilities, Educable Mental Retardation, and Trainable/Severely Handicapped. The exact course of study is developed with the student and advisor. A Master's degree in these areas is not the same as a teaching license.

Applicants must have completed an appropriate undergraduate major with a cumulative GPA of 3.0. Admission to some of the areas includes the requirement of the Miller Analogies Test (MAT).

Course Requirements

Group I - Research Component (minimum 9 credits)

Ed 502 (3), 503 or SpEd 505 (3), and Ed 599 (6) for Plan A or 597 (3) for Plan B required.

Group II - Special Education Major (minimum 24 credits)

The program will include a practicum or internship of 3-9 credits, and may include independent studies, in addition to Thesis, to a maximum of 6 credits.

Group III - Electives (minimum 6 credits)

Courses selected from psychology, sociology, education, biology, anthropology or other appropriate areas.

Special Education Courses

SpEd 401(g) Ecological Assessment (3)

SpEd 411(g) Educating the Mildly Handicapped (4)

SpEd 412(g) Educating the Severely Handicapped (4)

SpEd 413(g) Instructional Strategies Mildly Handicapped: Elementary (4)

SpEd 414(g) Instructional Strategies Mildly Handicapped: Secondary (4)

SpEd 415(g) Career Education for the Mildly Handicapped (3)



SpEd 417(g) Orientation to the Physically Handicapped (3)
 SpEd 420(g) Education of the Exceptional Child (3)
 SpEd 421(g) The Gifted Child (3)
 SpEd 422(g) Curriculum and Methods for the Gifted (3)
 SpEd 423(g) Theory and Practice in Early Childhood Special Education (3)
 SpEd 424(g) Assessment Strategies with Young Handicapped Children (4)
 SpEd 425(g) Teaching Young Children with Special Needs (3)
 SpEd 426(g) Instructional Strategies with Handicapped Infants/Toddlers (4)
 SpEd 427(g) Instructional Strategies with Handicapped Preschoolers (4)
 SpEd 428(g) Family Ecology of the Handicapped (3)
 SpEd 431(g) Teaching Occupational Education to the Mentally Retarded (3)
 SpEd 435(g) Topics in Mental Retardation (3)
 SpEd 436(g) Problems in Special Education (1-3)
 SpEd 442(g) Creative Activities for Exceptional Children (3)
 SpEd 443(g) Industrial Arts for Elementary or Special Education Teachers (4)
 SpEd 444(g) Language Problems in Special Populations (3)
 SpEd 445(g) Remedial and Corrective Reading (3)
 SpEd 446(g) Remedial and Corrective Reading Clinic (2)
 SpEd 456(g) Curriculum Development and Teaching the Trainable Mentally Retarded (3)
 SpEd 457(g) Personal, Social and Vocational Education for the TMR (3)
 SpEd 458(g) Recreative Skills for the Severely Handicapped (3)
 SpEd 459(g) Methods and Materials for Language Development for the Severely Handicapped (3)
 SpEd 460(g) Education of the Emotionally Disturbed Child (3)
 SpEd 462(g) Topics in Learning Disabilities (3)
 SpEd 463(g) Measurement and Assessment in Special Education (3)
 SpEd 465(g) Special Education Reading (3)
 SpEd 466(g) Special Education Reading Clinic (2)
 SpEd 467-468(g) Practicum: I-II (6 each)
 SpEd 470(g) Guidance of the Handicapped (3)
 SpEd 471(g) Behavioral and Environmental Management (3)
 SpEd 472(g) Psychoeducational Diagnosis and Programming (3)
 SpEd 473(g) Behavior Problems in Children (3)
 SpEd 475(g) Teacher as a Resource Consultant (3)
 SpEd 477(g) Seminar in Early Childhood Education of the Handicapped (3)
 SpEd 478(g) Methods of Teaching Students with Behavioral Disorders (3)
 SpEd 479(g) Children and Adolescents in Crisis (3)
 SpEd 505 Single Subject and Small Group Research Design (3)

SpEd 545 Diagnosis and Correction of Reading Difficulties (3)
 SpEd 546 Reading Clinic: Diagnosis (2)
 SpEd 562 Seminar (3)
 SpEd 564 Theory and Process of Consultation (3)
 SpEd 565 Program Development and Administration in Special Education (3)
 SpEd 567-568 Practicum I-II (3-9 each)
 SpEd 569 Advanced Practicum (3-9)
 SpEd 572 Educational Diagnosis and Programming (3)
 SpEd 575 Administration of Special Education (3)
 SpEd 590 Seminar: Current Trends in Special Education (3)
 SpEd 592 Administration and Supervision of Remedial Reading (3)
 SpEd 595 Special Problems (1-6)
 SpEd 597 Individual Study (1-3)
 SpEd 599 Thesis in Special Education (6)

Master of Science - Speech/Language Pathology and Audiology

This department offers a program leading to the Master of Science Degree in Speech/Language Pathology and Audiology. An undergraduate major in Speech/Language/Hearing Sciences (or the equivalent) is recommended but not required for admission to the graduate program. The applicant who has limited or no background in this area of study will be expected to remove deficiencies by taking basic undergraduate prerequisites for which no graduate credit will be allowed. Applicants are informed that more than one year of full-time study will be required to complete the minimum of 55 credits required for the degree.

Most candidates for the Master's degree will want to qualify for certification from the American Speech-Language-Hearing Association and should keep these professional standards in mind when planning their graduate studies. This certification requires a total of 90 quarter hours of credit constituting a well-integrated program (45 of these credits must be in courses that are available for graduate credit at the institution in which they are taken) and 300 clock hours of supervised clinical experience (150 of these hours must be accumulated at the graduate level). A student may not use more than 15 hours of clinical practicum credit to apply to the degree. The candidate should allow sufficient time and plan the program carefully with the advice and consultation of the adviser if wishing to meet certification requirements as well as degree requirements.

(Although such credits customarily are taken in conjunction with the undergraduate degree, additional courses in human relations, health, and other areas are either required or recommended for students who wish to qualify for licensure from the Minnesota State Department of Education.)

In addition to graduate coursework in Speech/Language Pathology and Audiology, candidates may select courses in such related areas of study as counseling, linguistics, psychology, special education, and speech. Work in Professional Education is not required but may be included with electives.

Course Requirements

A minimum of 55 credits is required to complete the program under either Plan A or Plan B.

Group I - Research Component (6-9 credits); SLPA 501 (3) and either SLPA 599 (6) for Plan A or SLPA 597 (3) for Plan B.

Group II - Major (33-36 credits); a minimum of 21 credits of departmentally approved coursework offered by the department and 12 to 15 credits of clinical practicum and internship.

Group III - Electives (10-16 credits).

Speech/Language Pathology and Audiology courses

- SLHS 401(g) Psycholinguistics (3)
- SLHS 422(g) Organic Speech Disorders in Children (3)
- SLHS 423(g) Organic Speech Disorders in Adults (4)
- SLHS 424(g) Fluency Disorders (4)
- SLHS 444(g) Language Problems: Special Populations (3)
- SLHS 447(g) Diagnostic and Appraisal Procedures (4)
- SLHS 491(g) Independent Study (1-3)
- SLHS 499(g) Topical Workshop (1-4)
- SLPA 501 Research in SLPA (3)
- SLPA 509 Seminar in Scientific Topics (3)
- SLPA 521 Seminar in Articulation (3)
- SLPA 522 Seminar in Child Language (3)
- SLPA 523 Seminar in Voice (3)
- SLPA 524 Seminar in Fluency (3)
- SLPA 541 Language Assessment & Remediation (3)
- SLPA 542 Advanced Clinical Procedures (3)
- SLPA 543 Seminar in Supervision (3)
- SLPA 544 Supervision Practicum (1)
- SLPA 546 Clinical Practicum: Speech/Language (1)
- SLPA 547 Program Management in SLPA (3)
- SLPA 548 Internship (6)
- SLPA 571 Seminar in Rehabilitative Audiology (3)
- SLPA 576 Clinical Practicum: Audiology (1)
- SLPA 591 Topical Seminar in SLPA (3)
- SLPA 593 Readings in SLPA (1-3)
- SLPA 595 Seminar in Professional Issues (3)
- SLPA 597 Research Project (1-3)
- SLPA 599 Thesis (6)

Specialist in School Psychology

The Specialist degree program is a continuation of Master's-level training in School Psychology. The curriculum of both programs is designed to meet requirements for School Psychologist licensure in the State of Minnesota.

Students who have completed, or are nearing completion of, the M.S. in School Psychology from MSU will be considered for admission to the Specialist degree program upon submission of a letter of interest and intent to the Director of the School Psychology Program. Under this arrangement, all requirements for the M.S. degree must be completed before 15 quarter hours of credit toward the Specialist degree are earned. Applicants from other universities must submit evidence of satisfactory completion of a substantially equivalent Master's degree. In addition, all of the requirements for admission to the Master's degree program, as described above, must be met.

The Specialist program must be completed under Plan A, with a research-oriented thesis being required. Written comprehensive examinations and an oral examination in defense of the thesis are required.

Course Requirements

Group I - Research Component (minimum 6 hours) Psy 599 (6) required

Group II - School Psychology Major (minimum 23 hours)

Psy 550 (3), Psy 552 (3), Psy 554 (2), Psy 560 (4), Psy 562 (4), Psy 564 (4), Psy 575 (3)

Group III - Related Areas (minimum 12 hours) Consultation, counseling, and early childhood issues

Educational Administration Programs

Moorhead State University cooperates in programs leading to the Master of Science and Specialist in Education degrees in the field of Educational Administration. Both degrees provide programs in the various certification areas appropriate to elementary and secondary school administration. The degree-granting institution is the Tri-College University, a consortium composed of Moorhead State University, North Dakota State University, and Concordia College. Application forms and information may be obtained from the Graduate Studies Office.

Fifth Year Program

The Fifth Year Program at Moorhead State University is a post-baccalaureate program leading to a statement of completion provided by transcript but not involving candidacy for a degree. The program is designed to meet the needs of the individual teacher through one or more of the following purposes:

(1) To strengthen the in-service teacher's preparation in the teaching field (for secondary teachers usually the academic major, for elementary teachers usually the area of concentration); (2) to broaden the teacher's background and eliminate deficiencies in the undergraduate preparation; (3) to add depth and understanding to an academic major or area of concentration; (4) to allow a degree of specialization in some professional field; (5) to enable the student to take some graduate work in an academic major or area of concentration.

Requirements for Admission

An applicant may be granted admission to the Fifth Year Program in Teacher Education provided:

(1) that a bachelor's degree in teacher education is held from a college or university accredited by the appropriate regional or national accrediting agency, or by a college recognized by the state university of the state in which the college or university is located, and if a valid teacher's certificate is possessed, provisional admission to take courses in the Fifth Year Program will be granted.

(2) that, if holding a bachelor's degree from an unaccredited institution, the applicant will be provisionally admitted to the Fifth Year Program after (a) producing evidence of holding a valid teacher's certificate in the state where teaching and (b) completing at least 15 quarter hours of creditable work.

(3) that, lack prior teaching experience, the student will complete one year's successful teaching experience before completing the requirements of the Program.

Registration and Academic Performance

Prior to enrolling in any course for graduate credit, a Fifth Year student must secure, in advance of registration, the permission of the adviser and the instructor of the course in question.

Students with an undergraduate GPA of under 2.5 will be required to take at least 15 hours on the undergraduate level and attain a minimum GPA of 2.5 in this work before they will be allowed to take graduate courses. In certain instances a student with less than 15 hours or work in the Fifth Year Program with an undergraduate GPA of under 2.5 can appeal for permission to take graduate courses by obtaining the permission of the adviser, the Graduate Studies Office, and the instructor of the course to be taken.

The selective retention factor will be a cumulative grade point average of 2.5. The grade point average will be figured at the end of the first nine to twelve hours of coursework and will be carried forward throughout the entire program. A student whose cumulative GPA falls below 2.5, may, at the discretion of the Graduate Coordinator, be dropped from the program.

Application for Final Admission to the Program

Before completing more than 15 hours (including transfer credits) of the program, the Fifth Year student must submit an adviser-approved outline of the courses to be taken to complete requirements for the Fifth Year Program. This application must be submitted to the Graduate Studies Office.

A maximum of 15 quarter hours of work otherwise creditable to the Fifth Year Program may be accepted in transfer from any one or a combination of the following sources; (1) credits earned at a college after the bachelor's degree has been granted by that college but prior to admission to the Fifth Year Program; (b) credits earned by extension, TV, correspondence, and tours; and c) transfer credits from other accredited colleges or universities.

General Requirements for Completion of the Fifth Year Program

(1) A minimum of 45 quarter hours shall be required for the completion of the Fifth Year Program.

(2) A minimum of one-third of the work in secondary programs shall be taken in courses open to graduate students only (i.e. in 500 courses)

(3) A minimum of one-third of the work in elementary programs shall be taken at the graduate level (i.e. in 300 or 400 'g' courses or in 500 courses).

(4) A minimum cumulative grade point average of 2.5 will be required for completion of the Fifth Year Program.

(5) Courses in which a grade of 'D' is earned will not be credited toward completion of the Fifth Year Program.

(6) All requirements for the Fifth Year Program must be completed within seven years.

(7) The normal load for Fifth Year students is 12-15 credit hours per quarter for the regular academic year and 6-8 credit hours for any summer session; the smaller load in each instance being recommended if courses on the graduate level are included.

(8) The Coordinator of Graduate Studies shall certify completion of the Program to the Registrar, who shall note this completion on the student's permanent record. The Registrar shall notify the student on completion of the program.

(9) This program shall have clear relevance to teaching competence. (a) Students shall take a minimum of 30 hours in a single discipline and/or cognate disciplines and/or needed subject matter. (b) Students may take up to a maximum of 15 hours in professional education.

Exception: Students working for certification in special education or in remedial reading.

(10) Modification of basic program requirements must be approved through petition to the Graduate Coordinator.

There are two basic program tracks in the Fifth Year Program:

The non-certification track:

This track is open to any certificated elementary or secondary school teacher wishing to up-grade and up-date professional qualifications but not seeking an advanced graduate degree. Programs are planned to meet specific needs of the individual teacher in consultation with an assigned faculty adviser. Such programs can be designed for any teacher in any of the departments which presently have undergraduate programs leading to certification. Specific questions by prospective Fifth Year students should be addressed to the Graduate Studies Office, or to the chairperson of the following departments:

Art
Biology
Business Education
Chemistry
Economics
English
Languages
Health, Physical Education and Recreation
History
Industrial Studies
Mass Communications
Mathematics
Music
Physics
Political Science
Sociology and Anthropology
Speech Communication and Theatre Arts

The special licensure track:

The licensed teacher may wish to qualify for an additional licensure while working in a Fifth Year Program. Persons admitted to the Program may be assigned an adviser to plan for the following special licensure

Developmental Reading - Secondary
Remedial Reading - Elementary
Remedial Reading - Secondary
Mentally Retarded - Educable
Mentally Retarded - Trainable
Special Learning Disabilities - Learning Disabled
Special Learning Disabilities - Emotionally Disturbed

DEPARTMENTAL GRADUATE COURSES

These courses are open to graduate special students and graduate students seeking advanced degrees who may wish to use them to meet certain degree requirements or as electives.

Accounting Department

Accounting Courses

Acct 420(g) International (4)
Acct 430(g) Consolidations (4)
Acct 435(g) Fund/Advance Topics (4)
Acct 441(g) Individual Income Tax (4)
Acct 443(g) Corp/Part Income Tax (4)
Acct 446(g) Estate, Gift, Trust Tax (4)
Acct 454(g) Advance Managerial (4)
Acct 460-461(g) Auditing I II (4 each)
Acct 465(g) Internal Auditing (4)
Acct 470(g) Accounting Systems (4)
Acct 480(g) Accounting Theory (4)
Acct 498(g) Problems in Accounting (1-4)
Acct 598 Research in Accounting (3)

Biology Department

Biology Courses

Biol 301(g) Vertebrate Embryology (4)
Biol 302(g) Histology (4)
Biol 343(g) Microtechnique (4)
Biol 350(g) Microbiology (4)
Biol 355(g) Wildlife Ecology (4)
Biol 360(g) Pathogenic Microbiology (4)
Biol 410(g) Parasitology (4)
Biol 417(g) Ornithology (4)
Biol 423(g) Plant Anatomy (4)
Biol 424(g) Plant Physiology (4)
Biol 433(g) Plant Morphology: The Lower Forms (4)
Biol 434(g) Plant Morphology: The Vascular Plants (4)
Biol 445(g) Limnology (4)
Biol 449(g) Advanced Cell Biology (4)
Biol 450(g) Cell Physiology (4)
Biol 470(g) Immunology (4)
Biol 481-482-483(g) Biology Seminar I-II-III (1 each)

Business Administration Department

Finance Courses

Finc 406(g) Small Business Management
Consulting (2)
Finc 425(g) International Trade and Finance (4)
Finc 442(g) Finance Seminar (4)
Finc 450(g) International Financial Management (4)
Finc 456(g) Principles of Investment (4)
Finc 457(g) Portfolio Analysis (4)
Finc 458(g) Financial Decision Making (4)
Finc 498(g) Problems in Finance (1-4)
Finc 598 Research in Finance (3)

Management Courses

- Mgmt 405(g) Small Business Management (4)
- Mgmt 406(g) Small Business Management Consulting (2)
- Mgmt 415(g) Industrial Organization and Public Policy (4)
- Mgmt 416(g) Labor Economics (4)
- Mgmt 421(g) Decision Analysis (4)
- Mgmt 440(g) Personnel Management (4)
- Mgmt 450(g) Production/Operations Management (4)
- Mgmt 452(g) Organizational Development (4)
- Mgmt 456(g) Management Information Systems (4)
- Mgmt 458(g) International Management (4)
- Mgmt 498(g) Problems in Business Administration (1-4)
- Mgmt 594 Seminar in Business Management (4)
- Mgmt 598 Research in Management (3)

Marketing Courses

- Mktg 406(g) Small Business Management Consulting (2)
- Mktg 410(g) Marketing Logistics (4)
- Mktg 415(g) Industrial Marketing (4)
- Mktg 420(g) Marketing Channels and Institutions (4)
- Mktg 421(g) Retail Management (4)
- Mktg 430(g) Sales and Sales Management (4)
- Mktg 442(g) Marketing Seminar (4)
- Mktg 444(g) Transnational Marketing (4)
- Mktg 470(g) Independent Study (1-14)
- Mktg 498(g) Problems in Marketing (1-4)
- Mktg 598 Research in Marketing (3)

Economics Department

Economics Courses

- Econ 410(g) Advanced Microeconomic Theory (4)
- Econ 411-412(g) Economic History of the United States I-II (4 each)
- Econ 415(g) Industrial Organization and Public Policy (4)
- Econ 416(g) Labor Economics (4)
- Econ 425(g) International Trade and Finance (4)
- Econ 450(g) Individual Study in Economics (1-4)
- Econ 460(g) Advanced Macroeconomic Theory (4)
- Econ 499(g) Economics Seminar (3-4)
- Econ 598 Research in Economics (3)

English Department

English Courses

- Engl 361(g) Introduction to Descriptive Linguistics (4)
- Engl 363(g) History of the English Language (4)
- Engl 364(g) American English (4)
- Engl 391(g) Teaching English in Secondary Schools (4)
- Engl 392(g) Adolescent Literature (3)
- Engl 393(g) Grammar and Usage for Teachers (3)
- Engl 408(g) Studies in American Literature (4)
- Engl 410(g) Studies in British Literature (4)
- Engl 414(g) Advanced Shakespeare (4)
- Engl 430(g) Individual Author (4)
- Engl 440(g) Advanced Genre Studies (4)
- Engl 450(g) Critical Traditions (4)

- Engl 480(g) Advanced World Literature (4)
- Engl 488(g) Advanced Creative Writing (4)
- Engl 492(g) Transformational Grammar (4)
- Engl 498(g) Tutorial (1-3)

Health, Physical Education, and Recreation Department

Health Courses

- Hlth 410(g) Consumer Health Education (3)
- Hlth 412(g) Marriage and Family Life Education (4)
- Hlth 415(g) Design and Evaluation of Community Health Education Programs (3)
- Hlth 465(g) Organization and Administration of School Health Education (3)
- Hlth 474(g) Workshop in Health Education (2)
- Hlth 476(g) Seminar in Health Problems (2-6)
- Hlth 540 Problems in Health Education (3)
- Hlth 565 Coordination of School Health Education (3)

Physical Education Courses

- PE 380(g) Supervision of Physical Education in Elementary School (4)
- PE 421(g) Physiology of Exercise (3)
- PE 452(g) Adapted Physical Education (3)
- PE 453(g) Physical Education for the Mentally Retarded (3)
- PE 475(g) Administration of Athletics (3)
- PE 495(g) Administration of Physical Education (3)
- PE 505 History and Philosophy of Physical Education (3)
- PE 540 Problems in Physical Education (3)
- PE 560 Studies in Athletic Training (3)
- PE 574 Tests and Measurements in Physical Education (3)
- PE 595 Special Problems (1-3)

Recreation Courses

- Rec 465(g) Organization and Administration of Recreation (3)
- Rec 540 Problems in Recreation (3)



History Department

History Courses

- Hist 305(g) Modern Middle East (4)
Hist 307(g) Studies in Asian History (3-4)
Hist 308(g) Studies in African History (3-4)
Hist 309(g) Studies in Latin American History (3-4)
Hist 310(g) Studies in European History (3-4)
Hist 311(g) Studies in North American History (3-4)
Hist 312-313-314(g) Ancient History I-II-III (4 each)
Hist 315(g) Medieval Europe (3)
Hist 316(g) The Renaissance (3)
Hist 317(g) The Reformation (3)
Hist 318-319(g) History of Germany I-II (4 each)
Hist 325(g) French Revolution and Napoleon (4)
Hist 331-332(g) Russian History I-II (4 each)
Hist 338-339(g) Intellectual History of Western Civilization I-II (4 each)
Hist 340-341(g) History of Scandinavia I-II (4 each)
Hist 355(g) The Scandinavian Heritage in America (4)
Hist 357-358(g) United States Foreign Relations I-II (3 each)
Hist 364-365(g) Economic History of the United States I-II (4 each)
Hist 366-367(g) Constitutional History of the United States I-II (4 each)
Hist 368-369(g) American Life and Thought I-II (4 each)
Hist 370(g) The American West (4)
Hist 371-372(g) Colonial America I-II (3-4 each)
Hist 375(g) Women in United States History (3-4)
Hist 377(g) Afro-American History (3-4)
Hist 381-382(g) History of Canada I-II (3 each)
Hist 402(g) Seminar in African History (3-4)
Hist 403(g) Seminar in Latin American History (3-4)
Hist 404(g) Seminar in European History (3-4)
Hist 405(g) Seminar in North American History (3-4)
Hist 560 Tutorial in History: Graduate (1-3)
Hist 595 Special Problems (1-3)

Humanities Department

Humanities Courses

- Hum 310(g) Women's Studies (4)
Hum 311(g) Special Topics in Women's Studies (1-4)
Hum 351(g) American Religion (4)
Hum 410(g) Directed Readings in Women's Studies (1-4)
Hum 411(g) Christian Origins (4)

Languages Department

French Courses

- Fren 480(g) Special Topics in French Literature and Culture (2-4)
Fren 487(g) Studies in the French Language (3)

Spanish Courses

- Span 431(g) Nineteenth Century Novel of Spain (4)
Span 432(g) Twentieth Century Novel of Spain (4)
Span 433(g) Twentieth Century Poetry and Drama of Spain (4)

Span 434-435(g) Spanish American Prose Fiction I-II (4 each)

Span 436(g) Latin-American Poetry, 1890 to Present (4)

Span 480(g) Special Topics in Spanish Literature and Culture (2-4)

Mass Communications Department

Mass Communications Courses

- MC 440(g) Communication Law and Civil Rights (4)
MC 465(g) Investigative Processes (4)
MC 496(g) News-Editorial Workshop (1-3)
MC 497(g) Advertising-Public Relations Workshop (1-3)
MC 580 Problems in Mass Communications (1-4)

Mathematics Department

Mathematics Courses

- Math 400(g) History of Mathematics (3)
Math 410(g) Actuarial Science II (2)
Math 415(g) Foundations of Geometry (4)
Math 420(g) Mathematical Modeling (4)
Math 424-425(g) Abstract Algebra I-II (4 each)
Math 427(g) Linear Algebra (4)
Math 450-451(g) Numerical Analysis I-II (4,3)
Math 467(g) Complex Analysis (4)
Math 470(g) Introduction to Operations Research (4)
Math 474(g) Probability (4)
Math 475(g) Mathematical Statistics I (4)
Math 480(g) General Topology (4)
Math 495(g) Theory of Numbers (4)

Philosophy Department

Philosophy Courses

- Phil 320(g) Philosophy of the Arts (4)
Phil 380(g) Plato (4)
Phil 385(g) Continental Rationalism (4)
Phil 390(g) British Empiricism (4)
Phil 405(g) Ethical Theory (4)
Phil 440(g) Seminar (1-4)
Phil 490(g) Independent Study (2-4)

Physics Department

Physics Courses

- Phys 331-332(g) Intermediate Mechanics II-III (3 each)
Phys 345(g) Aerospace Education Workshop (4)
Phys 370-371(g) Electromagnetic Theory I-II (3 each)
Phys 372(g) Optics (3)
Phys 430(g) Introduction to Wave Mechanics (3)
Phys 432(g) Nuclear and Solid State Physics (3)
Phys 490(g) Physics Seminar (1)

Political Science Department

Political Science Courses

- Pol 310(g) Scope and Method (3)
Pol 311(g) American Political Thought (4)
Pol 312(g) Communist and Marxist Foundations of Government (3)

- Pol 341(g) Policy and Administration (3)
- Pol 352(g) Political Problems in Developing Countries (3)
- Pol 355(g) Politics of Scandinavia (3)
- Pol 360(g) American Foreign Policy (4)
- Pol 361(g) Topics in International Law (3 each, may be repeated)
- Pol 362(g) Topics in International Organizations (3 each, may be repeated)
- Pol 410(g) Topics in Western Political Thought (4 each, may be repeated)
- Pol 411(g) Eastern Political Thought (3)
- Pol 420(g) Seminar in American Politics (3)
- Pol 430(g) Topics in Constitutional Law (2-4 each, may be repeated)
- Pol 431(g) Social Work and the Law (3)
- Pol 455(g) Topics in Comparative Government (2-4 each, may be repeated)
- Pol 460(g) International Politics (4)
- Pol 461(g) Independent Study in Political Science (1-6)
- Pol 490(g) Graduate Seminar in Political Science (2-4)

Social Work Department

Social Work Courses

- SW 406(g) Advocacy (4)
- SW 407(g) Social Group Work (4)

- SW 408(g) Community Organization (4)
- SW 409(g) Social Work with the Elderly (4)
- SW 425(g) Topical Seminar in Social Work (1-9)

Sociology and Anthropology Department

Anthropology Courses

- Anth 445(g) Seminar in Anthropology (4)
- Anth 461(g) Readings in Anthropology (1-8)

Sociology Courses

- Soc 312(g) Sociology of Complex Organizations (3-4)
- Soc 411(g) Current Sociology (3)
- Soc 414(g) Topics in Political Sociology (3)
- Soc 417(g) Topics in Sociology of Change (3)
- Soc 418(g) Sociology of Education (3)
- Soc 420(g) Trends in American Society (3-4)
- Soc 425(g) Seminar in Sociology (3)
- Soc 449(g) Topics in Social Stratification (3)
- Soc 452(g) Topics in Advanced Research Techniques (3)
- Soc 461(g) Readings in Sociology (1-6)
- Soc 500-501 Sociological Theory I-II (3 each)
- Soc 510 Individual Research (3-6)
- Soc 512 Topical Seminar in Sociology (3-6)



ADMINISTRATION

The Minnesota State University Board

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and Humanities
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David C. Nelson, Dean of Business, Industry
and Applied Programs
Nancy C. Parlin, Dean of Natural and
Social Sciences
Mary Ellen H. Schmider, Coordinator of Graduate
Studies and Director of Continuing Education
Don Engberg, Registrar

GRADUATE FACULTY

Roland Dille, 1963. President and Professor of English. B.A., Ph.D., University of Minnesota.

Tahmoures Afshar, 1984. Assistant Professor of Business Administration. B.A., Tehran University; M.B.A., M.A., Indiana University.

M. Wayne Alexander, 1977. Professor of Business Administration. B.S., M.B.A., Fresno State College; Ph.D., University of Illinois at Urbana-Champaign.

Dean Alger, 1982. Assistant Professor of Political Science. M.A., Ph.D., University of California (Riverside).

Beth C. Anderson, 1969. Assistant Professor of Secondary Education. B.A., Jamestown College; M.A., Washington State University; Ed. D., University of North Dakota.

Lawrence R. Anderson, 1966. Professor of Education. B.S., Valley City State College; M.S. in Ed., North Dakota State University; Ph.D., George Peabody College for Teachers.

Robert S. Badal, 1971. Dean of Arts and Humanities and Associate Professor of Speech. B.A., University of Illinois; M.A., Ph.D., Northwestern University.

James R. Barnett, 1982. Assistant Professor of Industrial Studies. B.S.E., M.A., North East Missouri State University; Ed.D., East Texas State University.

Virginia Barsch, 1976. Professor of Art. B.A., Barat College; M.A., San Francisco College; Ph.D., Northwestern University.

Monroe H. Bartel, 1963. Professor of Biology. A.B., Tabor College; M.S., Ph.D., Kansas State University.

Paul L. Beare, 1979. Assistant Professor of Special Education. B.A., M.Ed., Ph.D., University of Missouri.

Ali Behforooz, 1974. Chairperson and Professor of Computer Science. B.S., M.S., University of Tehran; M.S., Ph.D., Michigan State University.

Rufus T. Bellamy, 1964. Assistant Professor of English. B.A., M.A., Yale University.

Leonard W. Bergquist, 1969. Associate Professor of Education. B.S., M.S., Moorhead State University; Ph.D., University of Minnesota.

Dieter G. Berninger, 1970. Chairperson and Associate Professor of History and Multicultural Studies. B.A., M.A., Ph.D., University of Wisconsin.

Richard R. Bolton, 1979. Associate Professor of Multidisciplinary Studies. B.A., Stanford University; M.A., California State University, Los Angeles; Ph.D., Washington State University.

Barbara J. Boseker, 1980. Assistant Professor of Education. B.S., University of Wisconsin, Milwaukee; M.A., Ph.D., University of Wisconsin, Madison.

Richard F. Bowman, 1978. Associate Professor of Secondary Education. B.S., M.Ed., Ohio University; Ph.D., University of Toledo.

Bradley A. Bremer, 1968. Professor of Psychology. B.A., Moorhead State University; M.A., Ph.D., Michigan State University.

Curtis R. Bring, 1973. Professor of Computer Science. B.S., M.A., North Dakota State University; Ed.D., University of Northern Colorado.

Lyndon E. Brown, 1979. Head Coach, Men's Tennis, Assistant Football Coach, Chairperson and Assistant Professor of Health, Physical Education and Recreation. B.A., University of North Carolina; M.S., Ph.D., University of New Mexico.

Dewey O. Brummond, 1966. Professor of Chemistry. B.S., North Dakota State University; M.S., Ph.D., University of Wisconsin.

M. Anne Brunton, 1969. Chairperson and Associate Professor of Sociology and Anthropology. B.A., M.A., Ph.D., Washington State University.

Norman A. Buktenica, 1976. Professor of Education. B.A., Wabash College; M.A., Roosevelt University; Ph.D., University of Chicago.

Dolores J. Buttry, 1978. Coordinator of Scandinavian Studies and Associate Professor of Languages. B.A., M.A., Illinois State University; M.A., Middlebury College; Ph.D., University of Illinois.

Richard F. Bynum, 1979. Associate Professor of Health, Physical Education and Recreation. B.S., M.S., Florida State University; Ed.D., University of Tennessee.

Allen E. Carter, 1969. Professor of Mass Communications. B.F.A., M.F.A., Ohio University; M.F.A., University of Guanajuato.

Joel M. Charon, 1972. Professor of Sociology. B.S., M.A., Ph.D., University of Minnesota.

Mark G. Chekola, 1969. Associate Professor of Philosophy. B.A., Concordia College; M.A., Ph.D., University of Michigan.

Timothy Y. C. Choy, 1969. Professor of Speech Communication and Theatre Arts. B.A., Pacific University; M.A., Ph.D., Pennsylvania State University.

Cheng Lok Chua, 1977. Chairperson and Professor of English. B.A., DePauw University; M.A., Ph.D., University of Connecticut.

David D. Cole, 1970. Professor of Psychology. B.S., Purdue University; A.M., Ph.D., West Virginia University.

Thomas W. Collins, 1962. Chairperson and Professor of Biology. B.S., Southern Illinois University; Ph.D., University of Minnesota.

James F. Condell, 1965. Professor of Psychology. A.B., Kentucky State College; M.A., Teacher's College, Columbia University; Ed.D., University of Nebraska.

Yvonne C. Condell, 1965. Professor of Multidisciplinary Studies and Biology. B.S., Florida A & M; M.A., Ph.D., University of Connecticut.

Marjorie K. Corner, 1966. Professor of English. B.A., Hamlin University; M.A., Ph.D., Washington State University.

Delmar G. Corrick, 1976. Director and Professor, New Center. B.A., M.A., University of New Hampshire; Ph.D., Washington State University.

Leslie W. Crawford, 1972. Professor of Education. B.S., M.S., Eastern Montana College; Ed.D., University of California, Berkeley.

Ruth N. Dahlke, 1976. Professor of Music. B.M., Lawrence University; M.M., D.M.A., Eastman School of Music, University of Rochester.

Elizabeth Bull Danielson, 1982. Director of School Psychology Program and Assistant Professor of School Psychology. B.A., Baylor University; M.A., Ph.D., University of Colorado.

Robert B. Davies, 1966. Professor of History. B.A., College of Wooster; M.A., Rutgers University; Ph.D., University of Wisconsin.

Louis J. DeMaio, 1980. Associate Professor of Speech/Language/Hearing Sciences. B.S., Brescia College; M.A., Montclair State College; Ph.D., Southern Illinois University.

Daniel P. Deneau, 1976. Professor of English. B.A., St. Joseph's College; M.A., Ph.D., University of Notre Dame.

Joseph M. DiCola, 1973. Professor of Education. B.A., Shimer College; M.S.Ed., Ed.D., Northern Illinois University.

Sidney J. Drouilhet, 1981. Assistant Professor of Mathematics. B.A., M.A., Ph.D., Rice University.

Richard A. DuBord, 1973. Chairperson and Professor of Social Work. A.B., St. Francis College; M.S.W., St. Louis University, D.S.W., University of Utah.

William E. Eagan, 1967. Professor of History. B.A., St. Michael's College; M.A., University of Vermont; Ph.D., University of Western Ontario.

David L. Feldman, 1982. Assistant Professor of Political Science. B.A., Kent State University; M.A., Ph.D., University of Missouri, Columbia.

David C. Ferreira, 1974. Associate Professor of Music. B.M., Illinois Wesleyan University; M.M., Ph.D., University of Cincinnati.

Wilbert B. Fischer, 1971. Acting Chairperson and Professor of Accounting. B.S. in Ed., State University of North Dakota at Ellendale; M.S., Ph.D., University of North Dakota.

David P. Flint, 1971. Professor of Political Science. B.S., University of North Dakota; M.A., Ph.D., Washington State University.

Joyce T. Flint, 1971. Director of Master of Liberal Arts Program; Coordinator of American Studies and Professor of Humanities. B.A., University of North Dakota; M.A., Ph.D., Washington State University.

Verle Dennis Flood, 1962. Professor of English. B.A., M.A., Ph.D., State University of Iowa.

Howard G. Freeberg, 1965. Coordinator of International Studies and Professor of Education. B.S., University of North Dakota at Ellendale; M.Ed., Ed.D., University of North Dakota.

Carol J. Gaede, 1975. Associate Professor of Speech Communication and Theatre Arts. B.A., Concordia Teachers College; M.S., Ph.D., Southern Illinois University.

- Peter Geib**, 1982. Assistant Professor of Business Administration. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.
- A. Hamid Gholamnezhad**, 1984. Professor of Industrial Studies. B.S., Teachers Training College; M.S., East Tennessee State University; Ph.D., University of Pennsylvania.
- Nancy Gilliland**, 1977. Assistant Professor of Sociology-Anthropology and Social Work. B.A., Nebraska Wesleyan University; M.A., University of Nebraska, Omaha; Ph.D., University of Nebraska, Lincoln.
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