


1993

Graduate Bulletin, 1993-1995

Moorhead State University

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Graduate
Bulletin

1993-1995

MOORHEAD
STATE UNIVERSITY



The world has grown more complex,
the demand for educated men and women has expanded,
the need for breadth and depth of education has grown.

—Roland Dille
President, Moorhead State University

Academic Calendar for Graduate Students

1994-95	Fall Quarter 1994	Winter Quarter 1994-95	Spring Quarter 1995	Summer Sessions 1SS	2SS
Registration and Payment of Fees	September 1-2	November 28	March 6	June 12	July 17
Classes Begin	September 6	November 28	March 6	June 12	July 17
Last day to apply for Oral Examination for degree in term	October 19	January 25	April 14		July 14
Dates of Written Comprehensive Examinations for degree in term	October 5 October 6	January 11 January 12	April 5 April 6	June 14 June 15	July 5 July 6
Last day for Oral Examination	November 2	February 8	April 28		July 28
Last day to submit Thesis to Library and Final Report for degree in Term	November 16	February 22	May 12		August 11
Final Examinations	November 16 thru November 18	February 22 thru February 24	May 16 thru May 18	July 14	August 18
Commencement	May 19				August 18
Vacations (inclusive date)	November 19 thru November 27	December 21 thru January 3 January 16		July 4	

NOTE: Form 4, Recommendation for Graduate Degree, serves as the application for graduation from graduate programs. Students need only apply to graduate in absentia if they do not plan to attend Commencement ceremonies. The Form 4 and the Absentia form are part of the packet sent to the student's advisor at the time of the Final Oral Examination. The Form 4, with all signatures, must be submitted to the Graduate Dean for final approval at least one week prior to May or August Commencement for the student's transcript to show degree completed in term. All "I/X/IP" grades need to be cleared by appropriate faculty members with change of grade slips sent to the Registrar by the deadline for degree in term.

Academic garb should be ordered from the MSU Bookstore no less than eight weeks prior to Commencement. Hoods should be delivered to the graduate Office one week before Commencement.

Application for Admission to Graduate Study



PLEASE TYPE OR PRINT IN BLACK INK

Send completed application to: **Graduate Studies Office, Moorhead State University, 1104 7th Ave. So., Moorhead, Minnesota 56563.**

1. Name _____
Last First Middle Social Security No.

Are any college credits recorded under another name? If so, what name? _____

2. Birthdate _____ Birthplace _____ Citizenship _____
Mo./Day/Yr.

3. Permanent Address _____ Phone _____
Street Address, City, County, State, Zip

4. Present Address _____ Phone _____
Street Address, City, State, Zip

5. _____
Bachelor's Degree Held Date College/University Undergrad. Major Undergrad. Minor

6. Advanced degree (if any), or other colleges or universities attended:

College/University College/University Advanced Degree College/University

7. Graduate Program Admission Sought:

<input type="checkbox"/> Master of Science	<input type="checkbox"/> Master of Arts
_____ Art Education	_____ Music
_____ Computer Science	_____ Studio Art
_____ Counseling & Human Development	<input type="checkbox"/> Master of Business Administration
_____ Elementary Education	<input type="checkbox"/> Master of Liberal Arts
_____ Music Education	<input type="checkbox"/> Specialist in School Psychology
_____ Public & Human Service Administration	<input type="checkbox"/> Graduate Special
_____ Reading	(allows registration in graduate level courses only—
_____ School Psychology	not program admission)
_____ Special Education with _____ emphasis	
_____ Speech/Language Pathology & Audiology	

8. Employment Experiences: (list two most recent)

Employer/Location _____
 Position Title _____ Inclusive years experience 19____ to 19____

Employer/Location _____
 Position Title _____ Inclusive years experience 19____ to 19____

If teaching, Licensure held _____

9. Planned first enrollment in the program: Year 19____; Fall Winter Spring Summer Session

10. Have you ever applied to or attended MSU before (on or off campus)? No Yes, MSU Student No. _____

11. Applications of students seeking admission to MSU for the first time must be accompanied by a non-refundable \$15.00 check made payable to **Moorhead State University**.

12. Official transcripts (one copy required if applying for Master's degree seeking status) of all college work are:
 available at the Moorhead State University Office of Admissions and Records.
 being sent to the Graduate Studies Office, Moorhead State University.

13. I (completed) (will complete) the specific examination(s) required for admission to the program on _____ (date).
 (Required of applicants to most Master's programs. Information and application are available in the Graduate Studies Office.)

Date of Application

Signature of Applicant

FOR OFFICE USE ONLY

Test _____ Date _____ V _____, _____ %; Q _____, _____ %; A _____, _____ %; Undergraduate GPA _____

Admitted: Full Standing _____

Provisions _____

Deficiencies _____

Admission Denied _____

Advisor _____

Graduate Dean _____ Date _____ (over)

The information requested below is required by state and federal laws to be reported as evidence that Moorhead State University complies with equal opportunity regulations. This information will be used for such reporting purposes only in the event of your admission and subsequent registration. It **does not** relate to any consideration or decision on admission.

Specific data items requested on this form are needed to process your registration, to maintain your permanent academic record, and/or to comply with requirements for periodic summary reports to state, federal, or accrediting agencies. Information from your individual record may be released to individuals or agencies other than college officials only with your permission or with specific legal authorization. Failure to provide requested data may result in the delay of registration or record processing until such time as needed information is supplied.

Sex: Male Female

Racial/Ethnic Origin (Check the most appropriate category. Foreign students who are not U.S. Citizens should check number 6.):

- | | |
|---|--|
| <input type="checkbox"/> 1. Asian/Pacific Islander | <input type="checkbox"/> 6. Foreign Student: |
| <input type="checkbox"/> 2. Black | <input type="checkbox"/> I will need I-20. |
| <input type="checkbox"/> 3. American Indian or Alaskan Native | <input type="checkbox"/> I will need IAP66. |
| <input type="checkbox"/> 4. Hispanic | <input type="checkbox"/> Alien Resident (Green Card No. _____) |
| <input type="checkbox"/> 5. White/Caucasian | Do you have a Visa? <input type="checkbox"/> No <input type="checkbox"/> Yes |
| | If yes, what kind? _____ |

You may qualify for Minnesota resident tuition through one of the following upon provision of additional information. Check those categories which you believe apply.

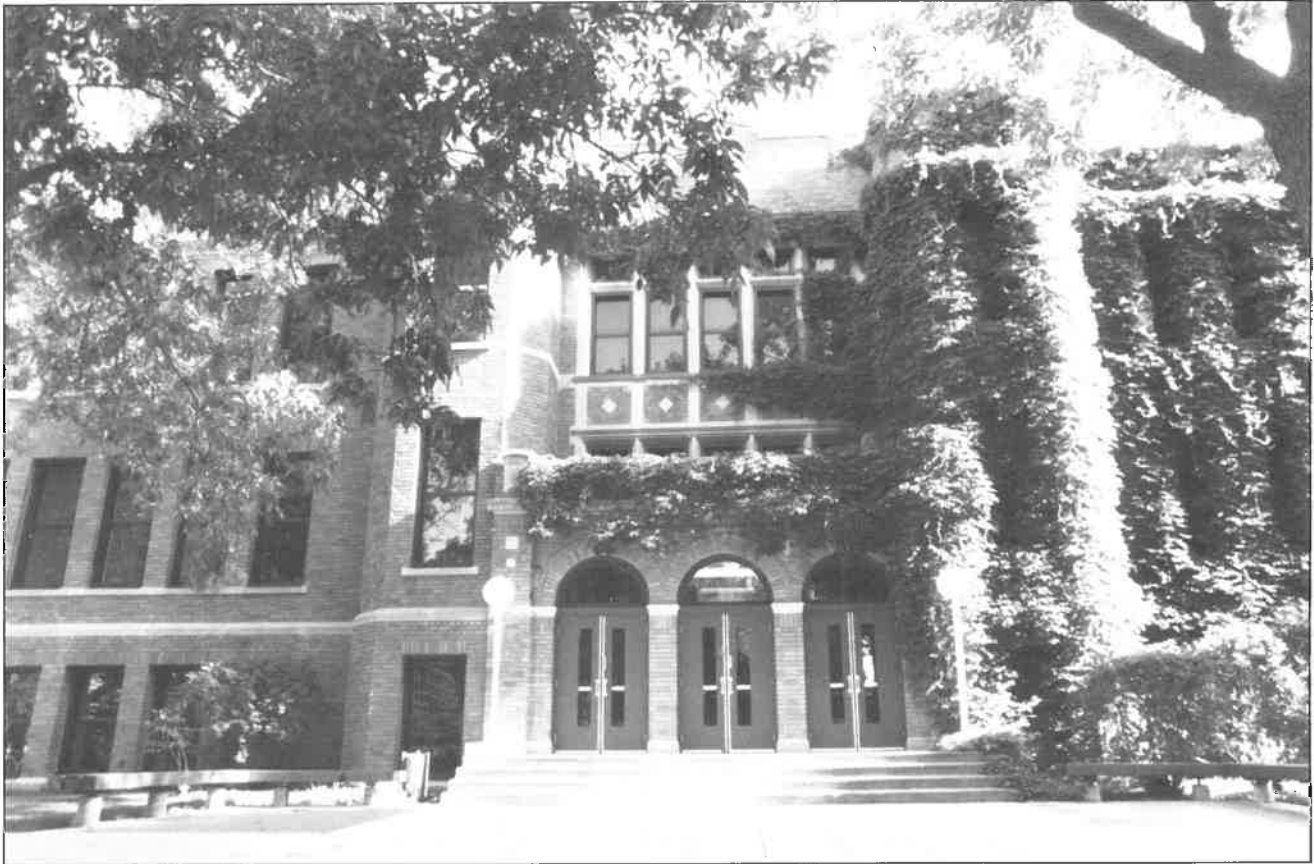
- 1. Employed full-time for at least one continuous year as a Minnesota resident income taxpayer while not enrolled as a college student.
- 2. Sole permanent residence is with next of kin (parent, guardian, or spouse) who qualifies as in (1) above.
- 3. Not a resident of Minnesota, North Dakota, South Dakota, or Wisconsin but a veteran of U.S. military service (at least 190 days active service) and discharged within last two years providing that legal residence has not been established in any other state or the District of Columbia.
- 4. Residents of Minnesota 62 years of age or older may register for courses in which space is available by paying an administrative fee of \$6 per credit hour. Application for such permission should be made with the Admissions and Records Office.
- 5. Resident of North Dakota, South Dakota, or Wisconsin and filed reciprocity application with home state about _____ (date).
- 6. Residents of North Dakota, South Dakota or Wisconsin may apply for tuition reciprocity privilege by submitting forms (available on request from the Registrar's Office) to the higher education agency in their home state.
Require forms to apply for reciprocity with home state as:
 North Dakota resident
 South Dakota resident
 Wisconsin resident

Nearly thirty years ago, when, as an English teacher, I was a member of the Moorhead State College Faculty Senate, we debated the establishment of three or four master's degrees. We already had a master of science in education, but a decade of change had increased the variety of our offerings. **I**f I remember that discussion, it is not because my memory is so great, but because the terms of that discussion have often been repeated. **F**irst, we could not expect sufficient funding for graduate programs, and would have to reduce our greatest commitment, to undergraduate education, if we added many graduate programs; **B**ut second, as a regional institution we would need to respond to regional needs and student expectations and add some graduate programs; **M**oreover, third, we needed to recognize the quality of our faculty and its broad commitment to scholarship in providing the challenging context of graduate studies; **H**owever, fourth, in whatever we did, we must assert our belief in the primacy of teaching. **M**uch has changed in thirty years: the college is now called a university; the faculty senate has given way to a faculty union and meet-and-confer; and I am no longer an English teacher. **B**ut, after three decades, the cautions and commitments voiced in that discussion on graduate education are still heard. Funding has not improved; undergraduate education is of primary importance; the scholarship of the faculty elicits admiration; good teaching is our passion. **A**nd these, I would claim, add up to a pretty good explanation of the high quality of our graduate programs.

—Roland Dille
President

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Introuction

The University. Moorhead State University, with an enrollment of 7,600 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.

Mission. The mission of Moorhead State University is to foster excellence in teaching and learning. The University strives to provide an educational environment that supports intellectual development, that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly and be learners all their lives. The academic programs at the University are founded upon a common liberal studies experience and emphasize developing the unique talents of each person. The University provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs.

The University encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning.

The University enhances the quality of life of the region with the professional, cultural, and recreational services offered by its students, faculty, and staff.

Aim. To provide instruction in **graduate level programs** that promotes increased depth in disciplinary or interdisciplinary studies and professional specialization.

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 degree of Bachelor of Science in Education; in 1946, when the Bachelor of Arts was added; in 1953, 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 University Bookstore, completed in 1991.

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 art galleries. This university regularly offers a Series for the Performing Arts, monthly art exhibits and a number of dramatic and musical programs.

The community has been nationally cited as one of the top areas in the U.S. for quality of life and a good place to raise families. The character of this metropolitan community of nearly 150,000 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 Arts (MA)

- Music
- Studio Art

Master of Business Administration (MBA)

Master of Liberal Arts (MLA)

Master of Science (MS)

Professional Education

- Art Education
- Elementary Education
- Music Education
- Reading
- Special Education

Other Professional Programs

- Computer Science
- Counseling and Human Development
- Public and Human Service Administration
- School Psychology
- Speech-Language Pathology

Specialist in School Psychology

Educational Administration Programs

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

MS in Nursing

MSU partnership with the University of Minnesota degree 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, or as a Graduate Special Student. Undergraduate students with senior status are also allowed to take graduate courses. However, graduate credits earned as an undergraduate may not apply to baccalaureate degrees.

General Information

Application Deadlines

Applications must be complete by May 1st for Fall Quarter or at least six weeks before the start of Winter, Spring, or Summer Quarters to ensure admission by the beginning of the term. If financial aid is a consideration, students should realize that they must be admitted into a degree program to qualify for guaranteed student loans or graduate assistantships. Admissions to most programs are continuous, but students wishing admission in School Psychology or Speech-Language Pathology, which have limited enrollments, should complete their admission files by January 31 in order to be considered for the following Fall Quarter class.

Admission of International Students

International students are granted admission to begin studies in the Fall and Spring Quarters of the academic year only. The university has set limits on the total number of international students it will admit based on its ability to provide adequate staff support for such students. Early application is strongly recommended in order to assure that space is available for the quarter in which students wish to begin their graduate studies.

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. An Affidavit of Support and bank statement are also required to show financial support. The current requirement is at least \$12,600 per year. Evidence of competency in the English Language must be provided through the submission of the official TOEFL examination score of 550 or more. Applicants for the Master of Liberal Arts Program are required to demonstrate a TOEFL score of 570 to be considered for the program. 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).

Graduate Student Aid

Financial aid for MSU graduate students is usually a form of self-help such as graduate assistantships, work-study or loans. Students who continue their education beyond the first undergraduate degree must assume more financial responsibility than is expected of undergraduates.

Graduate students must be admitted to a graduate degree program to be considered for graduate level funding. Graduate awards are based on full-time enrollment (full-time for graduate students is 8 credits, half-time is 6 credits) and work-study may be prorated if enrollment is less than 8 credits.

Tuition Rates for Graduate Students

Graduate tuition rates are subject to review and may increase annually. Financial aid awards are based on 36 credits per year (12 per term) and require all students to apply using the **Free Application for Federal Student Aid** and the MSU Supplement. Additional documents will be requested as needed.

Notify the Financial Aid Office of any unusual or special circumstances that should be considered and request a review of your file. Financial aid application must be submitted annually. Additional information is available in the Financial Aid Award Guide.

Graduate student awards may include funding in the following programs:

1. **Graduate Work-Study.** Graduate students may earn more than undergraduates and may be paid on a higher wage scale. Financial need and eligibility will be determined by MSU Financial Aid Office. Awards are prorated to \$500 per term for half-time enrollment (6 or 7 credits). Early applications receive priority with an application deadline of July 31.
2. **Graduate Assistantships.** This funding is provided through departments and the MSU Graduate Studies Office. Graduate Assistantships of two types are available for students admitted to graduate 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, 208 Owens Hall, (218) 236-3024, for consideration as a Graduate Assistant.
3. **Graduate Internships.** Funded through either regular funds or work-study, students can work in a department related to their field of study. Pay rates are similar to GA's with a limited number of internships offered annually. Work-Study Internships require students to have financial need, be enrolled for six or more credits, and status as a regular student seeking a graduate degree. Information is available in the Graduate Studies Office.

4. **Federal Stafford Student Loans.** Federal Stafford Subsidized and Unsubsidized Student Loans (formerly GSL) are available up to a maximum of \$8,500 per year for students **enrolled** in admitted status in graduate degree programs. Financial aid cannot exceed the cost of attendance at MSU. Six or more credits are required. For 1994-95, the Supplemental Loans for Students (SLS) program will be part of the Federal Stafford program.
5. **SELF Loan.** Maximum loan amount is \$9,000 per year for students enrolled in a graduate degree program (minimum loan \$500). Six or more credits are required.
6. **Private Fellowships.** Funds may be available through private agencies. See the Counseling Center or the department in which you are studying for information.
7. **International Students.** International students are required to show evidence of their ability to finance their graduate work and living costs in the United States in order to obtain the I-20 visa to enter the country. There are no guarantees of financial support or scholarships available through the university for entering international students. After successful completion of at least one quarter's graduate study, students are eligible for consideration under the Graduate Assistantship program. However, GA Work Study awards, guaranteed student loans, and the other financial support possibilities indicated in the description of Financial Aid, are not, by regulation, available to them. The expectation is that students will be able to support their study through the sources of income indicated in the financial statement of their application papers for admission to the university.

All graduate students must maintain Satisfactory Academic Progress in order to continue to receive financial aid assistance. Students who are already repaying a student loan should check with their lender(s) regarding "in-school" deferments of loan payments.

Graduate Students seeking financial aid at Moorhead State University must provide a "Financial Aid Transcript" from all colleges and/or universities previously attended. These transcripts should be sent directly to the Financial Aid Office at Moorhead State University.

Employment Services

The Career and Placement Services Office, in room 114 of the Comstock Memorial Union, provides complete services for graduating job-seekers who register with the office. The Job Shop located just across the hall from Placement carries listing of part-time employment opportunities.

Veterans are encouraged to seek the assistance of the Veterans Affairs Officer, Library 201 C, (218) 236-2876, for counseling, student employment, and VA certifications.

Housing and Dining Facilities

Accommodations are available in nine 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 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 designated 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 Dean 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 program may do so by filling out an Application for Admission and 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 completed 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 12 hours for the Master's degree.

Admission to a Master's Degree Program

Moorhead State University offers the following degrees: Master of Arts in Music and in Studio Art, Master of Business Administration, Master of Liberal Arts, and Master of Science, the latter in Art Education, Computer Science, Counseling and Human Development, Elementary Education, Music Education, Public and Human Service Administration, Reading, School Psychology, Special Education, and Speech-Language Pathology. In addition, students may complete the Specialist in School Psychology degree for certification as a School Psychologist.

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 \$15 fee for first-time applicants to Moorhead State University, test scores if required by the program applied for, and other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions. International students should note further requirements of financial statements and TOEFL score of at least 550. All admission materials are to be sent to the Graduate Studies Office where they are held until the file is complete. Then the files are forwarded to the appropriate department or program for recommendation on admission. The Dean of the appropriate area then reviews the admission file. Finally, the Graduate Dean reviews the materials and admits or denies admission to a graduate program. Departmental or program approval is required for admission to a graduate program and will in no case be waived, but approval by the major department or program 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 and a completed application for admission form to the Graduate Studies Office. Under this arrangement, all requirements for the M.S. degree must be completed before 12 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 Categories for Master's Degree

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.

Specific requirements of this sort appear under the individual program description. The MBA requires that the student meet a formula: 200 times the GPA plus the score on the Graduate Management Admission Test must equal at least 950 points.

Admission with Provisions

This admission occurs when students show great potential for success in a graduate program but their record of past academic and examination performance is 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. The usual requirement is that the first fifteen credits of graduate course work after admission to a program must be planned in consultation with the advisor and completed with no grade below an A or a B.

Admission with Deficiencies

This admission notes courses which must be completed before graduate work in certain areas may be undertaken. Students admitted with deficiencies must complete the coursework designated in their admission letter as well as their program of graduate study in order to earn the Master's degree.

Denial

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

General Course Requirements

M.S. and M.A. degrees: A minimum of 45 graduate credits is required for Plan A, which requires a six-credit thesis, or 48 graduate credits for Plan B, which 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 one of the Departments of Education and approved by a Graduate Faculty representative of that department.

The **Master of Business Administration** requires 48 credits of 500-level coursework, including a final oral examination.

The **Master of Liberal Arts** requires 45 credits, including two integrating papers, the latter of which will be the subject of the final oral discourse.

The **MS in Public and Human Service Administration** requires 54 credits with a research component.

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 advisor, 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 of Credit

- a. **Residence requirement.** At least half of the hours constituting the minimum requirements for the degree will be completed through registrations at Moorhead State University in offerings by its faculty.
- b. **Courses taken before admission to graduate programs.** A limited number of credits taken before admission to a graduate program will be accepted. At least 36 credits must be taken after admission to study for the Master's degree.
- c. **Transfer from other Minnesota State Universities.** Subject to their inclusion in a program previously approved by the departments or programs concerned and the Dean 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 credit hours accepted from other institutions will be reduced correspondingly.
- d. **Transfer from Tri-College University (or registrations at NDSU).** Courses approved for registration through TCU or NDSU are to be transferred at the discretion of individual programs up to one-half of the credits in the official program of study for the degree.
- e. **Transfer from other accredited institutions.** Subject to the approval of the department or program of study, a maximum of 16 credits may be accepted in transfer from other accredited institutions.
- f. **Other requirements for transfer of credits.** A grade of A or B is required in any courses to be included in the program of study and not taken at this university. No "P" or "S" grades may be transferred.

Not more than 9 credit hours in workshops or special in-service courses may be counted toward the minimum requirements for the degree. Such courses taken at Moorhead State University normally carry the 489g or 499g number.

Credit for Non-Academic Experience.

It is the policy of Moorhead State University that graduate credit will not be granted for work or 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 continue 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 or program and by the Dean 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.

Appeals

a. **Course Grade Appeal.** The appeal process for course grades follows the standard procedure set for undergraduate work at the university. Students first bring their appeal to the faculty member of the course. If the matter is not satisfactorily resolved in discussion, students bring their appeal to the Department Chair, and then to the Academic Dean of the Division for informal discussion and appeal. If the informal process does not resolve the issue, the students may request the forms from the Academic Dean to begin a formal, written review process. The Dean will give the students the printed outline of the review process to follow if a formal review is requested.

b. **Appeal of University Regulations.** Retroactive withdrawal from courses or other appeals of academic university regulations should be made to the Academic Appeals Committee, and then, if contested, to the Vice President of Academic Affairs.

c. **Programmatic Appeals.** Admission, termination, program requirements, and other such matters may be appealed at the appropriate administrative level. The order of appeal is from the program coordinator or chair, to the Graduate Dean, to the Vice President for Academic Affairs. If the department recommends admission, but the Graduate Dean denies it, the initial appeal is made to the Graduate Dean not the department or program chair.

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 Dean 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. 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 or the Dean 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. Graduate programs

may designate core courses which must be completed with a grade of A or B in order to count toward the degree. Students may repeat a course with a grade of C, D, or F one time.

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 using the "Removal of Incomplete Form" from the Registrar's office. It is the responsibility of the student to follow the guidelines agreed upon for removing an Incomplete within one quarter, the time granted by university policy.

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 of 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. 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. A student who fails the final oral examination cannot receive a passing grade on the project or thesis.

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 1993 tuition and fee rates are: Minnesota resident or South Dakota resident with tuition reciprocity: \$73.80 per credit hour; North Dakota resident with tuition reciprocity: \$90.30; Non-resident: \$107.60 per credit hour. Wisconsin rates \$72.75. Off-campus graduate rates differ slightly from on-campus rates and will be announced with the course bulletin listing specific off-campus offerings.

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.

Procedures for the Completion of a Master's Degree

In all graduate programs, a final integrating experience is required which assesses the body of knowledge that has been acquired through the course work and research. Such a final requirement is also a mark of quality in graduate education at the Master's degree level: no degree is granted simply as the record of the accumulation of appropriate courses with adequate grades. The final requirement varies among degree programs.

Master of Business Administration: A final oral examination based on questions agreed upon by the examining committee and the student shall constitute the integrating experience for the MBA degree. There is no thesis or project required. However, students whose performance in the oral examination is judged inadequate, shall be required to complete a written examination and re-take the oral examination.

Master of Liberal Arts: Students completing the MLA will present the written results of their research or creative work under MLA 510 rubric, an integrating paper, as the basis for a final oral discourse.

Master of Science, Master of Arts, Specialist Degree: Comprehensive Examination: Candidates in most MS and MA programs must demonstrate competence in the major field in a comprehensive examination. The exam is normally taken at the completion of the course work and prior to undertaking the research component of the degree program. In no case shall the final oral examination on the research be scheduled less than three weeks following the successful completion of the comprehensive examination. Consult with the major department or program to determine the dates when the examination is offered. The major department or program 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.

Research Components

Thesis Research, Master of Science, Master of Arts, or Specialist Degrees:
(Plan A)

A part of the program of every Master of Science, Master of Arts, or Specialist'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 an advanced 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 advisor 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 Dean, and the Institutional Research Board.

Project (Plan B)

Students enrolled in the Master of Science or Master of Arts may elect 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 advisor and department. If human subjects are to be involved in research, the plan and assurances must be approved by the Graduate Dean and the Institutional Research Board before the research may be initiated.

Submission of Proposed Graduate Course Plan: **Form 1**

Students are assigned a graduate advisor upon admission to a degree program. It is their responsibility to meet with the advisor 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 the Dean's approval with the signatures of advisor, 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 dean. At this time the final examining committee is chosen by students in consultation with their advisor. The fourth member of the committee must come from outside the discipline and/or department or program and is chosen in consultation with the Graduate Dean.

Human Subjects Review:

If human subjects are involved in the research, it is incumbent upon the student to submit appropriate forms to the university Institutional Research Board and to have their written approval before the research may be undertaken.

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 in each academic term for requesting and scheduling of the oral examination.

Continuing Registration Requirement:

Student must be registered for at least one credit in the term in which the oral examination is scheduled. The registration may be in Thesis or Project, a program course required for the degree, or a "Continuing Registration" rubric in the degree program.

Final Form for Thesis or Project Paper

Standards for the preparation of a research paper must conform to the manual of style required by the discipline in which the degree is taken. Students must work closely with their advisors and committees in the preparation of the research paper.

The thesis, research, or project paper must be letter quality printing. Dot matrix printing is not appropriate. It must be reproduced on at least twenty pound, 25% rag-content bond paper. Suitable reproduction processes may be used. A left hand margin of one and one-half inches; a right, top, and bottom margin of one inch each, are required on all pages, including appendices. Tables placed lengthwise on the paper should be placed so that the top of the table is at the left margin.

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 correction, editing, or other re-writing of theses or project papers needs to be completed so that students' advisors can sign off on the Form 4 (Recommendation for Graduate Degree), at least one week prior to Commencement. The student must

submit three copies of the thesis or project paper 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 advisor verifying that the final copy has been approved. The library staff will examine the format of the final copy and will, upon receipt of the binding fee (currently \$8.00 per copy), verify the thesis deposit by signing Form 4.

Students are responsible for submitting the Form 4, with required signatures, to the Graduate Studies Office not later than one week prior to the date of Commencement. In programs which do not require a thesis or project paper, the Form 4 may be signed and delivered to the Graduate Dean following the successful completion of the oral examination.

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 no 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 one week prior to Commencement.

Graduate Programs and Courses

Master of Arts

Master of Arts in Music

The Master of Arts in Music provides a program of advanced study in music with the opportunity for emphasis in several areas: performance, pedagogy, composition, and theory and literature. The program is designed with two plans. Plan A (45 credits) culminates in a thesis on a topic in music theory and/or literature; music electives are chosen to support the thesis topic. Plan B (48 credits) culminates in either a recital, lecture-recital, composition, or a project paper generally focusing on a composition. The lecture-recital is appropriate for both performance and pedagogy-oriented programs. All Masters degree projects require a written document.

The Master of Arts in Music program requires an undergraduate degree with a major in music or equivalency and a 3.0 G.P.A. for entry. Immediately upon entry, students will be examined in music theory, history, and performance. Deficiencies will be noted and appropriate coursework will be required as prerequisites to graduate study. Students wishing to pursue the performance emphasis must pass an audition for graduate level applied study. A minimum of 4 credits at the 500 level is required in order to present a

recital or a lecture-recital. One quarter prior to the recital, a hearing for the graduate committee will be held to make a recommendation concerning the proposed recital.

PLAN A: 45 credits

Core Studies in Music (minimum 18 credits)

Mus 510 Directed Study in Music Theory (3)

Mus 511 Directed Study in Music History (3)

Mus 599 Thesis (1-6)

Mus 400(g) 500 Applied (6)

Supportive Studies in Music (minimum 21 credits)

Mus 502 Research (3)

Mus 576 Music in the 20th Century (3)

Ensemble (3)

Music Electives (12)

General Electives (minimum 6 credits)

PLAN B: 48 credits

Core Studies in Music (minimum 18 credits)

Mus 510 Directed Study in Music Theory (3)

Mus 511 Directed Study in Music History (3)

Mus 572-5 Music History (3)

Mus 597 Individual Study (3) (leading to research paper)

Mus 400 (g) 500 Applied (6)

OR

Mus 597 Individual Study (1)

Mus 505 Recital (2)

Mus 511 Directed Study in Music History (3)

Mus 510 Directed Study in Music Theory (3)

Mus 400 (g) 500 Applied (9)

Supportive Studies in Music (minimum 21 credits)

Mus 502 Research (3)

Mus 576 Music in the 20th Century (3)

Ensemble (3)

Music Electives (12)

General Electives (minimum 9 credits)



Master of Arts in Studio Art

The Master of Arts degree in studio art is intended to further artistic growth and development within a strong historical and philosophical framework. Students graduating from the program are required to produce and exhibit a body of work related to a central theme.

Students in Plan A will write a thesis and those in Plan B will complete a paper related to their studio work. A synopsis of this research in the form of an artist's "statement" is required for the exhibition. Those in Plan B will be expected to produce an exhibition reflecting the greater concentration on studio work.

GENERAL PROGRAM REQUIREMENTS

Admission applications are to be completed prior to the intended beginning of graduate studies. The application is comprised of a portfolio of art work submitted to the Art Department Graduate Faculty, an evaluation interview by three members of the Art Department Graduate Faculty, and submission of scores on the Miller Analogies Test or the Graduate Record Examination (GRE).

The program requires a minimum of 48 credits. From this 22-29 credits must be studio courses, 12 credits Art History, 4-8 credits approved-related courses, 4-6 credits thesis or project.

Candidates wishing to strengthen the theoretical aspect of their studies should follow Plan A. Those who desire to emphasize the studio aspect are advised to follow Plan B.

Plan A: 48 Credits

Art History (12 credits), Art Studio Concentration (22 credits), Approved Related Courses (8 credits), Thesis 599 (4-credit paper + 2-credit exhibit = 6 credits).

Plan B: 48 Credits

Art History (12 credits), Art Studio Concentration (25-29 credits), Approved Related Course (4-8 credits), Project (1-credit paper + 2-credit exhibit = 3 credits).

STUDIO ART COURSES

Art 320(g) Philosophy of the Arts (4) (W)

Philosophical questions in fine arts. Topics include the nature of art and aesthetic experience and criticism. Prerequisite: One course in philosophy or consent of instructor. See Phil 320(g) Philosophy of the Arts.

Art 353(g) Psychology and the Arts (4) (W)

An understanding of the relationship of the fundamental principles of psychology to the arts is developed from the formal beginning of psychology to the present. Prerequisite: Psy 113 or consent of instructor. See Psy 353(g) Psychology and the Arts.

Art 409(g) Art of Primitive Peoples (4)

The art of peoples living in village and tribal units apart from the "Historic" civilizations: Africa, Oceania, Pre-Columbian America. Prerequisites: Junior standing or consent of instructor.

Art 410(g) Ancient Classic Art (4)

A study of the principal monuments of Ancient Greece, Etruria, and Rome with emphasis on forms that have influenced Western art. Prerequisites: Art 233 or consent of instructor.

Art 411-412(g) Medieval Art I-II (4 each)

Architecture, sculpture, painting, and related arts from the decline of the Roman Empire to the Renaissance. 411: Early Christian period to the end of Ottonian rule. 412: Romanesque and Gothic architecture, sculpture and painting. Prerequisite: Art 233-234 or consent of instructor.

Art 420-421(g) Renaissance Art I-II (4 each)

European painting, architecture and sculpture in the period 1300-1600. 420: Italian Renaissance and Mannerism. The evolution and development of Renaissance ideals and forms. 421: Northern Renaissance. Artistic developments in France, Germany, England, and the Netherlands in the fifteenth and sixteenth centuries. Prerequisite: Art 233-234 or consent of instructor.

Art 422(g) Baroque Art (4)

The artistic achievements of the seventeenth and eighteenth centuries in Europe. Prerequisite: Art 233, 234, 235 or consent of instructor.

Art 425(g) Art History Abroad (4-6)

This course, conducted abroad, exposes students to many periods of art and allows for concentrated work in special-interest fields. Prerequisite: Art 233, 234, 235 or consent of instructor.

Art 430-431-432(g) Modern Art I-II-III (4 each)

Painting, sculpture and related arts from the nineteenth century to the present. 430: Nineteenth century Neoclassicism, Romanticism, Impressionism, Post Impressionism. 431: Art from 1900 to 1920. 432: Art from 1920 to the present. Prerequisite: Junior standing or consent of instructor.

Art 433(g) Modern Architecture (4)

Architecture of the late nineteenth and twentieth centuries. The materials, techniques, and forms of the architectural conception. Prerequisite: Junior standing or consent of instructor.

Art 434-435(g) Art in the United States I-II (4 each)

A survey of architecture, painting, and sculpture in America from the Colonial period to the present. 434: Colonial beginnings to the end of the Civil War. 435: Last decades of the nineteenth century to the present. Prerequisite: Art 233, 234, 235 or consent of instructor.

Art 438(g) Oriental Art (4)

A study of the principal art forms of India, China, and Japan with emphasis on their cultural and philosophical context. Prerequisite: Sophomore standing.

Art 455(g) Practicum in Art Ed. K-12 (2)

A practical or field experience in teaching non-traditional art experiences. Prerequisite: Art majors working toward the K-12 grade licensure, or consent of instructor.

Art 532 Studies in Art History (3-15)

Individual directed study in particular problems in the history of art. Prerequisite: Graduate standing. (Offered on request.)

Art 540 Current Practices in Art Education (3)

Development of a philosophical point of view in relation to art education in contemporary society. Prerequisite: Graduate standing in Art Education.

Art 542 Studies in Art Education (3) (on demand)

Individual directed study in selected phase of Art Education agreed upon by the instructor and student. Prerequisite: Graduate standing in Art Education.

Art 550 Studies in Drawing (3-18)

This course is designed for students at the graduate level who would like to pursue the development of their visual ideas in drawing as research for their work in other media or as an end in itself. Projects are developed individually by the student and his/her instructor. Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

Art 551 Studies in Photography (3-18)

Individual studio concentration in photography with advanced technical and conceptual explorations. Projects are developed by the students individually with the advice of the faculty. Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

Art 552 Studies in Painting (3-18)

Individual directed studies in particular problems in painting. Painting may involve any media. Prerequisite: Consent of studio faculty member on presentation of portfolio.

Art 554 Studies in Sculpture (3-18)

Individual study in sculpture with emphasis on the elaboration of personal expression of form in cohesive body of sculpture. Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

Art 560 Studies in Ceramics (3-15)

Individual studio concentration in Ceramics in areas of interest chosen by the student with advice of instructor. Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

Art 574 Studies in Printmaking (3-18)

Advanced individual studies in printmaking. Specialization in various processes. Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

Art 578 Studies in Pictorial Illustration (3-18)

Individual studio concentration in pictorial illustration with advanced exploration into concept development and refined technique, with the advice of the instructor. Prerequisite: Consent of Art Studio faculty on presentation of a portfolio.

Art 580 Seminar in Art Education (3) (on demand)

The identification of problems in art education at various curriculum levels; examination of related research with possible implications for practice. Recommended for concurrent registration with thesis in Art 599.

Art 581 Graduate Seminar in Art (3)

Detailed investigation of contemporary and traditional artistic theories and creative practices in the visual arts.

Art 584 Studies in Graphic Design (3-18) (on demand)

Advanced studies in design related to consumer, environmental, corporate, or institutional needs. Specific emphasis placed on visual communications. Prerequisite: consent of instructor on the basis of portfolio and graduate standing.

Art 595 Special Problems (1-3)**Art 597 Individual Study in Art (1-3)**

Independent research for advanced graduate students in art theory and creative practice. Repeated to a maximum of 6 credits. Prerequisite: Consent of instructor and advisor.

Art 599 Thesis (1-6)

Registration only after consultation with major advisor.

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. Any deficiency following admission in basic finance, marketing, management, microeconomics, macroeconomics, statistics, financial accounting, and production/operations management must be removed before graduate courses in the corresponding area 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. A student earning three or more grades of C or one or more grade of D or F in graduate level

courses will be permanently suspended 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:

Program prerequisites require completion of the following Moorhead State University courses or their equivalents from other institutions:

Acct 229-230 or MBA 503

Econ 202-204

Finc 340

Mgmt 360 or MBA 505

Mktg 310 or MBA 505

Math 273 or 274 or Math 574

MBA 509

Required Courses: (40 credits)

MBA 530 Managerial Accounting (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)

Elective Courses: (8 credits)

MBA 504 Macroeconomic Policy

MBA 512 Marketing: A Non-Profit Environment

MBA 514 Consumer Information Processing

MBA 525 Business Tax Planning

MBA 556 Management Information Systems

MBA 570 Advanced Seminar

It is essential that the student, upon admission, consult with the assigned advisor 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 advisor 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. A written examination may be used if deemed advisable by the Examining Committee.

MBA COURSES**MBA 500 Professional Communication (4) (F)**

Examines business communication in both in-house and public situations. Includes formal full-length report of individual topic development by student.



MBA 501 Statistics for Business Management II (4) (F)

Regression analysis, model building, computer software packages, analysis of variances, experimental design, analysis of count data, student project. Prerequisites: Math 274-275 or Math 574.

MBA 502 Managerial Microeconomic Analysis (4) (W)

Application of microeconomic theory to managerial decision making, particularly in regard to the various kinds of market structures within which a manager may operate. Prerequisites: Econ 202, MBA 501.

MBA 503 Financial Accounting for Managers (4) (F)

Advanced introduction to the terminology, concepts and procedures of financial accounting with emphasis on understanding the significance of financial statement information. Graduate prerequisite only; may not be included in the minimum requirements of any graduate program.

MBA 504 Macroeconomic Policy (4) (S every other year)

A rigorous examination of fiscal and monetary policy, macroeconomic models and forecasting. Prerequisite: Econ 204.

MBA 505 Introduction to Management and Marketing (4) (W)

A study of the theory of the underlying principles of management and marketing. Graduate prerequisite only; may not be included in the minimum requirement of any graduate program.

MBA 509 Production/Operations Management (4) (S)

Description and analysis of the production/operations function in an organization with emphasis on managerial decision making. Graduate prerequisite only; may not be included in the minimum requirements of any graduate program.

MBA 510 Marketing Administration (4) (S)

Analysis of problems met by management in meeting consumer needs. Emphasizes marketing decision making under conditions of uncertainty. Prerequisites: MBA 501, MBA 502, Mktg 310 or MBA 505.

MBA 512 Strategic Marketing: A Non-Profit Environment (4) (F, every other year)

Strategic market planning in a not for profit environment. Prerequisite: Mktg 310 or MBA 505.

MBA 514 Consumer Information Processing (4) (S, every other year)

The application of behavioral science concepts to the study of consumer information processing and decision making. Prerequisite: Mktg 310 or MBA 505.

MBA 525 Business Tax Planning (4) (S, every other year)

An examination of selected federal tax rules and their impact on recurring management decisions including: Selection of legal form of organization, property transactions, compensation, international operations, and tax planning. Prerequisites: Acct 229-230, or equivalent.

MBA 530 Managerial Accounting (4) (W)

Use and analysis of accounting data for management planning, control and decision making. Prerequisites: Acct 229-230 or MBA 503, and MBA 501.

MBA 542 Advanced Financial Management (4) (S)

Application of financial theory to the evaluation of a firm's investments, financing, and dividend decisions in keeping with the objectives of maximizing shareholder wealth. Prerequisites: Finc 340, MBA 530.

MBA 550 Business and Society (4) (W)

The free enterprise system in an economic, philosophic and historic perspective, including socialists' criticisms; antitrust, regulation, and public enterprise; corporations and social responsibility. Prerequisites: Econ 202-204.

MBA 551 Organizational Theory and Behavior (4) (F)

Indepth consideration of the concepts and research findings in organizational theories, processes, and behavior. Prerequisite: Mgmt 360 or MBA 505.

MBA 555 Quantitative Analysis for Management (4) (W)

Introduction to management science models and techniques which stress logic, application, and interpretation rather than the mathematical foundations. Prerequisite: MBA 501.

MBA 556 Management Information Systems (4) (S)

A study of the technical, managerial, and organizational foundations of information systems. Included is an examination of the impact of information systems on the organization, the effect of information technology on strategic planning, and the development, implementation and management of information resources.

Prerequisites: CIS 145 or demonstrated computer literacy, and MGMT 360 or MBA 505.

MBA 560 Organizational Policy (4) (S)

Capstone course drawing upon knowledge of management, marketing, finance, accounting, and economics. Prerequisite: Permission of instructor.

MBA 570 Advanced Seminar (4) (SS)

Advanced study in a selected Business Administration topic. May be repeated with different topics.

Prerequisite: Consent of Instructor.

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.

Applicants must also submit a personal essay (between 250-300 words) describing their academic experiences and why they are interested in pursuing a MLA degree.

Applicants whose native language is not English are required to demonstrate a TOEFL score 570 in order to be considered for admission to the Master of Liberal Arts Program.

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 (MLA) courses, including MLA 505 (2 credits), and 510 (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 MLA courses and a grade of satisfactory in MLA 505, and 510, is required for continuation in and completion of an approved program.

Liberal Arts

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

The Integrating Courses

MLA 505 (2 credits) is a research paper which will be completed approximately halfway through the program. Using the university library as a resource, the student will work with library staff and a member of the MLA faculty to produce a research paper in which a suitable topic is investigated using sources from two or more disciplines appropriate to the MLA program.

MLA 510 (2 credits) is a written project to be undertaken near the completion of coursework in the program. It consists of a researched paper or essay for the purpose of exploring ideas or issues congruent with the objectives of the Master of Liberal Arts Program. The paper shall have an interdisciplinary focus incorporating two or more academic disciplines. Students may in some cases propose a creative project. Such a project would be accompanied by an explanatory essay discussing the goals, interdisciplinary aspects, and results of the undertaking. The written project becomes the basis for the Final Discourse in the program.

Final Discourse

The Final Discourse shall be conducted by a committee of three Graduate Faculty of the MLA program, including the advisor as chairperson. Another member of the Graduate Faculty, not a member of the MLA

faculty, will be appointed in consultation with the student's advisor. The discussion will be directed mainly to the final essay, but may also deal with earlier papers and other components of the program.

MLA COURSES

MLA 513 The Human Spirit in Art (3-4)

This course will study the art of selected great painters and sculptors of the Western and Eastern worlds in order to probe the depth and richness of the human spirit in its many manifestations. Literary, philosophical and historical material which helps to reveal the specific outlook of each artist will supplement the study of his visual creations.

MLA 515 Ethics: The Moral Dimensions of Life (3-4)

A study of major moral concepts and theories and application of ethics to contemporary moral questions such as abortion, racism, sexism, sexual morality, privacy, punishment and global issues.

MLA 517 Technology, Bureaucracy and Identity in Modern America (3-4)

This course is designed to explore the connections among technology as a historical force, bureaucracy as an institution, and the concept of self or personal consciousness in modern America. Texts chosen for the course represent various disciplinary and interdisciplinary perspectives on the subject from philosophy, sociology, history, political science, literature and art.

MLA 519 God, Nature, and Human Nature (3-4)

An examination of some of the ways human beings have conceived of and theorized about the existence and nature of God, and about the nature and value of individualized human beings in relation to those conceptions of the divine.

MLA 521 Existentialism and Literature (3-4)

An examination of major themes in Existentialist philosophy as they occur in literary works. Emphasis will be placed on approaching symbol, metaphor, dialogue, character, plot, etc., as various modes of communicating existentialist thought.

MLA 525 The Marxist World-View (3-4)

An examination of the Marxist perspective with an emphasis on Marxism as an interdisciplinary method of critical analysis. After studying the historical roots, the nature, and the presuppositions of the Marxist world-view, this critical outlook will be applied to several areas of culture, including philosophy, religion, education, literature, and popular culture.

MLA 527 Imagination, Reform and the Urban Transformation of America (3-4)

This course will investigate the imaginative response to cultural change with its focus on the period 1880-1920 in the United States. Background in the historical forces of change and the philosophical value system of the

19th century will provide the context of the course. The central focus will be the themes inherent in the imaginative response to rapid change in an urban environment as seen in literature, art, architecture, and the activities of the social reform group.

MLA 529 The Mythic Frontier in American Culture (3-4)

An examination through art, literature and legend of the impact which imaginative conceptions of the frontier have had upon American culture in the 19th and 20th centuries.

MLA 531 Dimensions of Drama (3-4)

A course designed for the graduate student interested in reading or seeing drama. A variety of Shakespearean and modern plays (for example, *Merchant of Venice*, *Twelfth Night*, *Measure for Measure*, *Antony and Cleopatra*, *King Lear*; Brecht's *Galileo*, *The Caucasian Chalk Circle*; Chekov's *The Three Sisters*; Ibsen's *Hedda Gabler*—among others) will be examined in a variety of ways. We will discuss each play as creating its own world, each play in relation to a genre (comedy, history, tragedy) and above all, find the life of each play as revealed in performance. Students will see videotapes of performances, participate in directing exercises, and develop their own analyses of the plays as theatrical scripts.

MLA 533 Genetics and Society (3-4)

An exploration of the genetic aspects of some contemporary social issues. Topics include genetic counseling, genetic engineering, evolution, and the influence of genetics on disease, behavior, and social structure.

MLA 535 Gender Role and Sexuality (3-4)

Emphasis will be placed on the process of sexual differentiation, the development of gender identity, the learning of gender roles, and the diversity of sexual behavior. The course will include the major perspectives on sexuality (biological, psychological and sociological) and conclude with reading and discussions about the future of human sexuality, lifestyles, morals and values in our society.

MLA 537 The Musical Experience: Reflections in Sound (3-4)

Music representing a broad range of historical and cultural styles, genres, and repertoires will be examined and discussed. Focus will be on developing listening techniques and nurturing an informed awareness of the principles of sonic design and expression.

MLA 545 The Classical Roots of Modern Culture (3-4)

A multi-disciplinary study of the classical ideal as it appears in ancient Greece and influences other periods of Western Civilization, especially the Twentieth Century, and analysis of its continuing dialogue with romanticism. A connecting theme present in the materials studied will be the nature of the hero.

MLA 547 The Ecological Perspective (3-4)

An examination of some major environmental problems from an ecosystem perspective. Attitudes and activities that contribute to the problems as well as the political, legal, economic, and social implications will be considered.

MLA 551 Autobiographical Writing (4)

Through a 'workshop' approach, participants investigate and practice writing in the various forms of autobiographical essay from diary and journal to reminiscence and memoir to autobiographically-based fiction. Students implement aspects of narrative and descriptive technique, structure, tone, and point of view, as well as explore a variety of subjects from early memory to defining the self in relation to others, places, events, and history itself.

MLA 560 Special Topics (1-4)

Seminars on special topics including such recent offerings as Art and Technology, The History of Science, Issues in American Constitutional History, Latin American Cultural History, Literature and Psychology, American Folklore, North American Women Writers, and Religion in Cross-Cultural Perspective.

MLA 570 Topics: Study Abroad (2-4)**MLA 590 Independent Study/Project (1-6)**

A tutorial in specific subject matter may be arranged.

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 by three members of the Art Department Graduate Faculty, and submission of scores on the General Aptitude portion of the Graduate Record Examination (GRE) or a minimum score of 30 on the Miller Analogies Test.

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 Studies Concentration (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 Studies Concentration (12 cr.), Art Electives (9 cr.), Art Project (3 cr.)

ART EDUCATION COURSES**Art 320(g) Philosophy of the Arts (4) (W)**

Philosophical questions in fine arts. Topics include the nature of art and aesthetic experience and criticism. Prerequisite: One course in philosophy or consent of instructor. See Phil 320(g) Philosophy of the Arts.

Art 353(g) Psychology and the Arts (4) (W)

An understanding of the relationship of the fundamental principles of psychology to the arts is developed from the formal beginning of psychology to the present. Prerequisite: Psy 113 or consent of instructor. See Psy 353(g) Psychology and the Arts.

Art 409(g) Art of Primitive Peoples (4)

The art of peoples living in village and tribal units apart from the "Historic" civilizations: Africa, Oceania, Pre-Columbian America. Prerequisite: Junior standing or consent of instructor.

Art 410(g) Ancient Classic Art (4)

A study of the principal monuments of Ancient Greece, Etruria, and Rome with emphasis on forms that have influenced Western art. Prerequisite: Art 233 or consent of instructor.

Art 411-412(g) Medieval Art I-II (4 each)

Architecture, sculpture, painting, and related arts from the decline of the Roman Empire to the Renaissance. 411: Early Christian period to the end of Ottonian rule. 412: Romanesque and Gothic architecture, sculpture and painting. Prerequisite: Art 233-234 or consent of instructor.

Art 420-421(g) Renaissance Art I-II (4 each)

European painting, architecture and sculpture in the period 1300-1600. 420: Italian Renaissance and Mannerism. The evolution and development of Renaissance ideals and forms. 421: Northern Renaissance. Artistic developments in France, Germany, England, and the Netherlands in the fifteenth and sixteenth centuries. Prerequisite: Art 233-234 or consent of instructor.

Art 422(g) Baroque Art (4)

The artistic achievements of the seventeenth and eighteenth centuries in Europe. Prerequisite: Art 233, 234, 235 or consent of instructor.

Art 425(g) Art History Abroad (4-6)

This course, conducted abroad, exposes students to many periods of art and allows for concentrated work in special-interest fields. Prerequisite: Art 233, 234, 235 or consent of instructor.

Art 430-431-432(g) Modern Art I-II-III (4 each)
Painting, sculpture and related arts from the nineteenth century to the present. 430: Nineteenth century Neoclassicism, Romanticism, Impressionism, Post Impressionism. 431: Art from 1900 to 1920. 432: Art from 1920 to the present. Prerequisite: Junior standing or consent of instructor.

Art 433(g) Modern Architecture (4)
Architecture of the late nineteenth and twentieth centuries. The materials, techniques, and forms of the architectural conception. Prerequisite: Junior standing or consent of instructor.

Art 434-435(g) Art in the United States I-II (4 each)
A survey of architecture, painting, and sculpture in America from the Colonial period to the present. 434: Colonial beginnings to the end of the Civil War. 435: Last decades of the nineteenth century to the present. Prerequisite: Art 233- 234-235 or consent of instructor.

Art 438(g) Oriental Art (4)
A study of the principal art forms of India, China, and Japan with emphasis on their cultural and philosophical context. Prerequisite: Sophomore standing.

Art 455(g) Practicum in Art Ed. K-12 (2)
A practical on field experience in teaching non-traditional art experiences. Prerequisite: Art majors working toward the K-12 grade licensure, or consent of instructor.

Art 532 Studies in Art History (3-15)
Individual directed study in particular problems in the history of art. Prerequisite: Graduate standing. (Offered on request.)

Art 540 Current Practices in Art Education (3)
Development of a philosophical point of view in relation to art education in contemporary society. Prerequisite: Graduate standing in Art Education.

Art 542 Studies in Art Education (3) (on demand)
Individual directed study in selected phase of Art Education agreed upon by the instructor and student. Prerequisite: Graduate standing in Art Education.

Art 550 Studies in Drawing (3-18)
This course is designed for students at the graduate level who would like to pursue the development of their visual ideas in drawing as research for their work in other media or as an end in itself. Projects are developed individually by the student and his/her instructor. Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

Art 551 Studies in Photography (3-18)
Individual studies concentration in photography with advanced technical and conceptual explorations. Projects are developed by the graduate individually with the advise of the faculty. Prerequisites: Consent of Art Studio faculty or presentation of portfolio.

Art 552 Studies in Painting (3-18)
Individual directed studies in particular problems in painting. Painting may involve any media. Prerequisite: Consent of studio faculty member on presentation of a portfolio.

Art 554 Studies in Sculpture (3-18)
Individual study in sculpture with emphasis on the elaboration of personal expression of form into cohesive body of sculpture. Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

Art 560 Studies in Ceramics (3-15)
Individual studio concentration in Ceramics in areas of interest chosen by the student with advice of instructor. Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

Art 574 Studies in Printmaking (3-18)
Advanced individual studies in printmaking. Specialization in various processes. Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

Art 578 Studies in Pictorial Illustration (3-18)
Individual studio concentration in pictorial illustration with advanced exploration into concept development and refined technique, with the advice of the instructor. Prerequisite: Consent of Art Studio faculty on presentation of a portfolio.

Art 580 Seminar in Art Education (3) (on demand)
The identification of problems in art education at various curriculum levels; examination of related research with possible implications for practice. Recommended for concurrent registration with thesis in Art 599.

Art 581 Graduate Seminar in Art (3)
Detailed investigation of contemporary and traditional artistic theories and creative practices in the visual arts.

Art 584 Studies in Graphic Design (3-18) (on demand)
Advanced studies in design related to consumer, environmental, corporate, or institutional needs. Specific emphasis placed on visual communications. Prerequisite: consent of instructor on the bases of portfolio and graduate standing.

Art 597 Individual Study in Art (1-3)
Independent research for advanced graduate students in art theory and creative practice. Repeated to a maximum of 6 credits. Prerequisite: Consent of instructor and advisor.

Art 599 Thesis (1-6)
Registration only after consultation with major advisor.

Master of Science—Computer Science

The degree, Master of Science, may be earned with a major in Computer Science according to requirements given in the Graduate Bulletin except that no course in research methods is required. A person applying for admission into the program may be accepted if he/she is in possession of a baccalaureate degree from an accredited institution, and has a cumulative GPA of at least 3.00, or at least 3.25 for the last 45 credits.

Foreign students must complete the TOEFL with a score of no less than 550, and will be interviewed upon arrival to determine any significant deficiency in speaking/listening skills and the steps required to remove that deficiency.

Students with a baccalaureate degree in fields other than computer science, and at least one year of college mathematics, may be required to complete, with a grade of no less than 3.00, a number of undergraduate preparatory courses in order to eliminate any deficiencies as determined by the department. Deficiency courses are not counted toward the degree requirements and may include any or all of the following:

Area of Competence Suggested Deficiency Courses

Basic calculus and linear algebra: Math 231/232/233/327

Discrete Mathematics: Math 265

Fundamentals of Computer Science with major experience in PASCAL and/or C-language:
ComS 201/202

Data Structures: ComS 315

System Software and Assembly languages:
ComS 204/380

Hardware Concepts: ComS 305

Communication skills: Courses to be specified on an individual basis.

DEGREE REQUIREMENTS

There are two options to pursue for the M.S. degree:

Plan A: 36 credits plus 9 thesis credits and oral defense of thesis.

Plan B: 48 credits plus a written comprehensive exam and a project or term paper.

Both options require the successful completion of the following courses:

- a. Algorithm Analysis (ComS 504)
- b. Theory of Automata and Formal Languages (ComS 502)
- c. Operating Systems (ComS 415g)
- d. Computer Architecture (ComS 425g)

Both options require at least 12 additional credits of ComS 500 level courses excluding the thesis project or independent study, and a minimum of 23 credits must be earned at the 500 level.

Both options require an oral exam administered by the student's examining committee. The oral exam shall consist of a presentation and defense of the thesis, project or paper.

COMPUTER SCIENCE COURSES

ComS 406(g) Computer Networks I (4) (S)

A study of basic communications theory, components of data communications, network protocols, communication carrier facilities, error detection techniques, system planning considerations and international network reference model. Prerequisite: ComS 305. Not open to students who have completed CIS 375.

ComS 410(g) Compiler Design I (4) (F)

Organization of compilers; transition graphs, lexical analyzers, regular expressions and lexical analyzer generators; context-free grammars, top-down and bottom-up parsers, and parser generators; error recovery. Required project: design and implement a lexical analyzer and parser. Prerequisite: ComS 315, Math 265.

ComS 411(g) Compiler Design II (4) (W)

Syntax directed definitions and translation schemes; run-time memory organization and scope analysis; semantic analysis and type checking; intermediate code generation; introduction to target code generation and optimization. Required project: design and implement a compiler front end (lexical analyzer, parser and intermediate code generator.) Prerequisite: ComS 410.

ComS 415(g) Operating Systems I (4) (W)

A study of operating systems as a resource manager with emphasis on memory. Prerequisite: ComS 380.

ComS 416(g) Operating Systems I Lab (1) (S)

Design and implementation of a simulated batch multiprogrammed operating system. Project required. Prerequisite: ComS 415 and CIS 429.

ComS 420(g) Design and Implementation of High Level Languages (4) (F)

An examination of underlying concepts in high level programming languages and techniques for their implementation in a selected group of such languages along with a discussion of the interrelationship between programming and programming languages. Prerequisite: ComS 315.

ComS 425(g) Computer Architecture (4) (F)

Basic principles of processor organization, machine instructions, addressing modes, memory management, and input/output operations. Prerequisite: ComS 305 and 305L.

CIS 427(g) Design and Implementation of Information Systems (4) (W)

Study of the physical design of a computer information system. The course builds on the prerequisite, which uses a case study to develop a general design for a system. This course will continue into the physical design of the new system using the same case study. Prerequisite: CIS 346 and CIS 375.

ComS 450(g) Numerical Analysis I (4) (W)

Numerical solutions to equations, finite differences, interpolation formulas, numerical calculus. Prerequisite: ComS 250 and Math 331 or consent of instructor.

ComS 451(g) Numerical Analysis II (4) (S)

Numerical methods related to linear algebra and differential equations. Prerequisite: ComS 450 and Math 327.

ComS 470(g) Computer Graphics (4) (W)

Introduction to graphic display technology and graphics standards. Software issues for scan conversion, interactive graphics and 2- and 3-dimensional graphics along with their related mathematical theory are investigated.

Prerequisite: ComS 315 and Math 327.

ComS 475(g) Introduction to Artificial Intelligence (4) (F)

Introduction to artificial intelligence including theorem proving, heuristic searches, problem solving, computer analysis of scenes, robotics, natural language understanding and knowledge base systems.

Prerequisite: ComS 315 and Math 265.

CIS 482(g) System Analysis and Design Field Project (4) (W)

Students are assigned to a system development project. The project involves part, but preferably all, of the development cycle. Students work in teams to acquire practical experience in such projects, including the behavioral aspects. Open to CSIS majors only.

Prerequisite: CIS 427, 429, and 461.

ComS 500 Fundamental Structures (3) (S)

A study of fundamental data structures, file organization and handling, internal/external sorting, searching and merging techniques, and an in-depth study of recursive programming. Prerequisite: Graduate standing.

ComS 502 Automata Theory and Formal Languages (3) (F)

Finite state automata, regular expressions, grammars and formal languages; equivalence of classes of finite state and regular languages; grammar transformations (CNF and GNF); pumping lemmas for regular and context-free languages; push down automata and Turing machines.

Prerequisite: Math 265, ComS 315.

ComS 504 Design and Analysis of Algorithms (3) (S)

A priori and a posteriori analysis; algorithm design techniques: divide-and-conquer, greedy, dynamic programming, backtracking, and branch-and-bound; introduction to lower bound theory, NP-completeness, and approximation. Prerequisite: Math 265, ComS 315.

ComS 506 Computer Networks II (3) (F)

A study of layered network architecture, network applications, and presentation layer protocols including virtual terminal and file transfer protocols; data cryptography and text compression. Prerequisite: ComS 406, ComS 415, and ComS 425.

ComS 511 Advanced Topics in Compiler Design (3)(S)

Target code generation: basic blocks and flow graphs, register allocation and assignment, code generation algorithms, code generator generators. Code optimization techniques: peephole, code improving transformations, data flow analysis of flow graphs. Required project: design and implement a compiler back end (target code generator and optimizer).

Prerequisite: ComS 411.

ComS 515 Operating Systems II (3) (S)

Continuation of ComS 415 with emphasis on concurrent programming, critical section and deadlock problems and performance evaluation. Project required.

Prerequisite: ComS 415 and ComS 500.

ComS 521 Data Base Systems I (3) (F)

Databases, object bases, and knowledge bases; database models (E-R, relational, hierarchical, network, and object-oriented); relational algebra and calculus as database languages; commercial relational based languages (QUEL, SQL); introduction to relational database design theory. Required project: design and implement a relational database using a commercial DBMS. Prerequisite: ComS 315.

ComS 522 Data Base Systems II (3) (W)

Logic-based database languages (Datalog); evaluation algorithms for logic-based languages; transaction management, concurrency control, and query optimization; introduction to distributed database systems. Project required. Prerequisite: ComS 521.



ComS 525 Analysis of Computer Systems (3) (W)
Comparison of various computer architectures based on instruction-set processors, addressing techniques, I/O structures, memory organization and protection schemes. Prerequisite: ComS 425.

ComS 530 Advanced Computer Education (3) (S)
Issues and trends in computer science education including course-author languages, hardware and software developments. Prerequisite: ComS 430 or equivalent.

ComS 540 Software Engineering I (3) (W)
Software evolution; software design methods (object-oriented and function-oriented); user interface design; design quality assurance; data abstraction, portability and reuse. Project required. Prerequisite: ComS 315.

ComS 541 Software Engineering II (3) (S)
Program verification, validation, and testing techniques; tools for verification, testing, and debugging; software management and cost estimation; project planning and scheduling; configuration management, software quality assurance, and documentation. Project required. Prerequisite: ComS 540.

ComS 575 Expert Systems (3) (W)
An in depth study of a branch of Artificial Intelligence which employs human knowledge captured in a computer to solve problems ordinarily requiring human expertise. Tools to support knowledge acquisition and organization are explored. Required project involves developing an expert system using the tools discussed. Prerequisite: ComS 475.

ComS 580 Seminar: Advanced Topics in Computer Science (3) (FWS)
Discussion of current topics not included in other computer science courses. Prerequisite: Graduate standing and consent of instructor.

ComS 590 Independent Study (1-3) (FWS)
Prerequisite: Graduate standing and consent of instructor.

ComS 597 Project in Computer Science (plan B) (3) (FWS)
Prerequisite: Consent of project advisor.

ComS 599 Thesis in Computer Science (1-9) (FWS)
Prerequisite: Consent of thesis advisor.

Master of Science—Counseling and Human Development

The degree may be earned with a Secondary School Counseling, College Student Personnel or Community Counseling emphasis. Each of the three emphases may also be further tailored to meet the specialized interests of students.

In addition to the general requirements for admission, the applicant must submit (1) an undergraduate grade

point average of at least 3.0, or 3.25 for the most recent 45 quarter hour credits of graded coursework, based on a 4.0 scale, (2) a score from the Miller Analogies Test (MAT) or from the General Aptitude portion of the Graduate Record Examination (GRE), (3) a writing sample, (4) a Graduate Studies Application, (5) a Counseling and Human Development Application, (6) a 350 word statement of Personal Career Goals, (7) three letters of recommendation, and (8) an interview.

PROGRAM REQUIREMENTS

The program requires a minimum of 72 credits, 63 of which are required of all candidates. Remaining credits (9) may be elected in consultation with the advisor.

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. In order to be maintained in the program, students must obtain a B or better in all required courses, maintain a 3.0 or better average, adhere to ethical standards of the profession, function in an adequate fashion and at an acceptable professional level in the practicum setting, demonstrate personal qualities consistent with professional norms and maintain continuous registration.

Core Courses Required of All Students (51-57 credits required)
Ed 500(3), Ed 502(3), 503(3), 548(3), 549(3), 550(3), 551(3), 552(3), 552L(1), 553(3), 554(3), 564(3), 565(3), 566(3), 567(3), 570(1), 571(1), 591 a-d(9), 597(3) for Plan B or 599(6) for Plan A, and SpEd 471g(3).

Other Required Courses (3-9 credits required)
For School Counseling the additional required course is Ed 555; for College Student Personnel, Ed 560, 561, 562; and for Community Counseling, Ed 568, Psy 463g and 465g.

Electives (0-12)

Elective credits are identified with the advisor to meet individual professional objectives.

COUNSELING AND HUMAN DEVELOPMENT COURSES

Ed. 500 Introduction to Counseling (3) (F)

Illustrates the usefulness of counseling research for guiding practice. Students review and critique research articles, discuss major issues in the literature, and prepare written analysis of articles in their area.

Ed 502 Statistics in Educational Research (3) (FW)

Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs.

Ed 503 Methods of Research (3) (W)

Methodology of design of research studies; preparation of effective technical reports. Ed 502 recommended.

Ed 548 Foundations of Counseling (3) (F)

Introduction to the profession of counseling. Emphasis is on introductory concepts in the profession including developmental theories; aspects of counseling role, relationship, and theories; professional organizations and code of ethics.

Ed 549 Counseling Skills I (3) (F)

Study and development of basic counseling skills in the one-to-one counseling interview. Practical application occurs through tapes and transcripts of actual counseling situations. Improves interpersonal communication skills in listening and responding.

Ed 550 Counseling Theories (3) (W)

Students study and examine current counseling principles and theories in order to utilize counselor techniques associated with those theories.

Ed 551 Counseling Skills II (3) (W)

A continuation of Counseling Skills I through mastery of additional skills. Application and practice occurs through video tapes and transcripts. Prerequisites: Ed 500, 548, 549.

Ed 552 Group Counseling (3) (S)

Group dynamics in theory and practice. Prerequisite: Ed 549.

Ed 552L Group Counseling Lab (1-3) (S)

Practice of group skills. Must be taken with 552.

Ed 553 Individual Appraisal (3) (S)

Study of various types of tests, testing programs, and appraisal techniques and tools for individuals. Prerequisite: Knowledge of descriptive statistics or Ed 502.

Ed 554 Career Development (3) (W)

Theories of career development and vocational guidance programs. Guidance strategies to promote career development sources of occupational/educational information.

Ed 555 Organization and Administration of Guidance Services (3) (F)

Examination of principles of organization and administration of guidance and counseling programs. Development of skills to administer program. May not be taken prior to Practicum.

Ed 560 Organization of Student Personnel Services (3) (F)

Introduction to all the college student services, development theory and professional issues.

Ed 561 The College Student (3) (W)

Discussion of the characteristics of college students and the ways they change while in college.

Ed 562 Higher Education in the U.S. (3) (S)

Introduction of the system of higher education in the United States.

Ed 564 Theory and Process of Consultation (3) (S & SS)

Exploration of theory and process of various consultation models, consultant roles, research and evaluation across community, mental health, and school settings.

Ed 565 Counseling Skills III (3) (S)

A continuation of Counseling Skills I and Counseling Skills II. Expectations are for refinement of counseling techniques. Prerequisites: Ed 550, 551.

Ed 566 Human Growth and Development for Counselors (3) (S)

Introduces students to the ways the basic principles of human development affect the counseling process.

Ed 567 Social and Cultural Foundations of Counseling (3) (W)

Introduces students to the challenges and rewards of counseling in a pluralistic society. The basic concepts of the social/cultural foundations of counseling are related to counseling effectiveness.

Ed 568 Community Counselor (3) (F)

Introduces the human service speciality of Community Counseling as a multifaceted approach which focuses on prevention and remediation through direct services and environmental interventions to meet community needs.

Ed 570 Advanced Issues in Counseling Seminar (1-3) (FWS)

Emphasizes current issues and developments in the broad field of counseling and human development. May be taken after 36 credits.

Ed 571 Professional Contribution Seminar (1) (FWS)

Assists students to make a professional contribution to the field. Students define an area of investigation, develop a plan of implementation, and develop a means of presenting the results of the investigation.

Prerequisites: Ed 500, 502, 503 and 30 course credits in Counseling and Human Development. (And by permission of the instructor).

Ed 591 Practicums (in various options) (6-9) (FWS)

A practical and field experience in counseling and guidance. Prerequisite: Ed 565.

Ed 597 Plan B (Project—1-3) (FWS)

Major work in chosen area in one of three options: project paper, journal article, or videotape presentation, available for candidates for the master's degree. Project approval required from advisory committee.

Ed 599 Plan A (Thesis—1-6) (FWS)

Major study in chosen area. Available for candidates for the master's. Project approval required from advisory committee.

Psy 463g Abnormal Psychology (3-4) (W)

Description and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior.

Psy 465g Clinical Psychology (3-4) (S)

Introduction to techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding.

SpEd 471g Behavioral and Environmental Management (3) (FWS & SS)

Analysis and programming of behavior and environmental variables as they relate to handicapped children in the classroom. Learning theory.

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).

I. The Major (21-24 credits)

- Ed 501 (3) Psychological Foundations
- EIEC 515 (3) Literature for Young Readers
- EIEC 518 (3) Teacher-Arranged Environment
- EIEC 542 (3) Elementary School Curriculum
- EIEC 550 (3) Elementary Science

Those candidates whose major is elementary will include a course on language arts or reading.

Those candidates whose major is early childhood will include a course on play.

To complete Group I, additional selected courses must be approved by advisor and department. See section: Courses Applicable to Major.

II. The Related Field (6-9 credits)

Liberal Arts Studies (MLA) courses are required to fulfill the Related Field. Specific courses are determined with advisor and department consent.

III. The Research Component (9 credits)

Ed 502 (3) Statistics in Education Research

Ed 503 (3) Methods of Research

AND

EIEC 599 (1-6) Thesis for Plan A

OR

ELEC 597 (3) Project for Plan B

Courses Applicable to the Major

Selected courses from any or all areas listed below may be applied to the major and must be approved by advisor and department.



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Early Childhood—

- EIEC 471g (4) Kindergarten Education
- EIEC 474g (3) Language Arts in Early Childhood
- EIEC 475g (4) Curriculum Development for Young Children
- SpEd 425g (4) Teaching Young Children with Special Needs
- EIEC 478g (3) Play and Development
- EIEC 476g (1-3) Early Childhood Education Workshop
- EIEC 518 (3) Teacher-Arranged Environment

Curriculum and Foundation—

- EIEC 495g (3) Comparative Education
- EIEC 497g (3) Readings in Education
- EIEC 518 (3) Teacher-Arranged Environment
- EIEC 537 (3) Curriculum Theory and Principles
- Ed 553 (3) Individual Appraisal

Reading/Language Arts—

- EIEC 425g (3) Improvement of Instruction in Reading and Language Arts
- EIEC 445g or SpEd 445g (3) Remedial and Corrective Reading
- SpEd 446g (2) Remedial and Corrective Reading Clinic
- EIEC 346g (3) Linguistic Foundations for Reading Instruction
- EIEC 515 (3) Literature for Young Children
- EIEC 523 (3) Special Topics in Literature for Young Readers
- SpEd 592 (3) Administration and Supervision of Reading Instruction
- SpEd or EIEC 545 (3) Diagnosis and Correction of Reading Difficulties
- SpEd or EIEC 546 (2) Reading Clinic: Diagnosis

Special Education—

- SpEd 545 (3) Diagnosis and Correction of Reading Difficulties
- SpEd 572 (3) Educational Diagnosis and Programming

Gifted Education—

- SpEd 421g (3) The Gifted Child
- SpEd 422g (3) Curriculum and Methods for the Gifted
- SpEd 562 (3) Gifted Reader
- Ed 558 (3) Counseling the Gifted

Supervision—

- EIEC 535 (6) The Process of Supervision
- EIEC 536 (3) Supervisory Theories
- EIEC 531 (3) Teacher/Student Rights

ELEMENTARY EDUCATION COURSES

EIEC 346(g) Linguistic Foundations for Reading Instruction (3)

Establishes a foundation of linguistic principles and language processing as basis for understanding reading as a communication process. Prerequisite: EIEC 345.

EIEC 370(g) Growth and Development of the Young Child (3) (FW)

Growth and development of children from conception to age six with emphasis on children in group settings. Prerequisite: Ed 214.

EIEC 375(g) Theories of Instruction with Young Children (3) (F)

Examination of major theoretical positions on the interrelated positions of how children learn and how these assumptions are translated into instructional practices. Prerequisites: EIEC 370, 371 or concurrent registration.

EIEC 424(g) Infant/Toddler Programs and Practices (4) (W)

An orientation to planning and implementing programs for children ages zero to three years and their families. Guidelines for supporting development and for providing quality physical care will be examined. Includes a 24-hour practicum in an infant program. Prerequisites: Ed 370, 371, 375 or consent of instructor.

EIEC 425(g) Improvement of Instruction in Reading and Language Arts (3)

Designed to meet needs of teachers enrolled. All phases of reading and language arts process or evaluation are appropriate. Prerequisite: Teaching experience.

EIEC 430(g) Administration of Early Childhood Education Programs (W)

Focuses on the competencies entailed in administering both small- and large-scale programs for children from birth to age 8. Concentrates on all facets of staffing, budgeting and operating early childhood programs within appropriate legal parameters. Prerequisites: EIEC 370, 371, 372, 373, 375, 475.

EIEC 435(g) Parent-School Relations (4) (S)

This course will focus on the relationships between teachers and parents in early childhood settings and in elementary classrooms. Family systems, group dynamics, effective communication, adult learning methods and resources will be examined. Underlying this course is the philosophy that parents are crucial to the successful care and education of children of all ages. Prerequisite: Junior or senior status.

EIEC 442(g) Curriculum Foundations (4) (FW)

Curriculum foundations and overview primarily of Language Arts, Science, and Social Studies. Designed for Special Education Teaching majors.

EIEC 445(g) Remedial and Corrective Reading (3) (FS)

Presentation of special methods and materials in teaching reading to disabled readers at the primary, intermediate and secondary level. Prerequisites: EIEC 345 or teaching experience. [Same as SpEd 445(g)]

EIEC 471(g) Kindergarten Education (4) (FS)

Overview of early childhood education. Required for kindergarten licensure. Prerequisites: Ed 200, 213, and junior status.

EIEC 473(g) Practicum in Early Childhood Education (3-16) (W)

Supervised practicum experience with prekindergarten children. Analysis and evaluation of classroom procedures and development of young children. Prerequisites: EIEC 372, 475, or concurrent registration with EIEC 475.

EIEC 474(g) Language Arts in Early Childhood Education (3) (FWS)

In-depth study of language development; reading readiness and early reading instruction. Required for kindergarten licensure. Prerequisites: Ed 200, 214, EIEC 471, or concurrent with EIEC 471.

EIEC 475(g) Curriculum Development for Young Children (4) (FS)

Provides knowledge of curriculum approaches and instructional methods in the content areas of mathematics, science, social studies, language, reading readiness and health. Prerequisites: EIEC 375 or consent of instructor.

EIEC 476(g) Early Childhood Education Workshop (1-3)

Workshop for experienced nursery school and kindergarten teachers in improvement of teaching skills. Topics vary.

EIEC 478(g) Play and Development (3) (S)

Examination of the central role of play to learning and development of young children. Content, functions, outcomes, environments and teacher responsibility are explored. Prerequisites: EIEC 370, 371 or consent of instructor.

EIEC 480(g) Educational Alternatives for Learning

Construction of both established and innovative educational programs. Prerequisite: Consent of instructor.

EIEC 481(g) Issues in Education (1-3)

Seminar to examine current issues and trends in specific areas of education. Prerequisite: Consent of instructor.

EIEC 488(g) Issues in Early Childhood

A capstone course to be taken near the end of student's course work in the early childhood major, this course comprises independent scholarship, extensive library research, writing and oral presentation skills, and the syntheses of major ideas in the field. To be taken the last year of study, preferably after student teaching. Prerequisites: EIEC 370, 371, 373, 375, 478, and senior status.

EIEC 491(g) Topics in the Socio-Cultural Foundations of Education (1-5)

In-depth examinations of historical, philosophical, and cultural aspects of educational theory and practice. Prerequisite: Junior/Senior or consent of instructor. (Same as Ed 491(g))

EIEC 492(g) Impact of Education on Women (3)

Exploring the literature on sex-role stereotyping in public education. (Same as Ed 492(g))

EIEC 493(g) Education for International Understanding (3)

Objectives, techniques, and materials suitable to develop and extend intercultural empathy. Study of educational ideas and practices from other countries. (Same as Ed 493(g))

EIEC 495(g) Comparative Education (3)

Foreign education systems. International understanding through education. Introduction to UN education agencies. (Same as Ed 495)

EIEC 497(g) Readings in Education (3)

Readings and supervised study of topics in depth. On demand only. May be repeated up to six credits.

Ed 501 Psychological Foundations of Education (3)

A systems approach to schools and systems of psychology: Principles affecting learning and instruction.

Ed 502 Statistics in Educational Research (3) (W)

Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs.

Ed 503 Methods of Research (3) (F)

Methodology of design of research studies; preparation of effective technical reports. Ed 502 recommended.

EIEC 504 The School and Society (3)

History and development of social structures in America; relationship between social structures and the school. (Same as Ed 504(g))

EIEC 513 Analysis of Development Reading (3)

Literacy learning theories are studied and analyzed as basis for examining current instructional programs and practices. Prerequisites: EIEC 345 or 421C and classroom teaching experience.

EIEC 514 Reading & Language Arts in the Content Area (3)

Development of functional literacy competencies, K-12. Emphasizes strategies for improving and increasing literacy in content area subjects. Prerequisites: EIEC 513 and teaching experience.

EIEC 515 Literature for Young Readers (3)

Close reading of texts from selected genres of literature for young readers (folktales, mythology, fantasy, realism, historical fiction, picture books, poetry). Informed by and emphasis upon theories of literacy criticism that provide a basis for integrating the literature curriculum, K-12. Prerequisite: EIEC 441 or equivalent.

EIEC 518 Teacher-Arranged Environment (3)

Designed for teachers to learn how to use their classroom setting as an additional instructional strategy. Participants will study and apply environmental principles to their own classrooms. Prerequisite: teaching experience.

EIEC 522 Perception, Language & Reading (3)
Research and scholarly opinion regarding language acquisition and perception in relation to reading, learning and teaching. Examine beginning reading and current practices. Prerequisites: Teaching experience and/or consent of instructor.

EIEC 523 Special Topics in Literature for Young Readers (3)

Seminar for study of a selected topic in literature for young readers. Focus may be a genre, theme, motif, period, or specific authors or illustrators. May be repeated for a maximum of 6 credits as topics vary. Prerequisite: EIEC 441 or consent of instructor.

EIEC 524 Seminar in Reading (3)

Study of research and descriptive literature in reading. Prerequisites: Ed 502, 503, or 505 recommended.

EIEC 530 Intro to Education Administration (3) (F)
Theory, principles, issues and problems involved in the execution of the school management function. (Same as Ed 530)

EIEC 531 Teacher/Student Rights (3) (S)

Examination of the legislative and judicial actions affecting teachers and students, including due process relating to exceptional children.

EIEC 532 Strategies for Solving School Organizational Problems (3) (W)

Examination of procedures and theories which increase skills in problem solving in school organizations. Prerequisite or concurrent: EIEC 530 (Same as Ed 530)

EIEC 533 Computer Utilization in Classrooms (3) (F)
Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society. Prerequisite: EIEC 530. (Same as Ed 530)

EIEC 534 School Finance (3) (F)

Study of local, state and federal revenue systems to support public education. Tax theory, budgetary and accounting procedures. Prerequisites: EIEC 530 or concurrent with EIEC 530. (Same as Ed 534)

EIEC 535 The Process of Supervision (6) (S)

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. Prerequisite: EIEC 530.

EIEC 536 Supervisory Theories (3)

A study of management models and techniques for supervisors to systematically improve instruction in a variety of organizational climates. Prerequisites: EIEC 530 and EIEC 535.

EIEC 537 Curriculum Theory and Principles (3) (S)

Examination of principles, contemporary theories and change process alternatives as they impact on the school education program.

EIEC 540 Elementary Children and Learning (3)
Recent trends and research in educational foundations and effect upon elementary curriculum and/or practice. Topics vary each quarter.

EIEC 541 Developments in Elementary Education (3)
Deals with a particular problem or recent program developments in elementary education. Topics vary each quarter.

EIEC 542 Elementary School Curriculum (3)
History, development and evaluation of curriculum. Analysis of recent trends and development of curriculum sequence at elementary level. EIEC 537 recommended.

EIEC 543 Administration of the Elementary School (3) (S)

An investigation into an administration's responsibilities, practices and problems in all aspects of leadership in elementary school. Prerequisites: EIEC 530 and 542.

EIEC 544 Middle School/Junior High School Administration (3)

Organization and administration of educational programs for young adolescents. Prerequisites: EIEC 530 and 542 or Ed 538. (Same as Ed 544)

EIEC 545 Diagnosis and Correction of Reading Difficulties (3)

Advanced study of reading difficulties. Prerequisites: EIEC/SpEd 445.

EIEC 546 Reading Clinic: Diagnosis (2)

Individual case studies or supervision of individual case studies. Prerequisite: EIEC 545. (Same as SpEd 546)

EIEC 581 Legal Aspects of Education (3) (F)

Study of legal authority of the public school; legal problems facing school personnel. Prerequisites: EIEC 531 and Master's degree or equivalent. (Same as Ed 581)

EIEC 582 School Management and Decision-making (3) (W)

Examination of needs assessment, goal setting, planning and evaluation systems, management systems, management by objective plans and decision-making procedures. Prerequisites: EIEC 532 and Master's degree. (Same as Ed 582)

EIEC 583 Computer Data Management and Decision-making (3)

Effective computer applications, the computer as a decision-making planning tool, opportunities and problems presented by a computer. Prerequisites: EIEC 533 and Master's degree. (Same as Ed 583)

EIEC 584 School Personnel Administration (3) (W)

Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration. Prerequisites: EIEC 536 and Master's degree. (Same as Ed 584)

EIEC 586 School Plant Planning and Maintenance (3) (S)

Principles in planning, construction and maintenance of school buildings, visitation and appraisal of buildings. Prerequisites: EIEC 543 and Master's degree. (Same as Ed 586)

EIEC 588 School Business Management (3) (W)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting and personnel. Prerequisites: EIEC 534 and Master's degree. (Same as Ed 588)

EIEC 589 School Community Relations (3) (F)

Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations. Prerequisites: EIEC 543 and Master's degree. (Same as Ed 589)

EIEC 594 Practicum in Administration (1-9)

Supervised field experiences in various areas in education administration. Seminar and projects required; Master's degree and courses in related areas required.

EIEC 595 Special Problems (1-3)

Individual exploration of topical area through field placement, reading or research.

EIEC 597 Individual Study in Education (1-3) (FWS)

Independent research for advanced graduate students. Repeated to a maximum of 6 credits. Prerequisites: Consent of instructor and advisor.

EIEC 598 Seminar in School Administration and Supervision (1-6)

Special topics seminars for practicing or potential administrators and supervisors. Consent of instructor. May be repeated. (Same as Ed 598)

EIEC 599 Thesis or Field Research (1-6) (FWS)

Major study in chosen area. Available for candidates for the master's or specialist degree. Project approval required from advisor committee.

Ed 553 Individual Appraisal (3) (F)

Study of various types of tests, testing programs, and appraisal techniques and tools for individuals.

Ed 558 Counseling the Gifted (3)

A variety of theoretical and practical issues related to counseling and teaching the gifted student. Prerequisites: SpEd 421g/EIEC 432g or equivalent, and SpEd 422g/EIEC 432g/EIEC 431g or equivalent, and SpEd 422g/EIEC 432g or equivalent, or permission of instructor.

SpEd 421(g) The Gifted Child (3)

Definition, identification, and current school program for the mentally-superior or specially-talented child.

SpEd 422(g) Curriculum and Methods for the Gifted (3)

Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. Prerequisite: SpEd 421(g)

SpEd 425(g) Teaching Young Children with Special Needs (4) (W)

Provides the day care or kindergarten teacher with skills in assessment, child study procedures and curricular adaptations for young children with handicaps in integrated settings. Prerequisite: SpEd 220 or consent of instructor.

SpEd 516 Gifted Children and Reading (3)

Characteristics of and programming for gifted, talented, and creative learners are considered. Educational alternatives to benefit gifted readers, are presented. Attention is paid to the role of parents and teachers in the education and guidance of gifted, talented, and creative students. Prerequisite: EIEC 345.

SpEd 545 Diagnosis and Correction of Reading Difficulties (3)

Advanced study of reading difficulties. Prerequisites: SpEd 445(g).

SpEd 572 Educational Diagnosis and Programming (3)

Critical analysis of selected applications of behavioral science to education of handicapped children and youth, including implications for use in education. Prerequisites: Graduate standing, SpEd 411/463 and consent of instructor.

SpEd 592 Administration and Supervision of Reading Instruction (3)

Problems in the administration and supervision of remedial reading programs. Prerequisites: Six credits of remedial reading courses.



Master of Science—Music Education

The Master of Science in Music Education degree is designed for advanced study in music with a concentration in music education. Additionally, students may select from several areas of emphasis: performance, conducting, pedagogy, composition, and theory and literature. Plan A (45 credits) culminates in a thesis; music electives are chosen to support the thesis topic. Plan B (48 credits) culminates in a project paper or a lecture-recital. The lecture-recital is appropriate for both performance and pedagogy-oriented programs.

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 Dean of Graduate Studies.

PLAN A

Core Studies (18 credits)

Mus 502 Research in Music and Mus Ed (3)

Mus 599 Thesis (6)

Music Education and Pedagogy (9)

Other Studies in Music (21 credits)

Mus 510 Directed Study in Music Theory (3)

Mus 511 Directed Study in Music History (3)

Mus 576 Music in the 20th Century (3)

Theory/Music History electives (3)

Mus 400g, 500 applied (6) (minimum of 2 credits at the 500-level required for lecture/recital)

Ensemble (3)

Electives (6 credits) (from the major and/or related areas)

PLAN B

Core Studies (15 credits)

Mus 502 Research in Music and Mus Ed (3)

Mus 597 Individual Study (3) (leading to research paper)

Music Education and Pedagogy (9)

Other Studies in Music (24 credits)

Mus 510 Directed Study in Music Theory (3)

Mus 511 Directed Study in Music History (3)

Mus 576 Music in the 20th Century (3)

Theory/Music History electives (6)

Mus 400g, 500 applied (6) (minimum of 2 credits at the 500-level required for lecture/recital)

Ensemble (3)

Electives (9 credits) (from the major and/or related areas)

MUSIC COURSES

Mus 318(g) Composition—Intermediate (3) (FWS)

Private composition instruction one hour a week including two-hour seminar with all composition students. Study includes composition in all musical styles. Prerequisites: Mus 218 and upper divisional jury.

Mus 330(g) Concert Band (1) (FWS)

Open to all students on demand with director. May be repeated for credit.

Mus 331(g) Symphonic Wind Ensemble (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 332(g) Jazz Ensemble (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 333(g) Orchestra (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 335(g) Concert Choir (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 336(g) Festival Choir (1) (FWS)

Open to all students on demand with director. May be repeated for credit.

Mus 337(g) Vocal Jazz Ensemble (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 338(g) Chamber Singers (1) (FWS)

Membership by audition only. May be repeated for credit.

Mus 357(g) Commercial Keyboards (1) (FWS)

Study and practice of keyboard usage in popular literature of the last 100 years. Styles will range from early blues and ragtime through dixieland, swing, folk, gospel, boogie woogie, country, various Latin styles and rock. Extensive analysis of chordal structures and idiomatic usage. May be repeated for credit.

Mus 373(g) American Music (3) (*on demand*)

History of music in the United States to include analysis of stylistic features in the context of historic, cultural, and artistic developments. On request.

Mus 378(g) Collegium Musicum (1) (FWS)

A workshop for the music history and musicology courses concerned with the performance of music from the Middle Ages and Renaissance. May be repeated for credit.

Mus 381(g) Electronic Music (3) (FW)

Equipment and techniques of electronic music, including basic synthesis and recording techniques. Permission of the instructor required.

Mus 491(g) Music Literature: Solo Song (3) (*Winter every other year*)

Study of solo song literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 492(g) Music Literature: Orchestral (3)
(on demand)

Study of orchestral literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 493(g) Music Literature: Choral (3)
(on demand)

Study of choral literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 494(g) Music Literature: Chamber Music (3)
(on demand)

Study of chamber music literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 495(g) Music Literature: Keyboard (3)
(on demand)

Study of keyboard literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 496(g) Music Literature: Wind Band (3)
(on demand)

Study of wind band literature. Intended for majors and minors in music. Prerequisite: Mus 103 or 113.

Mus 497(g) Music Literature: Opera (3)
(Winter every other year)

Survey of operatic literature. Intended for majors and minors in music. Prerequisite: Mus 103 or consent of instructor.

Mus 399-404(g) Small Ensemble (1 each) (FWS)

Preparation and performance of both instrumental and vocal chamber music; accompanying. On request. May be repeated for credit. Areas as follows: 399(g) Percussion, 400(g) Vocal, 401(g) Strings, 402(g) Brass, 403(g) Woodwinds, 404(g) Keyboard.

Mus 406(g) Opera (2) (FWS)

Opera performance through small workshop ensembles and full productions. May be repeated for credit.

Mus 410(g) Orchestration (3) (on demand)

The basic principles of orchestral writing.

Mus 411(g) Band Arranging (3) (on demand)

Arranging for small ensembles and full band.

Mus 418(g) Composition—Advanced (3) (FWS)

Private composition instruction one hour a week plus two-hour seminar with all composition students. Study includes composition in all musical styles. Prerequisites: Mus 318 and upper divisional jury. May be repeated for credit.

Mus 421(g) Seminar in Music Merchandising (3) (F)

Mus 422(g) Seminar in Music Management (3) (S)

Mus 423(g) Seminar in Commercial Music (3) (W)

Mus 441(g) Piano Pedagogy I (2) (W)

Fundamentals of keyboard instruction on the elementary, secondary, and adult levels. Prerequisites: Private keyboard study and consent of staff.

Mus 442(g) Piano Pedagogy II (2) (S)

Methods of keyboard instruction. Prerequisites: Mus 441 and consent of the instructor.

Mus 446-447(g) Voice Pedagogy I-II (1 each)
(on demand)

446: Fundamental voice teaching techniques; 447: Instruction in repertoire interpretation and supervised teaching instruction. Prerequisite: Consent of instructor.

Mus 450-468(g) Applied Music Performance—Level IV (1-3 each) (FWS)

Private instruction, pedagogy, and master classes. May be repeated for credit. Areas as follows: 450(g) Piano, 455(g) Organ, 460(g) Voice, 465(g) Brass, 466(g) Woodwinds, 467(g) Strings, and 468(g) Percussion. Prerequisite: Advanced standing evaluation and completion of 300 level.

Mus 470(g) Advanced Conducting (2)

Advanced conducting. Prerequisite: Mus 206, 207, or 208.

Mus 481(g) Audio Production (3) (WS)

Equipment and techniques of electronic audio production, including multi-track recording, microphone techniques, mixing, and use of effects devices. Prerequisite: Mus 381.

Mus 482(g) Music Synthesis (3) (S)

Equipment and techniques of electronic music synthesis, including modular and integrated systems, analog and digital synthesis, MIDI, and electronic audio effects. Prerequisite: Mus 381.

Mus 485(g) Projects in Audio Production (1-3) (FWS)

Individual projects in audio production. May be repeated for credit. Prerequisite: Mus 481.

Mus 486(g) Projects in Music Synthesis (1-3) (FWS)

Individual projects in music synthesis. May be repeated for credit. Prerequisite: Mus 482.

Mus 499(g) Workshop in Music Education (1-3) (on demand)

Special topics in music. May be repeated for credit if topic varies.

Mus 502 Research in Music and Music Education (3) (F)

Research techniques and materials in music education and musicology.

Mus 505 Graduate Recital (1-2) (on demand)

On demand. May be repeated for credit.

Mus 510 Directed Study in Music Theory (3) (F)

Varied projects in the field of music theory. Course may be repeated for credit.

Mus 511 Directed Study in Music History (3) (S)

Varied projects in the field of music history. Course may be repeated for credit.

Mus 540 Problems in Teaching and Supervising Music (3) (on demand)

Advanced course in curriculum planning and materials. On request.

Mus 540 Problems in Teaching and Supervising Music (3) (on demand)

Advanced course in curriculum planning and materials. On request.

Mus 541 Advanced Studies in Teaching Elementary School General Music (3) (on demand)

Advanced study of music methods and materials for teaching music in the elementary schools.

Mus 542 Advanced Studies in Teaching Secondary School General Music (3) (on demand)

Advanced studies of music methods and materials for teaching music in the junior and senior high schools.

Mus 550-568 Applied Music Performance—Level V (1-3 each) (FWS)

Private instruction, pedagogy, and master classes. May be repeated for credit. Areas as follows: 550 Piano, 555 Organ, 560 Voice, 565 Brass, 566 Woodwinds, 567 Strings, and 568 Percussion.

(Music 572 through 576 are seminar courses.)

Mus 572 Music in the Renaissance (3) (on demand)

Mus 573 Music in the Baroque (3) (W91)

Mus 574 Music in the Classic Era (3) (W92)

Mus 575 Music in the Romantic Era (3) (W93)

Mus 576 Music in the 20th Century (3) (S)

Mus 595 Special Problems (1-3) (FWS)

Mus 597 Individual Study (1-3) (FWS)

Mus 599 Thesis in Music (1-6)



Master of Science—Public and Human Service Administration (MSPHSA)

This program is designed to provide people with the theoretical background and practical skills needed to administer public agencies, nonprofit organizations, and/or social service facilities. Applicants must hold a Bachelor's degree from an accredited institution with a minimum 2.75 grade point average over-all or a 3.25 grade point average on the last 45 hours of academic work. Applicants must submit satisfactory Graduate Record Examination (GRE) quantitative, verbal and analytical scores. A formula combining the GPA and GRE is used to determine eligibility for admission. In addition, the applicant must have demonstrated proficiency in basic statistics, accounting and social sciences. People who are deficient in one or more of these areas may be granted provisional admission to the program, contingent on completion of specific requisite courses.

Completion of the program requires a minimum of 54 quarter credits at the graduate level with a grade of "B" or higher in all courses submitted on the student's "Course Plan". A grade of C or less in two or more graduate courses is grounds for removal from the program. Not more than 16 credits earned in other accredited institutions or other graduate programs at Moorhead State University may be counted toward the minimum requirements of the degree. At least 38 credits must be earned through registration at Moorhead State University.

A "Proposed Graduate Course Plan" is to be filed with the Graduate Studies office following admission and must be prepared in consultation with the PHSA Program Director. Students are responsible for all specific program requirements included in the *PHSA Student Handbook*, which is available in the Director's office.

Students in the Public and Human Service Administration program are urged to consult with the Director prior to registration each quarter.

PUBLIC AND HUMAN SERVICE ADMINISTRATION COURSES

PHSA 511 Introduction to Public and Human Service Administration (4) (F)

An overview of the development of the field, plus discussion of conceptual and theoretical issues related to the practical skills involved in administering public and human service organizations.

PHSA 512 Research Methods for Public and Human Service Administration (4) (W)

This course will provide the student with an understanding of how to structure research topics, gather and use appropriate data, employ valid statistical tests, and understand various qualitative and quantitative methodologies used in making managerial decisions. Prerequisite: Admission to the PHSA program.

PHSA 535 Administrative Decision-Making in the Governmental Context (4) (S)

Analysis of the nature and processes of decision-making in the legislative and administrative realms of federal, state and local governments in the USA. A continuing theme is the possibilities and means of gaining access to such decision-making processes to understand why and how decisions are made and to better enable organizations to influence them. Prerequisites: Admission to the PHSA program or consent of instructor.

PHSA 550 Topics in Public and Human Service Administration (1-4)

Topics focusing on various issues and developments in the field of public and human service administration. May be repeated for credit under different topics. Prerequisite: Consent of Instructor.

PHSA 555 Public and Non-Profit Financial Management

Principles of budgeting, financial controls, accounting systems, income determination, and investment management in public and non-profit organizations.

This course is designed to aid managers to facilitate preparation, to understand and to use financial information in making administrative decisions. Prerequisites: Two quarters of financial accounting and introductory management courses.

PHSA 563 Human Resource Development (4)

Exploration of the training and development needs of employees and volunteers. Covers ways adults learn, motivation of volunteers, interviewing skills and the needs analysis, design, implementation, evaluation, administration, and cost effectiveness of training programs.

PHSA 565 Legal Issues of Nonprofit Organizations (4)

A study of nonprofit organizations with emphasis on their legal nature, tax status, and major concepts that determine rights, duties and liabilities of such organizations' employees and boards of directors.

PHSA 571 Leadership in the Public and Nonprofit Sectors (4) (F)

Theoretical and practical analysis of supervision, organizational innovation, creative policy development, fund raising issues, work-place design and the ethical dimensions of leadership in public and human service organizations.

PHSA 581 Policy Analysis in Public and Human Service Administration (4) (S)

Capstone course in the PHSA program, focusing on policy selection, estimation, implementation and evaluation with emphasis on problem solving within dynamic conditions in public and nonprofit contexts. Prerequisite: Must have completed 32 hours in the PHSA program.

PHSA 595 Special Problems (1-4)

Individual pursuit of topic through field experience, reading or research in public and human service administration. May be repeated under various topics. Prerequisite: Permission of instructor and director of PHSA program.

PHSA 597 Final Project in Public and Human Service Administration (3)

Development, approval, research and defense of the student's Final Project which shall focus on a specific organization or general issue in public and human service administration. *Requires two (2) registrations for total of six hours.* Guidelines for completion of the Final Project may be obtained from the director of the PHSA program. Prerequisite: Completion of at least 40 hours in the PHSA program.

Master of Science—Reading

The Master of Science in Reading program is designed for teachers who wish to improve their instructional effectiveness in teaching reading. In addition to standard Moorhead State University Graduate School admissions standards, applicants for the Master of Science degree must achieve a Miller Analogies Test raw score of 30 or more and present evidence of two or more years of successful teaching. 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 Ed, Elec, or SpEd 599 (6) for Plan A or Ed, EIEC, or SpEd 597 (1-3) 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 with advisor approval.

READING COURSES

EIEC 513 Analysis of Developmental Reading (3) Literacy learning theories are studied and analyzed as a basis for examining current instructional programs and practices. Prerequisites: EIEC 345 or 421C and classroom teaching experience.

EIEC 514 Reading & Language Arts in the Content Area (3)

Development of functional literacy competencies, K-12. Emphasizes strategies for improving and increasing literacy in content area subjects. Prerequisites: EIEC 513 and teaching experience.

SpEd 516 Gifted Children and Reading (3)

Characteristics of and programming for gifted, talented, and creative learners are considered. Educational alternatives to benefit gifted readers are presented. Attention is paid to the role of parents and teachers in the education and guidance of gifted, talented, and creative students.

EIEC 522 Perception, Language and Reading (3)

Perceptual and language abilities of beginning readers are studied and the relationship of these abilities to reading success is examined. Prerequisites: undergraduate developmental reading course and classroom teaching experience.

EIEC 537 Curriculum Theory and Principles (3)

Examination of principles, contemporary theories and factors effecting and impacting on educational programs with particular emphasis on literacy, pre-school to 12.

EIEC 545 Diagnosis/Correction in Reading Difficulties (3)

Advanced study of reading difficulties. Analysis and use of standardized individual, standardized group, and teacher-constructed informal tests. Causes of reading difficulties, diagnosis and correction of word recognition and comprehension difficulties, difficulties in reading rate, and in oral reading are studied. Prerequisites: undergraduate developmental reading course and classroom teaching experience.

EIEC 546 Reading Clinic: Diagnosis (2)

Corrective reading procedures will be implemented based on standardized and informal assessment of reading difficulties. Teaching effectiveness will be monitored by daily evaluation of results. Parents, administration, and allied professionals will be consulted as appropriate.

Ed, EIEC or SpEd Graduate Project (1-3) and elective (6)

OR

Ed, EIEC or SpEd 599 Thesis (1-6)**ELECTIVE COURSES IN MS—READING**

EIEC 480(g) Teaching Reading to Second Language Reader (1-3)

Ed 501 Psychological Foundations of Education (3)

EIEC or Ed 542 Elementary School Curriculum (3)

Ed 549 Counseling Skills I (3)

EIEC 518 Teacher Arranged Environment (3)

EIEC 523 Special Topics in Literature for Young Readers (3)

EIEC 524 Seminar: Reading (3)

EIEC 550 Elementary School Science (3)

Engl 392(g) Teaching Adolescent Literature and Reading (4)

Psy 511 Human Learning and Cognition (3)

Soc 418(g) Sociology of Education (3)

SpEd 445(g) Remedial and Corrective Reading (4)

SpEd 446(g) Reading Clinic (2)

SpEd 471(g) Behavior and Environmental Management (3)

Ed 482(g) Information Technology for Teachers (3)

SpEd 511 Understanding the Mildly Handicapped (3)

SpEd 563 Advanced Measurement/Assessment (3)

SpEd 564 Theory and Process of Consultation (3)

Master of Science—School Psychology

In addition to the general requirements for admission, the applicant must have an undergraduate grade point average of at least 3.0 (B), with the preparation to include at least 12 quarter hours of coursework in psychology and one statistics course. 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. This is a non-terminal degree program. It is expected that students will complete the specialist degree as well.

The program must be completed under Plan A with a thesis being required. Written comprehensive examinations and oral examinations in defense of the thesis are required.

COURSE REQUIREMENTS

Group I: Research Component (12 hours minimum)
Psy 532 (3), Research Methods (3), Psy 599 (6)

Group II: School Psychology Major (19 hours minimum)
Psy 510 (3), 520 (3), 521 (4), 522 (5), 541 (2), 542 (2) required.

Group III: Related Areas (15 hours minimum)
Three courses in psychological foundations (learning and cognition, biopsychology, development, social psychology, personality and psycho-pathology) and two courses in curriculum and education foundations, and special education.

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. The combined 92 credit program is NASP/NCATE approved.

Students who have completed the M.S. in School Psychology from MSU will be considered for admission to the Specialist degree program upon submission of a completed Application for Admission to the Graduate Studies Office and 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 12 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.

Written comprehensive examinations and a final oral exam are required.

COURSE REQUIREMENTS

Group I: School Psychology Major (minimum 25 hours)

Psy 610 (2), 623 (4), 624 (5), 644 (2), 628 (3), 660 (9)

Group II: Related Areas (minimum 21 hours)

Consultation, counseling, psychological foundations, and educational foundations.

SCHOOL PSYCHOLOGY COURSES

Psy 510 Foundations of School Psychology (3)

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Historical foundations of education and special education, legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members will be addressed. Prerequisite: Consent of instructor.

Psy 511 Human Learning & Cognition (3)

Examines current theories of human adaptive behavior and cognitive processes involved in memory, reasoning, problem solving, etc. Prerequisite: Consent of instructor.

Psy 513: Biopsychology (3)

A study of brain-behavior relationships emphasizing human clinical applications. Prerequisite: Consent of instructor.



Psy 515 Developmental Psychology (3)

This course will provide the graduate student with an in-depth study of normal human development. The course will emphasize the biological, psychological and social development of humans throughout the life span. Particular attention will be paid to child and adolescent development. Prerequisite: Consent of instructor

Psy 517 Personality and Psychopathology (3)

This course will survey the construct of personality from a variety of theoretical perspectives. The course will also examine the concept of personality from the perspectives of psychiatric diagnosis and personal adaptation. Prerequisite: Consent of instructor.

Psy 519 Social Psychology (3)

A survey of selected topics in social psychology. Topics include social cognition, influence, attitudes and group processes. Theory and research are emphasized. Prerequisite: Consent of instructor.

Psy 520 Measurement Theory (3)

Theory and principles involved in test construction and interpretation. Issues associated with testing practices and various categories of tests are reviewed. Laboratory in administration of educational tests required. Prerequisite: Consent of instructor.

Psy 521 Assessment/Intervention I: Basic Processes (4)

Basic theories and processes of school psychological services focusing on nontest-based assessment, such as observation, interviewing, rating scales, curriculum-based assessment; environment factors; cultural issues; and basics of parent/teacher consultation. Concurrent enrollment in Psy 541 Practicum I required. Prerequisites: Psy 500 and consent of instructor.

Psy 522 Assessment/Intervention II: Special Populations (5)

Assessment and intervention models and techniques with students with mild to moderate handicaps. Includes intellectual assessment, linking assessment and intervention, and written and oral communication skills. Concurrent enrollment in Psy 542 Practicum II. Prerequisites: Psy 521 and consent of instructor.

Psy 532 Advanced Psychological Methodology (3)

Advanced theories and principles of psychological research designs. Emphasis on factorial designs, repeated measures, covariance, path analysis, meta-analysis, and other advanced statistical designs. Development of a thesis research prospectus is required. Prerequisites: Basic statistics, ED 503, and consent of instructor.

Psy 541, 542, 644: Practicum in School Psychology I, II, III (2 each)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention I, II, IV. 100 clock hours each. Prerequisites: Concurrent enrollment in Psy 521, 522, 624 and instructor approval.

Psy 599 Thesis in Psychology (1-6)

Research and writing of the Master's thesis. Prerequisite: Approval of thesis supervisor.

Psy 610 Issues in the Practice of School Psychology (2)

Seminar to discuss relevant issues in the interpretation and application of knowledge of psychological information in schools, including consideration of ethical issues, legal factors impacting on the practice of school psychology, evaluation of self-performance, and obtaining professional supervision. Concurrent enrollment in Psy 660 is required.

Psy 623 Assessment/Intervention III: Early Childhood Handicaps (4)

This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children. Prerequisites: Psy 522 and consent of instructor.

Psy 624 Assessment/Intervention IV: Psychosocial Problems (5)

This course will expand on skills and concepts of psychological assessment learned in Assessment/Intervention I/II/III. It will focus on assessment and intervention with students presenting psychosocial difficulties in a school setting. Concurrent enrollment in Psy 644: Practicum III. Prerequisites: Psy 517, ED 549, Psy 522, SpEd 471g, and consent of instructor.

Psy 628 Systems Intervention (3)

A seminar for advanced graduate students in school psychology. Systems level and organizational interventions will be the focus of study. Topics include organizational development, primary intervention, child advocacy, consultation, and intervention for classes of children. Prerequisites: Advanced standing in the school psychology program, concurrent enrollment in Psy 660 and consent of instructor.

Psy 660 Internship in School Psychology (1-3)

Supervised experience as a school psychology intern in an approved setting for one year full time (at least 33 hours per week) or two years half time (at least 17 hours per week). A minimum of 1200 hours total. One credit is available for each 133 clock hours of internship. Must be repeated to a total of nine credits for the Specialist degree. Prerequisite: Master's degree, admission to the Specialist degree program, and instructor approval.

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, Specific Learning Disabilities, Mild to Moderate Mentally Handicapped, Moderate to Severe Mentally Handicapped, and Mildly 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.

COURSE REQUIREMENTS

Group I: Research Component (minimum 9 credits)
Ed 502 (3), 503 or SpEd 505 (3), and SpEd 599 (6) for Plan A or SpEd 597 (3) for Plan B required.

Ed 502 Statistics in Educational Research (3) (F SS)
Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs.

Ed 503 Methods of Research (3) (S SS)
Methodology of design of research studies; preparation of effective technical reports. Ed 502 recommended.

SpEd 505 Single Subject and Small Group Research Designs (3) (S)

Introduction to research on single subjects and small groups, with application to problems in education and related areas.

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 412(g) Mental Retardation (4) (F)
Overview of the definitions, characteristics, associated disabilities and medical aspects of persons with cognitive disabilities. Prerequisite: SpEd 320.

SpEd 413(g) Instructional Strategies: Elementary (4) (FWS)
Curriculum planning and classroom teaching techniques for elementary level students with mild to moderate disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems. Prerequisites: SpEd 200, 320 and 363.

SpEd 414(g) Instructional Strategies II: Secondary (4) (W)
Curriculum planning and classroom techniques for secondary level students with mild to moderate disabilities will be examined. Special emphasis is placed on interpersonal, social and community problems which appear to be at a high prevalence in the adolescent years. Strategies for teaching basic skills will be explored as well as teaching school survival skills. The focus will be on looking at lifelong needs of these special learners. Prerequisites: SpEd 200, 320, 363 and 413.

SpEd 417(g) Educating Students with Multiple Disabilities (4) (W)
An introduction to the definitions, characteristics, instructional methods/techniques and educational programming for learners with profound/multiple disabilities. Prerequisites: SpEd 200, 320, 412g and 456g or consent of instructor.

SpEd 421(g) The Gifted Child (3)
Definition, identification, and current school program for the child with superior ability or special talents.

SpEd 422(g) Curriculum and Methods for the Gifted (3)
Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. Prerequisite: SpEd 421g.

SpEd 423(g) Theory and Practice in Early Childhood Special Education (3) (S)
Examination of the research related to early intervention and overview of program models for services to young children with disabilities. Prerequisites: SpEd 200, 320, 363, or consent of instructor.

SpEd 424(g) Assessment Strategies with Young Children with Disabilities (4) (F)
Examines assessment instruments and procedures with infants, toddlers, preschoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored. Prerequisites: SpEd 320 or 363 or consent of instructor.

SpEd 425(g) Teaching Young Children with Special Needs (4) (W)
Provides the early childhood educator and kindergarten teacher with skills in assessment, child study procedures and curricular adaptations for young children with disabilities in integrated settings. Prerequisites: SpEd 220 or consent of instructor.

SpEd 426(g) Instructional Strategies for Infants with Disabilities (4) (F)
Investigation of goals and decision-making process to develop objectives and methods to facilitate development of children with disabilities from birth to 3 years. Prerequisites: SpEd 320, 363, 423g, 424g, ED 370, 371 or consent of instructor.

**SpEd 427(g) Instructional Strategies:
Preschoolers (4) (W)**

Investigation of methods to design and implement individual and group instructional and behavioral programs for children with disabilities from 3-6 years. Prerequisites: SpEd 320, 363, 423g, 424g, Ed 370, 371 or consent of instructor.

SpEd 428(g) Family Ecology (3) (W)

Inquiry into historical and ecological/transactional perspective and functions of the family of children with special-needs; school/family relationships. Prerequisite: SpEd 320 or consent of instructor.

SpEd 435(g) Topics in Mental Retardation (3)

Advanced treatment of selected topics on research and practice in mental retardation. Prerequisite: SpEd 320.

SpEd 436(g) Problems in Special Education (1-3)

Directed field experience, reading or research in special education. Prerequisite: SpEd 320. May be repeated up to 6 credits.

**SpEd 442(g) Creative Activities for
Children with Disabilities (3)**

Creative activities for children with disabilities; practical experiences in the areas of art, crafts, music, drama and their interrelationships. Prerequisites: SpEd 320.

**SpEd 444(g) Language and Learning Problems
in Children (3) (W)**

A detailed coverage of the impact of language processes and language development on school learning problems, including the development of basic academic skills. The course will provide knowledge and basic skills in understanding the significance of language development on special educational interventions with school aged children. Prerequisites: Ed 214 and SpEd 320.

**SpEd 445(g) Remedial and Corrective
Reading (4) (FWS)**

Presentation of causes, diagnosis and informal assessment of reading difficulties. Methods of correcting reading difficulties are studied. Prerequisite: Ed 345

**SpEd 446(g) Remedial and Corrective
Reading Clinic (2)**

Supervised practice in remediating children with reading disabilities at the primary, intermediate and secondary level. Prerequisites: Ed 345 or teaching experience, SpEd 445.

**SpEd 456(g) Curriculum and Assessment for
Students with Severe Disabilities (3) (F)**

Examines program philosophy in teaching students with severe disabilities. Topics include curriculum approaches, methods of assessment, instructional techniques and team approaches. Prerequisite: SpEd 412g.

**SpEd 457(g) Instructional Strategies for Persons
with Severe Disabilities (3) (W)**

Classroom techniques for teaching students with severe disabilities. Topics include classroom environment, scheduling, planning, record keeping and instructional strategies using a functional and inclusionary program approach. Prerequisites: SpEd 412g and 456g.

**SpEd 459(g) Communication Programming for
Persons with Severe Disabilities (3) (W)**

This course covers issues related to communication program and decision-making models for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies. Prerequisite: SpEd 412g.

**SpEd 461(g) Educating Children and Youth with
Specific Learning Disabilities (4) (FW)**

An introduction to definition, assessment, characteristics and educational strategies for children and youth with specific learning disabilities. Prerequisite: SpEd 320.

**SpEd 463(g) Assessment Strategies:
Mild Disabilities (3) (FW)**

Assessment of scholastic achievement and aptitude, social and adaptive behavior, and instructional effectiveness through the use of norm-referenced individual test instruments and informal instructor-designed procedures. Report writing, establishment of objectives and participation with parents and teachers in the development of individual educational programs included. Prerequisites: SpEd 320, 363, 445g, and 471g with a 2.5 GPA and concurrent registration in SpEd 466.

**SpEd 464(g) Educational Planning and
Adaptation (2) (FWS)**

Educational and transitional adaptations for students with learning disabilities or emotional/behavioral disorders based on individual cognitive, affective and behavioral characteristics. Prerequisites: SpEd 463g, 466 and 412, 461g, or 473g, and concurrent registration in SpEd 567A.

SpEd 470(g) Transitional Planning (3) (S)

Transitional planning for secondary students with disabilities including transitional assessment, programming and planning. Knowledge of post secondary service options and funding sources. Prerequisites: SpEd 412g, 461 or 473.

**SpEd 471(g) Behavior and Environmental
Management (3) (FW)**

Analysis and programming of behavior and environmental variables as they relate to children with disabilities in the classroom, community and home. Prerequisite: SpEd 320 or consent of instructor.

SpEd 472(g) Educational Diagnosis and Programming (3)

Principles and practices of diagnostic-prescriptive programming for children with disabilities. Prerequisite: SpEd 220 or 320.

SpEd 473(g) Educating Children with Behavior Disorders (4) (F)

Knowledge, rationale, program components, operation of various program models for students with emotional/behavioral disorders. Prerequisite: SpEd 320 and 471 or consent of instructor.

SpEd 474(g) Management of Challenging Behavior (3) (W)

Advanced instruction in definition, identification, measurement, and programmatic remediation of challenging behaviors in persons with moderate to severe disabilities, infant through adult. Prerequisites: SpEd 471g and SpEd 412g or SpEd 473g or equivalent coursework approved by the instructor.

SpEd 475(g) Teacher Communication/Consultation: Specific Learning Disabilities (3) (WS)

Theory and practice for special learning disabilities resource consultant including direct services, assessment and report writing, consultation with regular classroom teachers and working with parents of learners with handicaps. Prerequisites: SpEd 364, 461g, 494g (or taken concurrently), and 463g, SpEd 466g.

SpEd 478(g) Educational Interventions for Students with Emotional/Behavioral Disorders (3) (W)

Program design, intervention techniques and management strategies for school age students with emotional/behavioral disorders. Prerequisites: SpEd 413g, 471g, and 473g.

SpEd 479(g) Children and Adolescents in Crisis (3) (FS)

Overview of life crisis affecting children's behavior with special emphasis on disturbed adolescents. Topics include chemical dependency, suicide, eating disorders, delinquency, alternative school programs and special education intervention models. Prerequisite: SpEd 473.

SpEd 494(g) Legal/Social Foundations of Special Education (3) (FS)

An overview of the sociological, historical, legal and educational basis for special education within public school systems. Includes research on efficacy of special education, controversies surrounding least restrictive environments, integration and main-streaming. Emphasis on teacher roles, professional responsibilities and best practices. Stresses knowledge and skills related to components of individualized educational plans. Prerequisite: SpEd 320.

SpEd 505 Single Subject and Small Group Research Designs (3) (S)

Introduction to research on single subjects and small groups, with application to problems in education and related areas.

SpEd 511 Understanding Persons with Mild Disabilities (3)

Advanced coverage of definitions, assessment, characteristics and educational interventions for learners with mild to moderate mental retardation, learning disabilities or behavioral disabilities. Prerequisite: Graduate standing.

SpEd 524 Advanced Assessment in Early Childhood (3)

Advanced instruction in measurement, assessment and interpretation of developmental status of infants, toddlers and preschoolers with mild to severe disabilities. Emphasis on family-focused assessment and individual child and family goal setting. Prerequisites: SpEd 424 or equivalent, graduate standing or consent of instructor.

SpEd 528 Family Focused Intervention in ECSE (3)

Advanced instruction on the application of family systems literature to research and intervention with families of infants, toddlers and preschoolers with disabilities or at-risk for disabilities. This course is designed for professionals who are responsible for the coordination of interagency services (hospital, health, social services, educational, and community) to families. Prerequisites: Graduate standing and permission of the instructor.

SpEd 545 Diagnosis and Correction of Reading Difficulties (3)

Advanced study of reading difficulties. Prerequisites: SpEd 445g.

SpEd 546 Reading Clinic: Diagnosis (2)

Individual case studies or supervision of individual case studies. Prerequisite: SpEd 545.

SpEd 562 Seminar: Special Education (3)

Seminar in selected SpEd topics. Prerequisite: Consent of instructor.

SpEd 563 Advanced Measurement/Assessment (3)

Advanced coverage of measurement and assessment in special education as applied to learners with mild disabilities, including measurement concepts; use of standardized and nonstandardized assessment procedures; rating scales and observational techniques; and interpretation of assessment results. Prerequisites: Graduate standing and SpEd 463.

SpEd 564 Theory and Process of Consultation (3) (SS)

Exploration of theory and process of various consultation models, consultant roles, research and evaluation across community, mental health and school settings. (Same as Ed 564)

SpEd 565 Educational Program Development: Mild Disabilities (3)

Selected topics in SpEd program development. Prerequisite: Consent of instructor.

**SpEd 567A Secondary Practicum:
Mild Disabilities (6) (FWS)**

Directed practicum experience in secondary level special education resource room setting. Prerequisites: Consent of instructor and 3.0 GPA in major.

SpEd 567E Preschool Practicum (3-6) (FWS)

Advanced practicum with children with disabilities (4-6 years) in public school classroom. Prerequisites: Consent of instructor and 3.0 GPA in major.

SpEd 567H Practicum: Severe Disabilities (3)

Advanced practicum experience in an elementary or secondary classroom for students with moderate to severe mental disabilities. Prerequisites: SpEd 457g (or concurrently), 459g, 470g, 474g, consent of instructor and 3.0 GPA in major.

SpEd 567M Educational Planning Practicum (3)

Practice managing assessment, program planning and consultation for students with SLD, E/BD or MMMH. Practicum experiences at both the elementary and secondary level. Prerequisites: SpEd 563, 571, 572, consent of instructor and 3.0 GPA in major.

SpEd 568B Practicum: SLD (6) (FWS)

Directed practicum experience in specific learning disabilities teaching with emphasis on advanced assessment techniques and consultative strategies. Prerequisites: SpEd 463g, 466, 461S, 413g, 475, or consent of instructor and 3.0 GPA in major.

SpEd 568C Practicum: E/BD (6) (FWS)

Directed practicum experience in a self-contained setting for children and/or youth with emotional behavioral problems. Prerequisites: SpEd 413g, 463g, 473g, 478g, 479g (or concurrently), and 494g, consent of instructor and 3.0 GPA in major.

SpEd 568D Practicum: MMMH (6)

Advanced practicum experience in an elementary or secondary classroom serving students with mild/moderate disabilities. Prerequisites: Consent of instructor and 3.0 GPA in major.

SpEd 568E Infant/Interagency Practicum (3-6)

Advanced practicum with infants and toddlers with disabilities from education, health and social services perspectives in home and clinical settings. Prerequisites: Consent of instructor and 3.0 GPA in major.

SpEd 568H Practicum: MSMH (6)

Advanced practicum experience in an elementary or secondary classroom serving students with moderate/severe disabilities. Prerequisites: Consent of instructor and 3.0 GPA in major.

SpEd 568M Consultative Practicum (3)

One academic quarter or the equivalent of experience with a multidisciplinary team planning and implementing instructional programming for students with disabilities at the elementary and secondary level. Prerequisites: SpEd 564, 565, 570, consent of instructor and 3.0 GPA in major.

**SpEd 569 Advanced Practicum in
Special Education (3)**

Advanced practicum experience in indicated area of special education, includes assessment, formulation of treatment program and supervision of others.

Prerequisites: Graduate standing, SpEd 568 and consent of instructor.

**SpEd 570 Transitional Planning:
Individuals with Mild Disabilities (3)**

Transitional planning for students with mild disabilities. Current requirements and available resources will be examined. Procedures will be studied for developing cooperative programming between school and community agencies so that students will be prepared for transition into the community and adult life.

**SpEd 571 Advanced Planning Strategies:
Mild Disabilities (3)**

Advanced instruction in observation, assessment and interpretation of student performance, including ability to observe, record and analyze the learning environment and learning style of students and then involve students, parents and mainstream professionals in meeting instructional goals.

**SpEd 572 Educational Diagnosis and
Programming (3)**

Critical analysis for selected applications of behavioral science to education of children and youth with disabilities, including implications for use in education. Prerequisites: Graduate standing, SpEd 320, 463, and consent of instructor.

**SpEd 590 Seminar: Current Trends in
Special Education (1-3)**

Exploration of current practices, relevant literature, professional practices, legal issues, research and funding patterns. Prerequisite: Graduate status.

**SpEd 592 Administration and Supervision
of Reading Instruction (3)**

Problems in the administration and supervision of remedial reading programs. Prerequisites: Six credits of remedial reading courses.

SpEd 595 Special Problems (1-6)

Advanced work in a special area. Prerequisite: Consent of graduate advisor.

SpEd 597 Individual Study (3) (FWS)

Plan B project in special education. Prerequisite: Consent of graduate advisor.

SpEd 599 Thesis (6) (FWS)

Thesis in special education. Prerequisite: Consent of graduate advisor.

Master of Science—Speech-Language Pathology

The Department of Speech/Language/Hearing Sciences offers a program of study leading to the Master of Science degree in Speech-Language Pathology. An undergraduate major in Speech/Language/Hearing Sciences is ordinarily required for admission into the graduate program. A student with no background in this field of study will be expected to take basic undergraduate prerequisites before applying. Completing the degree requirements involves two years of full-time study.

The program at Moorhead State University is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). Candidates for the Master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence. This level of training is regarded as the minimum entry-level requirement for speech-language pathologists. It includes a minimum of 250 clock hours of clinical practicum at the graduate level. No more than 15 credit hours of clinical practicum and internship can be applied toward the Master's degree.

The Master of Science degree in Speech-Language Pathology includes a minimum of 60 credits, including required courses, elective courses, a research experience (thesis or research project), and clinical practica. In addition, students must complete a writing competency assessment, a comprehensive examination, and an oral examination before they can complete their degree programs. Detailed information regarding these requirements, and departmental policies and procedures are explained in the department's Graduate Student Handbook.

DEGREE REQUIREMENTS

For the M.S. in Speech-Language Pathology, the student is to complete a *minimum* of 60 graduate credits, approved by the department and distributed according to the following:

Group I: Research (seven or ten credits)

Plan A: SLP 501 (3), SLP 502 (1) and SLP 599 (6)

Plan B: SLP 501 (3), SLP 502 (1) and SLP 597 (3)

Group II: Major (50 or 53 credits)

Required of all students: SLP 509, SLP 525, SLP 528, SLP 541, SLP 542, SLP 547, SLP 548, and a combination of SLP 543, SLP 544, SLP 545 or SLP 546 to equal 9 credits. Plan A students an additional 18 credits minimum and Plan B students an added minimum of 21 credits from the following: SLP 521, SLP 523, SLP 524, SLP 526, SLP 527, SLP 540, SLP 576, SLP 591, SLP 593.

A maximum of two workshop credits may be counted toward the major, providing the workshops are offered for graduate credit at Moorhead State University.

SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY COURSES

SLHS 402(g) Neuroanatomy and Physiology for Communication (4) (W)

An in-depth study of the anatomy and physiology of the central nervous system as it relates to communication processes. Prerequisite: SLHS 202 or consent of instructor.

SLHS 424(g) Fluency Disorders (4) (W)

A study of the nature and management of fluency disorders. Prerequisite: SLHS 202.

SLHS 490(g) Research Methods in Speech/Language/Hearing Sciences (4) (F)

The study and application of research principles and methods in speech-language and hearing sciences. Prerequisite: MATH 274 or consent of instructor.

SLHS 491(g) Independent Study in SLHS (1-3) (FWS)

Selected readings or a guided independent research project in some aspect of communication disorders. May be repeated for up to 6 credits. Prerequisites: Consent of academic advisor and project supervisor.

SLHS 499(g) Topical Workshop (1-4)

SLP 501 Research Design in Speech-Language Pathology (3) (W)

Basic methodology of descriptive, experimental and single-case designs for research in speech-language pathology and audiology. Emphasis also on the development of research and report writing. Prerequisite: MATH 274 or equivalent.

SLP 502 Research Preparation (1) (WS)

The development of research topics for graduate student research projects or theses. Prerequisite: SLP 501.

SLP 509 Seminar in Scientific Topics (1-3) (FWS)

Examination of a selected aspect of the scientific bases of communication.

SLP 521 Seminar in Articulation and Phonological Disorders (3) (S)

A critical review of research related to the nature, assessment and treatment of articulatory and phonological disorders.

SLP 523 Seminar in Voice (3) (S)

Advanced study of the pathologies and malfunctions that produce voice defects; laryngectomy and other organic disorders emphasized; evaluation of current therapeutic procedures and pertinent findings.

SLP 524 Seminar in Fluency (3) (F)

A critical review of research related to the nature, etiology and treatment of fluency disorders.

SLP 525 Seminar in Motor Speech Disorders (3) (W)

Definitions and etiologies for apraxia and dysarthrias of speech. Procedures for both differential diagnosis and treatment. Prerequisites: SLHS 202 and 402 or consent of instructor.

SLP 526 Language Development and Disorders in Adolescents (3) (W)

Investigation of normal language development and language disorders in older children and adolescents. Evaluation and intervention strategies for language deficits with emphasis on service delivery models and multicultural issues. Prerequisites: SLHS 204, SLHS 322.

SLP 527 Communication in Aging and Dementia (3) (F)

Neurologic, language, and cognitive changes associated with normal aging and dementia. Etiology, differential diagnosis, assessment and therapeutic approaches to dementing illnesses with an emphasis on Alzheimer's disease.

SLP 528 Seminar in Aphasia (3) (F)

Etiology, diagnosis, evaluation and treatment of the aphasic adult patient. Prerequisite: SLHS 402 or consent of instructor.

SLP 540 Psychosocial Aspects of Communication Disorders (3) (W)

A study of the psychosocial aspects of communication disorders and the techniques for dealing with the attitudes and emotions that affect the long-term maintenance of improved communicative behavior.

SLP 541 Seminar in Language Intervention (3) (S)

A critical review of literature related to various child language intervention methodologies and practices.

SLP 542 Augmentative and Alternative Communication (3) (S)

Advanced appraisal techniques for speech, language and related areas as they apply to determining a need for augmentative communication systems; with additional emphasis on selecting appropriate aids and initial programming. Prerequisite: SLHS 347.

SLP 543 Private Agency Practicum: S/L (1) (FWS)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted at private practice facilities.

SLP 544 University Practicum: S/L (1) (FWS)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in the University Speech-Language-Hearing Clinic.

SLP 545 Hospital Practicum: S/L (1) (FWS)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in a health care facility.

SLP 546 School Practicum: S/L (FWS)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in a school setting.

SLP 547 Diagnostic and Appraisal Procedures (4) (F)

The evaluation and use of diagnostic tools: participation in evaluations and preparation of clinical reports. Prerequisite: SLHS 490 or its equivalent.



SLP 548 Internship (6) (FSW)

Supervised experience in a public or private agency; goals, nature of experience and criteria for evaluation established beforehand by student, departmental advisor, and a representative of the agency. Prerequisite: Departmental approval of proposal.

SLP 576 Clinical Practicum: Audiology (1) (FWS)

Supervised clinical experience in evaluation or management of children or adults with impaired hearing; may be repeated. Prerequisites: Graduate standing and consent of academic advisor.

SLP 591 Topical Seminar in Speech, Language Pathology and Audiology (3)

The examination of the literature on a selected topic of current interest.

SLP 593 Readings in Speech, Language Pathology and Audiology (1-3) (FWS)

Selected readings in speech pathology, language pathology, audiology or speech and hearing science under the direction and supervision of members of the department. Prerequisite: Approval of departmental advisor and the project supervisor.

SLP 597 Research Project (3) (FWS)

Registration only after consultation with major advisor.

SLP 599 Thesis (1-6) (FWS)

Registration only after consultation with major advisor.

Educational Administration Programs

Master of Science and Education Specialist in Educational Administration

Moorhead State University cooperates with North Dakota State University in programs leading to the Master of Science and Education Specialist 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. TCU is accredited by the North Central Association of Colleges and Schools (NCA) and the National Council for Accreditation of Teacher Education (NCATE). Application forms and information may be obtained from the Graduate Studies Office.

Moorhead State University is currently on the quarter system while North Dakota State University converted to the semester system in the Fall of 1992. Students should be aware of the fact that, because of the two different systems, beginning and ending dates for the quarter system and the semester system are not in

harmony. It is necessary for students to keep themselves informed of the schedules on both campuses.

The Tri-College University (TCU) Educational Administration program is built on the belief that the professional/academic preparation of educational administrators is best offered in an organizational context which is rich in professional diversity and which represents the various sub-disciplines of education with which school administrators must be familiar. The instructional program, which focuses on the development of knowledge, understanding, attitudes and skills, is built around several mutually supportive interdependent curricular areas which reflect the intended programmatic outcomes.

The core faculty of the TCU Educational Administration program is drawn from the educational faculty of Moorhead State University and North Dakota State University. It includes specialists in educational administration, as well as faculty members with interest and competence in other, related fields of professional education.

The TCU Educational Administration program is committed to expanding the research on and the knowledge base of education and the administration of educational programs. This is accomplished through the individual research efforts of professors and the resulting publication of articles, monographs and books. It is also accomplished through collaborative efforts between faculty and students on research and/or grant projects, and through advising of research resulting in master's papers, theses, and specialist field studies. Further, all of the faculty maintain on-going collaborative relationships with state and national professional administrator organizations and school districts.

University of Minnesota—MSU Partnership

Master of Science in Nursing

Courses leading to a Master of Science degree in nursing from the University of Minnesota are now available at Moorhead State University as a result of a Partnership Model Program. Courses are available at Moorhead State University both on site and via interactive television. Application to the Graduate Nursing program can be initiated at Moorhead State University. To obtain further information, call Barbara Vellenga at (218) 236-4696. The U of M Graduate School offers the master's degree under two plans: Plan A, requiring a thesis, and Plan B, which substitutes additional course work and a special project for the thesis.

PLAN A

This plan offers students the flexibility to research topics of their interest with the goal to further the development of the discipline of nursing. The student and faculty advisor plan a program of study that supports the student's thesis. The thesis research is carried out under the direction of the faculty advisor.

The Graduate School requires a minimum of 44 credits for the Plan A to be distributed as follows:

- 1. 20 credits (minimum) in the major of nursing. *Nurs 8014 Research in Nursing (3 cr) is required.*
- 2. 8-9 credits in related fields outside of nursing or a designated minor.
- 3. 16 credits of thesis.

The final examination is an oral defense of the thesis. The faculty committee is composed of at least two representatives from the School of Nursing and one representative from the related field or minor.

PLAN B

The goal for Plan B is to prepare students for advanced practice in Nursing.

The School of Nursing currently offers preparation in the following areas of study:

- Child and Family Nursing
- Children with Special Health Care Needs
- Community Health in Long-Term Care
- Family Nurse Practitioner
- Gerontological Clinical Nurse Specialist
- Gerontological Nurse Practitioner
- Medical-Surgical Nursing
- Nursing Administration
- Nursing Education
- Nurse-Midwifery
- Oncology Clinical Nurse Specialist
- Pediatric Nurse Practitioner
- Public Health Nursing with emphasis in:
 - Administration, Adolescent Health; Older Adult, especially women; Parent, Child and Family; and School Health.
- Psychiatric-Mental Health Nursing

Dual degree options are available for students who would like to receive a Master's of Public Health (MPH) Degree in addition to the Master's degree in Nursing (MS).

1. Nursing Major32 credits
Distributed as follows:

- I. **Theoretical and Ethical Foundations of the Discipline**6 cr
Nurs 8010 Structure of the Discipline of Nursing (3 cr) and Nurs 8011 Moral & Ethical Positions in Nursing (3 cr) are required.
- II. **Methodological Foundations of the Discipline**3 cr
Nurs 8014 Research in Nursing (3 cr) is required.
- III. **Nursing Knowledge Underlying Clinical & Functional Specialization**4 cr
- IV. **Nursing Role Development**3 cr
- V. **Nursing courses selected from any of the categories**12 cr
- VI. **Plan B project**4 cr
An investigation of a nursing problem or question that may be of scientific, philosophic or historic nature. The project is to enable the student to learn and to utilize an investigative process appropriate to the field of nursing.

2. Related fields or minor8-9 cr

3. Elective (Nursing or related fields)3-4 cr

Admission requirements include the following:

- A baccalaureate degree. If baccalaureate degree is in a field other than nursing one must show evidence of ability in 5 selected areas of nursing.
- Competitive scores on the GRE.
- Evidence of high scholastic achievement.
- Current nursing license, references and a profile statement of goals, including preferred area of study.

Admission Deadlines:

Students are admitted to the master's program during Fall, Winter, Spring and Summer quarters. Application deadlines to begin study in one of three quarters are as follows:

- October 25—Winter, Spring or Summer Quarter
- December 15—Spring, Summer or Fall Quarter
- April 15—Summer, Fall or Winter Quarter

The following courses will be scheduled on a regular basis at the Moorhead State University campus.

NURS 8010 Structure of the Discipline of Nursing (3)

Exploration of purposes, characteristics, and kinds of structures with emphasis on theories, models, and conceptual frameworks.

NURS 8011 Moral and Ethical Positions in Nursing (3)

Influence of moral and ethical positions on behavior and decision making in nursing. Emphasis on basis for positions taken, such as selected moral and ethical theory, rights and responsibilities, and conflict.

NURS 8014 Research in Nursing (3)

(Prerequisite: Course in Inferential Statistics)

Exploration of research process and research methodologies appropriate to nursing. Analysis of research reports.

Other courses will be scheduled on site or using distance education based on student need.

Depending on the area of study, some selected courses will be available only at the University of Minnesota Twin Cities campus.

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

Acct 420(g) Introduction to International Accounting (4) (S)

Focus on current applied managerial and financial methodologies in the international environment. Theoretical, philosophical and anthropological arguments will be presented and discussed concerning the world-wide diversity of accounting policies. Prerequisites: Acct 230 and Mgmt 360 or consent of instructor.

Acct 425(g) Advanced Accounting (4) (FS)

Advanced topics in financial accounting, involving the consolidation process, not-for-profit accounting, partnerships, reorganizations, liquidation, and other topics as appropriate. Credit not available for both Acct 425 (g) and Acct 430 (g). Prerequisite: Acct 332 or consent of instructor.

Acct 430(g) Consolidations (4) (F)

Accounting for mergers, consolidations, and intercorporate investments. Emphasis on consolidated financial statements. Use of computerized spreadsheet is a required part of the course. Prerequisite: Acct 332 or consent of instructor.

Acct 435(g) Fund Accounting (4) (W)

Fund accounting systems used by non-profit entities. Municipalities, colleges, hospitals, voluntary health and welfare and other non-profit. Prerequisite: Acct 332 or consent of instructor.

Acct 441(g) Individual Income Taxes (4) (FW)

Fundamentals of income tax preparation for individuals. Prerequisite: Acct 340 or consent of instructor.

Acct 443(g) Taxation of Corporations and Partnerships (4) (S)

Tax planning and return preparation for corporations, and S corporations and partnerships. Prerequisite: Acct 340 or consent of instructor.

Acct 446(g) Estate, Gift and Trust Taxation (4) (W)

Federal estate and gift tax; income taxation of estates and trusts; fundamentals of return preparation; basic estate planning. Prerequisite: Acct 340 or consent of instructor.

Acct 460(g)-461(g) Auditing I-II (4-4) (F-S)

460: Orientation to auditing. Purpose, ethics, legal liability, internal control, planning evidence and reporting. Prerequisites: Acct 332 and Acct 370 or consent of the instructor.

461: Statistical sampling, audit objectives, procedures and reporting, professional standards, workpaper analysis, current topics, case-studies and oral presentations. Must be taken in sequence.

Acct 465(g) Internal Auditing (4) (W)

The role of the internal auditor; auditing procedures and practices; operational audits; effective reporting. Prerequisites: Acct 460 and Mgmt 360.

Acct 480(g) Accounting Theory (4) (S)

Intensive study of current authoritative pronouncements with emphasis on prescribed procedures and suggested alternatives, conceptual framework, and overview of standard setting and reporting process. Prerequisites: Acct 332, senior standing or consent of instructor.

Acct 498(g) Problems in Accounting (1-4) (FWS)

Special problems not in the regular curriculum. May be taken more than once since content will vary. Prerequisite: consent of instructor.

Biology Department

Biol 301(g) Developmental Biology (4) (F 94)

A study of the mechanisms of development in a variety of biological systems, with analyses of changes from conception through aging. With lab. Prerequisite: Biol 113, Biol 341 recommended.

Biol 302(g) Histology (4) (W)

Microscopic characteristics of human tissues and organs, structural-functional correlation, histogenesis. With lab. Prerequisite: Biol 113.

Biol 343(g) Histological Techniques (4) (W 94)

Tissue preparation for histological, histochemical, immunocytochemical and fluorescent studies. With lab. Prerequisite: Biol 113 (Chem 113 recommended) or consent of instructor.

Biol 350(g) Microbiology (4) (F)

Morphology, nutrition, genetics, and physiology of bacteria and other microorganisms, as well as introduction to medical applications. With lab. Prerequisites: 1 year each of chemistry and biology or consent of instructor; Biol 341 recommended.

Biol 355(g) Wildlife Ecology (4) (F)

The application of ecological principles to the management of wildlife populations. Population dynamics and field techniques are stressed. With labs. Prerequisite: Biol 345.

Biol 410(g) Parasitology (4) (S)

Principles and importance of parasitism as exemplified by selected parasitic protozoa, helminths, and arthropods. With lab. Prerequisites: Biol 112 and 113.

Biol 445(g) Limnology (4) (SS)

Aquatic ecology; analysis of the physical, chemical and biotic factors that affect life in lakes, ponds, and streams. With lab and field work. Prerequisites: 30 quarter hours of college biology, including Biol 345, and one year of college chemistry.

Biol 449(g) Molecular Biology (4) (F)

Cell structure in relation to function at the molecular level, including the use of molecular techniques in cellular biology. Prerequisites: Biol 341, Chem 113.

Biol 450(g) Cell Physiology (4) (S)

Function of homeostatic mechanisms in cells. The laboratory will emphasize standard techniques for working with cells, including cell culture and the measurement of a variety of physiological parameters. With lab. Prerequisites: Biol 112 or 123 and Chem 238 or consent of instructor.

Biol 470(g) Immunology (3) (W)

Introduction to antibody-mediated immunity and cell-mediated immunity. Biol 471, Immunology Laboratory may be taken concurrently. Prerequisites: Biol 350 and one year of chemistry or consent of instructor; Biol 341 recommended.

Biol 471(g) Immunology Laboratory (1) (W)

Selected methods in antibody-antigen assays and cellular immunology. Prerequisites: Biol 470 or concurrent registration.

Biol 475(g) Pathogenic Microbiology (4) (S)

A survey of the major pathogens causing infectious disease in humans. Emphasis on bacterial pathogens, including their cultivation, identification, and pathogenicity. With lab. Prerequisites: Biol 350 and 470; Biol 341 recommended.

Biol 481-482-483(g) Biology Seminar I-II-III (1 each) (FWS)

Oral reports by students and staff based on critical evaluation of scientific literature, and/or independent research. Prerequisite: Junior or Senior standing in major.

Business Administration Department

FINANCE COURSES

Finc 406(g) Small Business Management Consulting (2) (FWS)

Practicum in providing management assistance to small business. To be taken two quarters consecutively for a total of 4 credits. Senior or graduate standing and permission of the instructor required. Offered only on a pass/fail basis.

Finc 425(g) International Trade and Finance (4)

(Same as Econ 425). Theories and institutions of trade and finance are examined in traditional and contemporary contexts. Prerequisite: 304 or 320.

Finc 442(g) Finance Seminar (4) (WS)

Selected finance topics of contemporary interest. May be repeated with different topics. Prerequisite: Consent of instructor.

Finc 450(g) International Financial Management (4) (W)

Traditional areas of corporate finance will be explored including working capital, capital budgeting, cost of capital and financial structure evaluation and control of operations in a multinational setting. Prerequisites: Econ 206, Finc 340.

Finc 456(g) Principles of Investment (4) (FS)

Studies financial assets, brokerage firms and the security industry, and the mechanics and strategies of buying and selling various assets for investment purposes. Prerequisite: Finc 340.

Finc 457(g) Portfolio Analysis (4) (W)

Analysis of techniques used in combining a portfolio of securities. Examines various classes of securities and investments meeting a proper balance of investor's requirements. Prerequisite: Finc 456.

Finc 498(g) Problems in Finance (1-4)

Individual inquiry into an aspect of finance not covered in the regular curriculum. Prerequisite: Consent of instructor.

Finc 598 Research in Finance (3)

Prerequisite: graduate standing.

MANAGEMENT COURSES

Mgmt 405(g) Small Business Management (4) (FWS)

Analysis of problems confronting the manager of a small retail, wholesale, or manufacturing enterprise. Prerequisite: Mgmt 360.

Mgmt 406(g) Small Business Management Consulting (2) (FWS)

Practicum in providing management assistance to small business. To be taken two quarters consecutively for a total of 4 credits. Senior or graduate standing and permission of the instructor required. Offered only on a pass/fail basis.

Mgmt 415(g) Industrial Organization and Public Policy (4)

(Same as Econ 415). Market structure, market conduct, and economic performance. Public policy regarding the attainment of workable competition in industry. Prerequisite: Econ 315.

Mgmt 416(g) Labor Economics (4) (W)

(Same as Econ 416). Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. Prerequisite: Econ 206.

Mgmt 430(g) Managerial Economics (4) (FWS)

Integration of quantitative methods and economic theory for managerial decision-making. (Same as Econ. 430). Prerequisites: Econ 206 and Mgmt 360.

Mgmt 440(g) Personnel Management (4) (FW)

Management of people at work with emphasis on recruiting, selecting, training, and evaluating personnel. Prerequisites: Mgmt 360, Psy 119 or Soc 205.

Mgmt 450(g) Production/Operations Management (4) (FWS)

Description and analysis of the production/operations function in an organization. Prerequisites: Mgmt 360 and Math 275.

Mgmt 452(g) Organizational Development (4) (W)

Techniques used to assist in solving problems and dealing more rapidly with change. Prerequisites: Mgmt 360, Mgmt 440 or 451.

Mgmt 456(g) Management Information Systems (4) (FWS)

Design and use of communication processes in which data are recorded, transmitted, and revised as an aid in managerial decision making. Prerequisites: Mgmt 360, CIS 145 or ComS 201.

Mgmt 458(g) International Management (4) (FWS)

Examination of organizational management in the international environment will focus on private and public management in the exchange of goods and services. Prerequisite: Mgmt 360.

Mgmt 461(g) Management Seminar (4)

Selected management topics of contemporary interest. May be repeated with different topics. Prerequisite: Mgmt 360.

Mgmt 598 Research in Management (3)

Research in a specific problem area in management. Designed to provide training in the use of research techniques. Topic selected through conference with faculty advisor. Prerequisite: Graduate standing.

MARKETING COURSES

Mktg 315(g) Industrial Marketing (4) (FS)

Methods of marketing goods and services to manufacturers, wholesalers, retailers, institutions, and governments. Prerequisite: Mktg 310.

Mktg 406(g) Small Business Management Consulting (2) (FWS)

Practicum in providing marketing assistance to small business. To be taken two quarters consecutively for a total of 4 credits. Senior or graduate standing and permission of the instructor required. Offered only on a pass/fail basis.

Mktg 410(g) Marketing Logistics (4) (S)

Movement and storage activities associated with the distribution of raw materials and finished goods. Prerequisite: Mktg 310, Math 275.

Mktg 442(g) Marketing Seminar (4) (FWS)

Selected marketing topics of contemporary interest. Prerequisite: Mktg 310. May be repeated with different topics.

Mktg 444(g) Transnational Marketing (4) (FS)

Comprehensive study of those factors affecting international marketing. Prerequisites: Mktg 310, senior standing.

Mktg 470(g) Independent Study (1-4) (FWS)

Individual inquiry into theoretical aspects of marketing not covered in the regular curriculum. Prerequisite: Consent of instructor.

Mktg 498(g) Problems in Marketing (1-4) (FWS)

Individual inquiry into a practical marketing problem. Prerequisite: Consent of instructor.

Mktg 598 Research in Marketing (3)

Research into a specific problem area in marketing to provide training in the use of research techniques. Topic to be selected with faculty advisor. Prerequisite: Graduate standing.



Chemistry Department

- Chem 305(g) Chemical Lit (1)**
Chem 314(g) Aquatic Chem (3)
Chem 361(g) Intr Biochemistr (4)
Chem 410(g) Industrial Chem (4)
Chem 427(g) Topics Anal Chem (1-3 Topical)
Chem 432(g) Adv Organic Chem (3)
Chem 437(g) Topics Org Chem (1-3 Topical)
Chem 447(g) Topics Phys Chem (1-3 Topical)
Chem 457(g) Topics Inorganic (1-3 Topical)
Chem 461(g) Gen Biochem I (3)
Chem 462(g) Gen Biochem II (3)
Chem 463(g) Gen Biochem III (3)
Chem 464(g) Biochem Lab I (1)
Chem 465(g) Biochem Lab II (1)
Chem 466(g) Biochem Lab III (1)
Chem 467(g) Topics Biochem (1-3 Topical)
Chem 480(g) Seminar (1 Topical)
Chem 499(g) Topical Workshop (1-4 Topical)

Economics Department

- Econ 411(g) Economic History of the United States I (4)**
Analysis of the economic history of the United States from the colonial period to the eve of the industrial age. Prerequisite: One year of college history.
- Econ 412(g) Economic History of the United States II (4)**
Economic history of the United States from the dawn of the industrial age to the present. Prerequisite: Econ 411 or equivalent.
- Econ 415(g) Industrial Organization and Public Policy (4)**
Market structure, market conduct, and economic performance. Public policy regarding the attainment of workable competition in industry. (Same as Management 415). Prerequisite: Econ 315.
- Econ 416(g) Labor Economics (4) (W)**
Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. (Same as Management 416). Prerequisite: Econ 206.
- Econ 425(g) International Trade and Finance (4) (FS)**
Theories and institutions of trade and finance are examined in traditional and contemporary contexts. (Same as Finance 425). Prerequisite: 304 or 320.

Econ 430(g) Managerial Economics (4) (W)
Integration of quantitative methods and economic theory for managerial decision-making. (Same as Management 430). Prerequisite: Econ 206 and Management 360.

Econ 450(g) Individual Study in Economics (1-4) (FWS)
An individual inquiry into economic problems not dealt with in the regular curriculum. Prerequisite: Econ 206 and consent of instructor. May be repeated for credit.

Econ 499(g) Economics Seminar (3-4)
An intensive investigation of some aspect of economics. Subject matter and prerequisites depend upon the interests of the instructor.

Econ 598 Research in Economics (3)
Individual graduate-level research of an economic topic of mutual interest to student and instructor. Prerequisite: Consent of instructor and MBA Program Director.

English Department

- Engl 361(g) Introduction to Descriptive Linguistics (4)**
A broad survey of the field of descriptive linguistics.
- Engl 363(g) History of the English Language (4)**
A survey of the early history of the English language, its sounds, and its grammar, emphasizing Old English and its literature or Middle English and its literature.
- Engl 391(g) Teaching English in Secondary Schools (4) (W)**
Current practices in teaching secondary English; possible observation of secondary classes; discussion of curriculum, approaches, and techniques.
- Engl 392(g) Teaching Adolescent Literature and Reading (4) (S)**
Review of current trends in adolescent and young adult literature. Approaches and techniques for teaching reading and for studying literature in junior and senior high school. May be repeated after five years with consent of instructor.
- Engl 393(g) Grammars of English (4) (W)**
A survey of the history of language study, of the history of the English language, and of the various kinds of grammars: traditional, structural, and transformational.
- Engl 410(g) Studies in British Literature* (4)**
Study of selected topics, movements, or genres.
- Engl 430(g) Individual Author* (4)**
Intensive study of selected works of one author.
- Engl 450(g) Critical Traditions* (4)**
Principal works of literary aesthetics and criticism from selected periods in history.
- Engl 480(g) Advanced World Literature* (4)**
Intensive study of selected world masterpieces from one language, in translation.

Engl 488(g) Advanced Creative Writing* (3)
Advanced work in writing of poetry, short fiction, plays, or film. Prerequisite: Engl 388 and/or consent of the instructor. Students may repeat this course once when the topic varies.

Engl 492(g) Transformational Grammar (4)
An introduction to the theory of generative grammar and its applications.

Engl 495(g) Advanced Study in Language or Literature (4)
Study of selected topics, individual authors, genres or movements in linguistics or in American, British, or world literature. The course may be offered as a seminar, as an independent study, or as an adjunct to another class taught by the same instructor. Repeatable when subject matter varies. Consent of instructor required for graduate credit.

Engl 498(g) Tutorial (1-3)
The consideration of various problems in literature or language agreed upon by the instructor and the student.

* *May be repeated for credit if subject changes.*

Health-Physical Education Department

HEALTH COURSES

Hlth 474(g) Workshop in Health Education (2)
Designed to meet special needs for up-to-date information in specific health areas. Prerequisite: Consent of instructor.

Hlth 475(g) Issues and Trends in Health Education (1-4)
Issues or trends of major concern in the discipline of Health/Health Education. The course may be repeated as content varies. Prerequisite: Senior standing or consent of instructor.

Hlth 499(g) Topical Workshop (1-6)

Hlth 560 Studies in Athletic Training (3)
Directed readings and discussions with emphasis on research in athletics.

PHYSICAL EDUCATION COURSES

PE 421(g) Physiology of Exercise (4) (FS)
A study of the function of the systems of the human body most notably affected by exercise, the lack of exercise, and various work aids. Common physiological problems in teaching physical education and coaching athletics will be considered.

PE 452(g) Adapted Physical Education (4) (FW)
Activities, administration and programs related to the handicapped.

PE 453(g) Assessment and Programming in D/APE(4) (S)
A study of instructional/administrative methods and activities for the physical education program as it relates to the needs, interests and abilities of persons with physical and/or mental handicaps. Prerequisite: Consent of instructor.

PE 454(g) Curriculum in Developmental/Adapted Physical Education (4) (SS)
Prepare Developmental/Adapted specialists to provide direct service to handicapped students, serve as consultants to other physical education teachers, assess motor and physical fitness levels, write individual programs, read and understand research in adapted physical education. Prerequisite: PE 452.

PE 456(g) Curriculum and Assessment for Severely Handicapped (4) (F)
Examines program philosophy in teaching students with severe handicaps. Topics include curriculum approaches, methods of assessment, instructional techniques and team approaches.

PE 475(g) Administration of Athletics (3) (S)
Problems, policies and procedures in the administration of a high school athletic program. Prerequisite: Senior standing or instructor's consent.

PE 495(g) Administration of Physical Education (3) (FS)
Problems, policies and procedures in the administration of physical education. Prerequisite: Senior standing or instructor's consent.

History Department

Hist 305(g) Modern Middle East (4) (W)
The Middle East since 1914. European imperialism and the background to the Arab-Israel struggle, nationalism, revolution, Islamic resurgence, and contemporary problems.

Hist 307(g) Studies in Asian History (3-4)
Selected topics in Asian history.

Hist 308(g) Studies in African History (3-4)
Selected topics in African History.

Hist 309(g) Studies in Latin American History (3-4)
Selected topics in Latin American history.

Hist 310(g) Studies in European History (3-4) (W)
Selected topics in European history.

Hist 311(g) Studies in North American History (3-4) (W)
Selected topics in North American history.

Hist 312-313-314(g) Ancient History I-II-III (4 each) (F-W-S)

312: Ancient Near East: political, social, and cultural history from the dawn of civilization through the formation of the great empires. 313: Ancient Greece: social, political, economic, and cultural development. 314: Ancient Rome: political, social, economic, and cultural development.

Hist 315(g) Medieval Europe (3)

European history from the decline of the Roman Empire to the Renaissance.

Hist 316(g) The Renaissance (3) (W)

The political, religious, cultural, economic, and social evolution of Europe from the 14th to the 16th century.

Hist 317(g) The Reformation (3) (S)

Sixteenth century Europe during the Protestant and Catholic Reformation period; the development of the modern state system.

Hist 318-319(g) History of Germany I-II (4 each)

318: Germany from earliest times to the late 19th century. 319: Political, social and economic developments to the present.

Hist 325(g) French Revolution and Napoleon (4)

A survey of the French Revolutionary and Napoleonic periods in European history examining the causes and consequences of the Revolution in social, political and military terms.

Hist 331-332-333(g) Russian History I-II-III (4 each) (FWS)

331: Russia from earliest times to the end of the 18th century; 332: Imperial Russia in the 19th century to the end of the Romanovs (1917); 333: Russian Revolution and history, government, society and foreign policies of Soviet Union to the present.

Hist 338-339(g) Intellectual History of Western Civilization I-II (4 each)

338: Reflections on fundamental social, political, and religious concerns from the Renaissance to the 18th century Enlightenment. 339: Intellectual response to the special problems of modern society in the 19th and 20th centuries. Prerequisite: Hist 102-103 or consent of instructor.

Hist 340-341(g) History of Scandinavia I-II (4 each) (FWS)

340: Survey of the social, cultural, political and economic development of the peoples of the five Scandinavian countries from pre-historic times to the mid-18th century. 341: Mid-18th century to the present.

Hist 355(g) The Scandinavian Heritage in America (4) (S)

An examination of the conditions in the Scandinavian countries in the 19th century which prompted mass migration to the U.S., the regions and nature of early Scandinavian settlements, adjustment and assimilation, and the nature and degree of ethnic retention among the descendants of these immigrants.

Hist 357-358(g) United States Foreign Relations I-II (4 each)

357: Diplomacy in the era of the American revolution, continental expansion, the Civil War, and the Gilded Age.

358: American expansion into the Caribbean and to the Far East, World Wars I and II; the various forces that affected American foreign relations in the twentieth century.

Hist 366-367(g) Constitutional History of the United States I-II (4 each)

366: The origins and development of the American Constitution from Colonial times to the beginning of the industrial age. 367: The American constitutional system in its historic setting from early industrial times to the present.

Hist 368-369(g) American Life and Thought I-II (4 each)

368: From the beginnings to mid-19th century.

369: From Darwin to the present.

Hist 370(g) The American West (4)

The frontier movement as a factor responsible for North American character and institutions.

Hist 375(g) Women in United States History (3-4) (W)

This course will focus on the experience of women in America from colonial times through the present. Oral history and primary documents such as diaries and newspaper writings will be examined to better understand the changing lives of ordinary women. Major attention will also be paid to women's activism and women's issues.

Hist 377(g) Afro-American History (3-4) (S)

This course will focus on the black experience in America from the African Background through the present. Major topics: Slave Experience, the Reconstruction Period, The Black Urban Experience in the 20th Century, the Civil Rights movement.

Hist 381-382(g) History of Canada I-II (3 each) (WS)

381: Pre-Confederation Canada: exploration and French settlement through the conquest, British rule, achievement of responsible government, and the development of Canadian nationality. 382: Post-Confederation Canada: the consolidation and expansion of Canada from Confederation to the present, emphasis on Canada's internal growth and multinational character.

Hist 402(g) Seminar in African History (3-4)

Problems in African history for advanced students.

Hist 403(g) Seminar in Latin American History (3-4) (S)

Problems in Latin American history for advanced students.

Hist 404(g) Seminar in European History (3-4)
Problems in European history for advanced students.

Hist 405(g) Seminar in North American History (3-4) (F)
Problems in North American History for advanced students.

Humanities Department

HUMANITIES COURSES

Hum 310(g) Women's Studies (4)
Inter-disciplinary perspectives on women from biology, humanities, the arts, and the social sciences. Core class for Women's Studies Minor Program.

Hum 311(g) Topics in Women's Studies (1-4)
May be repeated for credit as topics vary. Prerequisite: Hum 310 or consent of instructor.

Hum 312(g) Women and the Humanities (4)
An examination of painting, sculpture, novels, songs and instrumental music by women, as well as creative work from the traditional world of women.

Hum 331(g) Topic: Humanities (4)
Topics appropriate to upper-division students, developed around the interests of students and instructors.

Hum 410(g) Directed Readings in Women's Studies (1-4)
Projects designed by students and instructor. Prerequisite: Hum 310 or consent of instructor. May be repeated for credit.

Hum 412(g) Seminar in Women's Studies (4)
Study of selected problems in Women's Studies through the Humanities, employing the objectives of interdisciplinary humanities and multicultural studies. Specific topics will be announced in class schedule. Students may register more than once when content varies. Recommended for Women's Studies Minors as substitute for Humanities 310, Directed Readings in Women's Studies.

AMERICAN STUDIES COURSES

AmSt 317(g) The Midwest (4) (W)
An interdisciplinary approach to the study of the Midwest to examine regional values, beliefs and patterns of behavior. Course materials selected from history, literature, geography, social sciences, and the arts.

AmSt 417(g) Seminar in American Culture (4)
Selected problems in American culture, employing the objectives and approach of interdisciplinary studies. Emphasis upon student research and writing. Prerequisites: AmSt 217 and 317, or consent of instructor.

AmSt 419(g) Seminar: Success and Failure in American Society (4) (S)
An examination of the dominant beliefs about success and failure in American society: their origin, impact, and current influence. Materials drawn from literature, history, interdisciplinary studies, film. Prerequisites: AmSt 217 and 317, or consent of instructor.

Languages Department

FRENCH COURSE

Fren 480(g) Special Topics in French Literature and/or Culture (2-4)
In-depth study of a selected topic in French. May be repeated for credit. Counts toward the French major or minor. Prerequisite: Fren 203 or consent of instructor.

GERMAN COURSE

Ger 480(g) Special Topics in German Literature and Culture (2-4)
In-depth study of a selected topic in German. May be repeated for credit. Prerequisites: Ger 311-312-313 or consent of instructor.

SPANISH COURSE

Span 480(g) Special Topics in Spanish Literature and Culture (2-4)
In-depth study of a selected topic in Spanish. Focus may be historical or a theme, motif, genre, movement, period, or a single major author. May be repeated for credit. Prerequisites: Span 311-312-313 or consent of instructor.

Mass Communications Department

MC 440(g) Communications Law (4) (FWS)
Consideration of the legal philosophy bearing on the mass media.

MC 460(g) International Communication (4) (W)
An examination of comparative media systems and current issues in regional and global communication.

MC 465(g) Investigative Processes (4) (W)
Examination of human and library reference sources and their applications to investigative and in-depth news reporting. Prerequisites MC 205 & 305.

MC 496(g) Journalism Workshop (1-3) (FWS)
A course designed for workshops in broadcast or print journalism.

MC 497(g) Advertising, Public Relations Workshop (1-3)
A course designed for workshops in advertising or public relations.

MC 499(g) Topical Workshop (1-4) (S)

A course designed for workshops on current media topics.

MC 580 Problems in Mass Communications (1-4) (FWS)

Individual problems in areas of specific interest to the student.

Mathematics Department

Math 365 Vectors and Vector Fields (4) (S)

Vectors, matrices, vector valued functions, line and surface integrals, Green's Theorem, Stokes' Theorem. Prerequisites: Math 234 and Math 327.

Math 383(g) Applied Regression Analysis (4) (F94)

Regression models, inferences on regression models; multiple regression; correlation; model selection techniques; forecasting. Prerequisites: Math 273 and 275 or 376 or consent of instructor.

Math 400(g) History of Mathematics (4) (F94)

Topical and chronological survey of the main branches of mathematics. Prerequisite: Math 233 or consent of instructor.

Math 410(g) Actuarial Science II (2) (S)

Analysis and application of mathematical probability and statistical theory included in the second examination administered by the Society of Actuaries. Prerequisite: Math 475 or concurrent registration.

Math 415(g) Foundations of Geometry (4) (S)

Euclidean geometry, transformations, cross ratio, geometry of circles, constructions. Prerequisite: Math 391.

Math 420(g) Mathematical Modeling (4) (F94)

Techniques of developing and analyzing mathematical descriptions of physical phenomena. Prerequisites: Math 234 and Math 327 or consent of instructor.

Math 424-425(g) Abstract Algebra I-II (4 each) (F-W)

Groups, rings, and fields studied as abstract mathematical systems. La Grange's Theorem, factor groups, homomorphisms, polynomial rings, quotient rings, integral domains and algebraic extensions. Sequential. Prerequisites: Math 327 and Math 391.

Math 427(g) Linear Algebra (4) (S)

The theory of finite dimensional vector spaces. Linear transformations and their matrix representations, duality and characteristic values. Prerequisite: Math 424.

Math 450(g) Numerical Analysis I (4) (W94)

Numerical solutions to equations, finite differences, interpolation formulas, and numerical calculus. Prerequisites: Math 234 and ComS 201 or consent of instructor.

Math 451(g) Numerical Analysis II (4) (S95)

Topics related to linear algebra and differential equations. Prerequisites: Math 327, Math 331 and Math 450.

Math 467(g) Complex Analysis (4) (W94)

Complex numbers and variables, analytic functions, the Cauchy integral formula, infinite series, and conformal mappings. Prerequisite: Math 392.

Math 470(g) Introduction to Operations Research (4) (F95)

Linear programming, network analysis, dynamic programming, queueing theory, decision analysis, advanced programming techniques. Prerequisites: Math 327 and Math 375.

Math 474(g) Probability (4) (W95)

Probability, probability distributions, limiting distributions. Prerequisite: Math 375.

Math 475(g) Mathematical Statistics (4) (S96)

Estimators, order statistics, hypothesis testing, likelihood tests, analysis of variance, linear models. Prerequisites: Math 392 and Math 474.

Math 480(g) General Topology (4) (W95)

Metric spaces, topological spaces, continuity, compactness, connectedness, and separation axioms. Prerequisite: Math 392.

Math 490 Special Problems in Mathematics (1-6)

For advanced students to work on independent problems. May be repeated to a maximum of 6 credits. Prerequisite: Consent of instructor.

Math 495(g) Theory of Numbers (4) (F95)

Topics from elementary number theory, such as divisibility, congruences, Diophantine equations, number theoretic functions and continued fractions. Prerequisite: Math 391.

Math 574 Statistical Methods for Business Management (3)

Probability, sampling distributions, estimation of mean and proportion, tests of hypotheses. Prerequisite: Consent of MBA coordinator and instructor.

Philosophy Department

Phil 320(g) Philosophy of the Arts (4) (Annual)

A consideration of philosophical questions relating to the fine arts. Representative topics include the nature of art, aesthetic experience, criticism in the arts, representation, symbolism, and evaluation. Prerequisite: One course in Philosophy or consent of instructor.

Phil 365(g) Philosophy of Science (4)
(Alternate years)

An examination of traditional and contemporary views of the nature, function and value of science. Representative topics include the nature of scientific inquiry, the relationship between theory and observation, the idea that science provides an objective picture of reality, "progress" in science, and the differences between science and pseudo-science. Prerequisite: One course in philosophy or consent of instructor.

Phil 370(g) Skepticism and Knowledge (4)
(Alternate years)

Study of some of the major issues in the theory of knowledge, focusing on the question of whether or not knowledge is possible. The course will cover such issues as: the definition of "knowledge"; rationalism and empiricism; truth; perception; self-knowledge and knowledge of others; necessary truth. Prerequisite: One course in philosophy or consent of instructor.

Phil 380(g) Plato (4) *(Alternate years)*

A study of several major dialogues of Plato. Prerequisite: One course in philosophy or consent of instructor.

Phil 440(g) Seminar in Philosophy (1-4)

Study of selected philosophical problems, major philosopher, or philosophical movement. Specific topics will be announced in class schedule. Students may register more than once when content varies. Prerequisite: One course in philosophy or consent of instructor.



Phil 445(g) Topics in Feminist Theory (4)

Courses offered will focus on feminist theories as frameworks for feminist work. In general these courses will provide students with the opportunity to review, compare, and critique various feminist perspectives and theoretical development. For specific topic see current class schedule. Students may register more than once when content varies, but may not repeat course for more than 8 credits.

Phil 490(g) Independent Study (2-4)

Intensive independent study of a philosophical problem, major philosopher, philosophical movement, under the direction and supervision of one or more members of the department. May be repeated to a maximum of 9 credits. A maximum of 4 credits may be used to fulfill the requirements of the major in philosophy. Students who desire to undertake independent study will submit a written proposal indicating the problem or philosopher(s) they wish to study, and their tentative procedure for carrying out the study. The proposal must be submitted at least two weeks before the beginning of the quarter. The members of the department will examine the proposal to determine the feasibility of the plan and, if the proposal is approved by the department, the amount of credit to be given for it. Prerequisite: Approval of independent study proposal by the department of philosophy.

Physics Department

Phys 331(g) Intermediate Mechanics II (4)

An advanced unified approach to physical problems: Newton's Laws; algebra and calculus of vectors; particle dynamics in one, two, and three dimensions; systems of particles, gravitation, moving reference frames; Lagrange's equations, dynamics of rigid bodies; Hamilton's equations, variational principles, Hamilton-Jacobi theory, small oscillations, mechanics or continua; special theory of relativity. Prerequisites: Phys 202 and Math 331 or permission of instructor.

Phys 370-371(g) Electromagnetic Theory I-II (4 each) (F-W)

Advanced study of electromagnetism: boundary value problems, electrostatics of microscopic media, magnetostatics, Maxwell's equations, and plane electromagnetic waves. Prerequisites: Phys 202 and Math 331.

Phys 372(g) Optics (4) (S)

Geometrical optics, interference, diffraction, polarization and optical instruments. Prerequisite: Phys 371.

Phys 430(g) Quantum Mechanics (4) *(On demand)*

Application of quantum mechanics to atoms and molecules. Prerequisites: Phys 322, 331 and 370 or permission of instructor.

Phys 432(g) Introductory Solid State Physics (3)
Crystalline structure of solids, lattice properties, electron theory of metals. Prerequisites: Phys 322, and Phys 430 or permission of instructor.

Phys 490(g) Physics Seminar (1)

Political Science Department

Pol 310(g) Scope and Method (4) (F)
Approaches to the study of politics: methodologies and techniques of political research.

Pol 341(g) Public Policy (3-4) (F)
The policy processes and issues of the national government.

Pol 352(g) Political Problems in Developing Countries (3-4) (S)
Social and economic conditions affecting political institutions in the developing countries. The third world in international relations.

Pol 360(g) American Foreign Policy (4) (F)
U.S. foreign policy: its historical evolution, geographical position, economic, military, and political interest.

Pol 361(g) Topics in International Law (3-4 each) (W)
The doctrine of sovereignty; rights and obligations of states; freedom of the high seas; disputes, conflicts and the laws of war. May be repeated.

Pol 362(g) Topics in International Organizations (3-4 each) (W)
The nineteenth century European experience; from the League of Nations to the United Nations; the UN charter and its meaning and interpretation; specialized agencies of the UN. May be repeated.

Pol 410(g) Topics in Western Political Thought (4 each) (F)
May be repeated.

Pol 420(g) Seminar in American Politics (3-4) (WS)
Research and advanced analysis of selected topics; supervised individual studies. May be repeated as content is changed.

Pol 430(g) Topics in Constitutional Law (2-4 each) (WS)
May be repeated. Interpretation of the Constitution of the United States by federal courts.

Pol 455(g) Topics in Comparative Government (2-4 each)
Variable topics such as the British Commonwealth, Europe, Africa, Asia, the Middle East; or comparative government. May be repeated for credit.

Pol 461(g) Independent Study in Political Science (1-6) (FWS)
Readings, research papers, special projects under the close supervision of members of the department. Prerequisites: Pol 110 and 120 or consent of instructor.

Pol 490(g) Senior Seminar in Political Science (2-4) (WS)
Examination of an issue, problem, or concept at a senior level in a seminar setting. May be repeated as the topic varies. Prerequisites: Pol 110 and 120 or consent of instructor.

Pol 590 Graduate Seminar in Political Science (2-4) (on demand)
Examination of an issue, problem or concept at a graduate level in a seminar setting. May be repeated as topic varies. Prerequisite: Pol 110 and 120 or consent of instructor.

Pol 597 Individual Study (1-3) (on demand)

Pol 599 Thesis in Political Science (1-6) on demand
Registration only after consultation with major advisor.

Psychology Department

Psy 403(g) Adulthood/Aging (3-4) (S)
Discussion of some of the major theoretical approaches and current issues in human development from young adulthood through old age and death. Prerequisite: Consent of instructor.

Psy 462(g) Child Psychopathology (3-4) (S)
The nature, origins and consequences of behavioral disturbances in childhood. Topics include theoretical perspectives, assessment and classification, treatment and prevention. Prerequisites: 12 psychology credits, including child psychology, and upper-division status.

Psy 463(g) Abnormal Psychology (3-4) (W)
Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior. Prerequisites: 12 credits of psychology or the consent of instructor.

Psy 465(g) Clinical Psychology (3-4) (S)
Introduction to techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding. Prerequisites: 12 credits of psychology or consent of instructor.

Psy 467(g) Chemical Dependencies (3-4) (S)
A study of the practical, legal and ethical problems in dealing effectively with chemical dependencies. Development and application of skills related to diagnosis, intervention and referral are stressed. Prerequisites: 12 credits of psychology or equivalent and consent of instructor. Psy 217 recommended.

Psy 470(g) History and Systems of Psychology (4) (F)
An overview of the development of psychology from associationism to the present. Schools, fields, and areas of psychology are emphasized. Prerequisite: Consent of instructor.

Psy 481(g) Seminar in Psychology (4) (FS)
Topics of special interest. For majors, and advanced students in other areas. Course may be repeated. Prerequisite: Consent of instructor.

Psy 491(g) Independent Study (1-4)

Individual topical studies of special interest. Course may be repeated. Prerequisite: Consent of instructor.

Psy 495(g) Field Work in Psychology (2-4)

Supervised field work, experience in social service agencies, or research settings. Prerequisite: Consent of instructor. Students must have obtained prior approval from the instructor for all projects they wish to take for credit.

Social Work Department

SW 401(g) Social Policy (4) (FWS)

To develop knowledge and understanding of professional ethics, substantive policy, the policy process, political and economic perspectives and beginning skill analyzing social policy. Prerequisites: SW 255, Econ 100, Pol Sci 221 or 240, and consent of instructor.

SW 402(g) Child Welfare Services (4)

Problems in the area of child welfare: prevention, treatment and rehabilitation. Effectiveness of existing programs and possible change. Prerequisite: SW 250 or consent of instructor.

SW 403(g) Health Care Issues and Services (4)

Social work roles within the total health delivery system: cost, NHI, prevention, chronic illness, terminal care and the psychosocial aspects of illness. Prerequisite: SW 250 or consent of instructor.

SW 404(g) Rural Social Work (4)

Social changes in rural societies: problems, needs, programs and role of social workers in rural United States with emphasis on Upper Great Plains region. Prerequisite: SW 250 or consent of instructor.

SW 405(g) Human Behavior and the Social Environment Through Literature (4)

Human behavior, social problems, social relationships and environment as seen in classic and contemporary fiction and drama. Prerequisite: SW 250 or consent of instructor.

SW 409(g) Social Policies and Services for the Elderly (4) (S)

A critical examination of social policies and services for the elderly. (Cross with Soc 408.) Prerequisite: SW 308 or consent of instructor.

SW 411(g) Chemical Dependency (4)

Exploration of chemical use, abuse, and addiction, with emphasis on alcohol as the drug of choice. Prevention, intervention, special problems of women, youth, elderly, and minority populations examined. Prerequisite: SW 250 or consent of instructor.

SW 422(g) Generalist Practice: Groups (4) (FWS)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with groups. Prerequisites: SW 421 and consent of instructor.

SW 423(g) Generalist Practice: Families (4) (FWS)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with families. Prerequisites: SW 421 and consent of instructor.

SW 424(g) Generalist Practice: Communities and Organizations (4) (FWS)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with organizations and communities. Prerequisites: SW 421 and consent of instructor. (May be taken with SW 421.)

SW 425(g) Topical Seminar in Social Welfare (1-9)

Selected topics of concern to social work students and human service professionals. Prerequisite: SW 250 or consent of instructor. (May be repeated to 9 credits)

SW 431(g) Readings in Social Welfare (2-4) (FWS)

Course designed for students interested in reading in-depth in selected areas of social work under faculty supervision. Credits determined by the extent and depth of the readings. Prerequisites: SW 255 and consent of instructor.

SW 432(g) Independent Study (2-4) (FWS)

Individual study, project, or research of special interest. Repeatable to eight credits but only four credits may apply to the social work elective requirements for the major. Prerequisites: SW 360 and consent of instructor.

SW 499(g) Social Work Workshops (1-3)

Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

Sociology and Anthropology Department

ANTHROPOLOGY COURSES

Anth 445(g) Seminar in Anthropology (4) (S)

Various topics in anthropology. Prerequisite: Junior or senior standing or consent of instructor.

Anth 461(g) Readings in Anthropology (1-8)

Selected readings in anthropology under the close supervision and direction of the faculty. Prerequisites: Upper division status and permission of the instructor.

SOCIOLOGY COURSES

Soc 408(g) Social Policies and Services for the Elderly (4)

A critical examination of social policies and services for the elderly. (Cross with SW 409(g)).

Soc 411(g) Issues in Sociology (3-4) (W or S)

Examines some of the most prominent theoretical and substantive issues identified by sociologists since roughly the beginning of this century, and especially since the end of World War II. Prerequisite: Soc 211 or consent of instructor.

Soc 412(g) Complex Organizations (3-3)(W)

Sociological analysis of large-scale bureaucratic organizations, from corporations to colleges. Topics include: the characteristics of bureaucracy and its consequences for the organization member and for society; the uses of power by organizations; the effectiveness of organizations; and the impact of organizations on societal change. Prerequisites: Soc 110, Soc 111, or consent of instructor.

Soc 416(g) Violence in the Family (3-4)

Applies various sociological perspectives to the topic of family violence. The following specific "types" of family violence are analyzed: violence by parents toward children, dating, marital and sibling violence, violence by children toward parents, and sexual abuse. Possible societal-level "solutions" are examined. Prerequisite: Soc 220 or consent of instructor.

Soc 418(g) Sociology of Education (3-4)

Examines societal factors and school structures that affect learning in primary and secondary schools and in higher education. Focuses on the effects of social class, sex differences, individual abilities, and the structure of the classroom and the school. Prerequisites: Soc 110 and 9 credits in sociology or 9 credits in education, or consent of instructor.

Soc 420(g) Trends in American Society (3-4)

Examines broader social, cultural and institutional developments in American society since roughly the Civil War: e.g., economics centralization, bureaucratization, changes in class structure, the political claims of minority groups and their effects, the problems of societal coordination, the decline of the American empire, etc. Prerequisite: Soc 110 or consent of instructor.

Soc 425(g) Seminar in Sociology (3-4)

Selected topics. Prerequisites: Upper-division status and consent of the instructor. May be repeated for credit.

Soc 449(g) Topics in Social Stratification (3-4)

Studies in the nature and processes of social inequality. Prerequisites: Upper-division status and consent of instructor. May be repeated for credit.

Soc 452(g) Topics in Advanced Research Techniques (3)

Advanced methodologies and analytic techniques for sociological research. Prerequisites: Upper-division status and consent of instructor. May be repeated for credit.

Soc 461(g) Readings in Sociology (1-6) (FWS)

A program of advanced readings in some sociological topic under the supervision of an instructor. Prerequisites: Senior status and consent of instructor.

Soc 489(g) Contin ed Topic (1-5)

Soc 499(g) Topical Workshop (1-4)

SPEECH COMMUNICATION AND THEATRE ARTS COURSES

Spch 322(g) Development of the Drama I (4) (F)

Greek and Roman tragic and comic playwrights, Aristotelian criticism, and classical theatre history. (Cross-listed as Engl 232).

Spch 324(g) Development of the Drama II (4) (W)

Western drama from the Middle Ages through the eighteenth century as reflected in readings from representative plays and theatre history. (Cross listed as Engl 344).

Spch 326(g) Development of the Drama III (4) (S)

The drama of the nineteenth and twentieth centuries, viewed as a revolutionary, cultural, political, and artistic force. (Cross-listed as Engl 345).

Spch 330(g) Dramatic Production I (1-6) (SSI)

Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audiences. May be repeated by undergraduates. Prerequisite: Consent of instructor.

Spch 331(g) Dramatic Production II (1-6) (SS2)

Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audiences. May be repeated by undergraduates. Prerequisite: Consent of instructor.

Spch 332(g) Stage Movement (4) (F, alternate years)

The theory and practice of movement, pantomime, and improvisation in the actor's creation of a physical characterization for the stage. Prerequisite: Spch 222 or consent of instructor.

Spch 333(g) Stage Voice (4), (F, alternate years)

The theory and practice of voice usage as it pertains to the actor's creation of a vocal characterization for the stage. Prerequisite: Spch 101.

Spch 341(g) Creative Dramatics (3) (S)

The principles and practices of informal drama and stroytelling with children; the use of creative dramatics in the elementary classroom.

Spch 342(g) Children's Theatre (3) (F, alternate years)

The principles which govern children's theatre; the analysis of scripts, production problems, and procedures to be used for young audiences.

Spch 344(g) Advanced Play Direction (4) (W)

Advanced study of techniques of visual dramatization through the use of movement, pantomime, tempo, and the analysis of character. Prerequisite: Spch 244 or consent of instructor.

Spch 350(g) Advanced Tech. Theatre Methods (4)

The fundamentals of designing for the stage; the designer's responsibilities, including the study of position, color, line, and form. Practical experience in design presentation through the execution of color renderings and scale models. Prerequisite: Spch 250 or consent of instructor.

Spch 416(g) Special Projects in Speech Communication (4) (on demand)

Advanced individualized creative or investigative work in a particular phase of speech communication. May be taken more than once if content is substantially different. Prerequisite: Consent of Instructor.

Spch 431(g) Styles of Acting (4) (S, alternate years)

Principles and problems in the acting of major historical and theatrical styles. Prerequisite: Spch 222 or consent of instructor.

Spch 434(g) Special Projects in Theatre Arts (4) (on demand)

Opportunity for the advanced student to do individual creative or investigative work in a particular phase of theatre. May be taken more than once if content is substantially different. Prerequisite: Consent of instructor.

Spch 438(g) Contemporary Playwrights (4) (F or S, alternate years)

Individual British, American, and continental playwrights; may be taken twice when the reading lists are substantially different.

Spch 444(g) Styles of directing (4) (S, alternate years)

Principles and problems in direction of major historical and theatrical styles. Prerequisite: Spch 344 or consent of instructor.

Spch 520 Seminar in Educational Theatre (3) (on demand)

Problems involved in the development of educational theatre programs. Prerequisite: Consent of instructor.

Spch 522 Dramatic Theory and Criticism (3) (on demand)

Principles of dramatic criticism from Aristotle to the present day. Critical standards and methods, and theory application in the evaluation of drama in performance. Prerequisite: Consent of instructor.

Spch 540 Problems in Speech Education (3) (on demand)

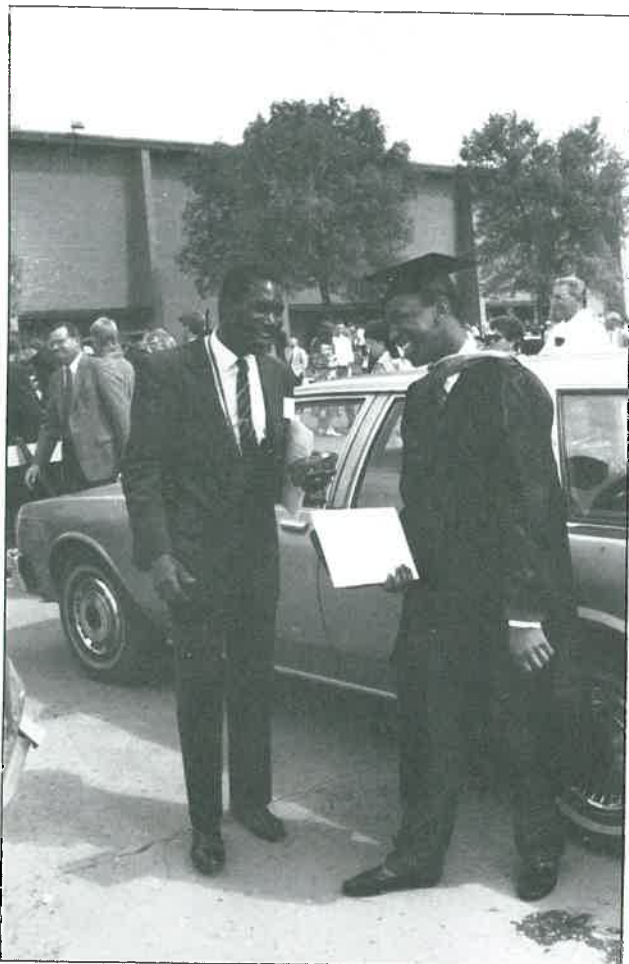
An examination of the problems involved in the development of speech communication programs.

Spch 595 Special Problems (1-3) (on demand)

Seminar designed to focus on topics of special concern in the field. Topics and content will vary.

Spch 597 Individual Study (1-3) (on demand)

Individualized creative or investigative work in a particular phase of speech communication. May be taken more than once if content is substantially different. Prerequisite: Consent of instructor.



Administration

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David Crockett, *Dean of Business, Industry and Applied Programs*
Judith A. Strong, *Dean of Natural and Social Sciences*
Iris Tiedt, *Dean of Education and Regional Services*

Graduate Faculty

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

Mary Ellen H. Schmider, 1977. Dean of Graduate Studies and Coordinator of Grants. B.A., St. Olaf College; M.A., University of Southern California; Ph.D., University of Minnesota.

Kerri L. Acheson, 1989. Associate Professor of Business Administration. A.A.S., University of Minnesota-Crookston; B.S.Ed., University of North Dakota; M.S., Utah State University; Ph.D., University of Southern California.

Johnson Afolayan, 1991. Assistant Professor of Secondary Education and Foundations. B.A., M.S., Ed.S., University of Wisconsin, Stout; Ph.D., Iowa State University.

Vijendra K. Agarwal, 1987. Professor of Physics. B.S., Agra University; M.S., Meerut University; Ph.D., Roorkee University.

Earl Alberts, 1985. Professor of Business Administration. B.S., Morningside College; M.A., University of Nebraska; D.B.A., University of Colorado. (Sabbatical Leave Winter Quarter 1993-94).

M. Wayne Alexander, 1977. Professor of Business Administration. B.S., M.B.A., Fresno State College; Ph.D., University of Illinois at Urbana-Champaign. (Sabbatical Leave 1993-94).

Roman Alvarez, 1985. Associate Professor of Languages. B.A., University of Santiago; M.A., Temple University; Ph.D., University of Pennsylvania. (Sabbatical Leave Spring Quarter 1993-94).

Beth C. Anderson, 1969. Professor of Elementary and Early Childhood Education. B.A., Jamestown College; M.A., Washington State University; Ed.D. University of North Dakota.

Lawrence R. Anderson, 1966. Professor of Secondary Education and Foundations. 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.

Marilyn Bakke, 1984. Associate Professor of Accounting and Head Coach, Women's Golf. B.A., M.S., Moorhead State University; D.B.A., Mississippi State University. CPA.

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

James Bartruff, 1990. Associate Professor of Speech Communication and Theatre Arts. B.A., Kearney State College; M.S., University of Oregon; M.F.A., University of Montana.

- Solveig Bartz, 1991.** Assistant Professor of Elementary and Early Childhood Education. B.A., Concordia College; M.Ed., University of Arizona; Ed.D., University of North Dakota.
- Abdel Fatah Bashir, 1989.** Associate Professor of Computer Science & Information Systems. B.S., University of Khartoum; M.S., Ph.D., University of Wisconsin-Milwaukee.
- Philip R. Baumann, 1989.** Assistant Professor of Political Science. B.A., M.A., Iowa State University; M.A., Ph.D., Michigan State University.
- Paul Beare, 1979.** Chair and Professor, Department of Special Education & Counseling. B.A., M.Ed., Ph.D., University of Missouri.
- Charles Bense, 1990.** Assistant Professor of English. B.A., M.A., California State University; M.A., Ph.D., University of California, Davis.
- Dieter G. Berninger, 1970.** Chair and Professor, Department of Humanities and Multicultural Studies and Director of Master of Liberal Arts Program. B.A., M.A., Ph.D., University of Wisconsin.
- Richard Bolton, 1979.** Professor of Multidisciplinary Studies. B.A., Stanford University; M.A., California State University, Los Angeles; Ph.D., Washington State University.
- Barbara J. Boseker, 1980.** Professor of Secondary Education and Foundations. B.S., University of Wisconsin-Milwaukee; M.A., Ph.D., University of Wisconsin-Madison.
- Richard F. Bowman, 1978.** Chair and Professor, Department of Secondary Education and Foundations. B.S., M.S., Ohio University; Ph.D., University of Toledo.
- Daniel Brekke, 1985.** Assistant Professor of Computer Science and Information Systems. B.A., Concordia College; M.S., Moorhead State University.
- Bradley A. Bremer, 1968.** Chair and Professor, Department of Psychology. B.A., Moorhead State University; M.A., Ph.D., Michigan State University.
- Curtis Bring, 1973.** Professor of Computer Science and Information Systems. B.S., M.S., North Dakota State University; Ed.D., University of Northern Colorado.
- Deborah Mae Broad, 1981.** Associate Professor of Art. B.A., Hollins College; M.F.A., University of Tennessee.
- Cheri Brown, 1986.** Chair and Associate Professor, Department of Languages. B.A., Creighton University; M.A., Ph.D., University of Nebraska-Lincoln.
- Lyndon E. Brown, 1979.** Chair and Associate Professor, Department of Health and Physical Education and Head Coach, Men's Tennis. B.A., University of North Carolina; M.S., Ph.D., University of New Mexico.
- M. Anne Brunton, 1969.** Associate Professor of Sociology and Anthropology. B.A., M.A., Ph.D., Washington State University.
- Richard F. Bynum, 1979.** Associate Professor of Health and Physical Education. B.S., M.S., Florida State University; Ed.D., University of Tennessee.
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Services to Students with Disabilities

All programs and services at Moorhead State University are accessible to disabled individuals, as mandated by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Possible accommodations include, but are not limited to: classroom accessibility, adaptive testing, notetaking services, readers, taped textbooks, and advocacy.

Questions or requests for services should be directed to the Coordinator, Services to Students with Disabilities, Comstock Memorial Union 112, 218-299-5859 V/TDD.

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