

[Graduate Bulletins \(Catalogs\)](#)

[Course Catalogs](#)

1995

Graduate Bulletin, 1995-1996 (1995)

Moorhead State University

Follow this and additional works at: https://red.mnstate.edu/graduate_bulletins

 Part of the [Art and Design Commons](#), [Art Education Commons](#), [Business Administration, Management, and Operations Commons](#), [Computer Sciences Commons](#), [Creative Writing Commons](#), [Educational Administration and Supervision Commons](#), [Elementary Education Commons](#), [Music Commons](#), [Nursing Commons](#), [Public Affairs, Public Policy and Public Administration Commons](#), [School Psychology Commons](#), [Special Education and Teaching Commons](#), [Speech and Hearing Science Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

Recommended Citation

Moorhead State University, "Graduate Bulletin, 1995-1996 (1995)" (1995). *Graduate Bulletins (Catalogs)*. 19.
https://red.mnstate.edu/graduate_bulletins/19

This Book is brought to you for free and open access by the Course Catalogs at RED: a Repository of Digital Collections. It has been accepted for inclusion in Graduate Bulletins (Catalogs) by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact RED@mnstate.edu.

Academic Affairs Copy
Please Do Not Remove



G *raduate*

B *ulletin*

1995-1996

MOORHEAD
STATE UNIVERSITY



***All provisions within this Bulletin are subject to change without notice.
This document can be made available in alternative form by calling (218) 299-5859 V/TDD.***

Moorhead State University is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, religion, color, creed, veteran's status, national origin, sex, sexual orientation/affectional preference, age, marital status, physical and mental disability, status due to receipt of public assistance, or any other group or class against which discrimination is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Americans with Disabilities Act of 1990, Minnesota Statutes Chapter 363, and other applicable state or federal laws. Inquiries regarding compliance should be referred to Barbara Seiler, Affirmative Action Officer, 218-236-2229.

The university calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of any such occurrences, the university will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extracurricular activities or other university programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with State University Board policy.

Graduate Calendar

1995-96

	Fall Semester 1995	Spring Semester 1996	Summer Sessions*	
			1SS	2SS
Registration and Payment of Fees	August 24-25	January 16	May 28	July 1
Classes Begin	August 28	January 16	May 28	July 1
Last Day to order academic garb from Bookstore		March 15	June 7	
Dates of Written Comprehensive Examinations for degree in term	November 8-9	March 27-28	June 20-21	
Last day to apply for Oral Examination for degree in term	November 16	April 4		June 27
Last day for Oral Examination	November 30	April 18		July 11
Last day to submit Thesis/Project to Office of Dean of Academic Services in Library for degree in term	December 14	May 2		July 25
Last day to submit Form 4 to Office of Dean of Academic Services	December 14	May 2		July 25
Last day to deliver academic garb to Office of Dean of Academic Services		May 3		July 26
Commencement		May 10		August 2*

*Dates subject to change.

1996-97

	Fall Semester 1996	Spring Semester 1997	Summer Sessions*	
			1SS	2SS
Registration and Payment of Fees	August 22-23	January 13	May 27	June 30
Classes Begin	August 26	January 13	May 27	June 30
Last Day to order academic garb from Bookstore		March 14	June 6	
Dates of Written Comprehensive Examinations for degree in term	November 6-7	March 26-27	June 19-20	
Last day to apply for Oral Examination for degree in term	November 12	April 3		June 26
Last day for Oral Examination	November 26	April 17		July 10
Last day to submit Thesis/Project to Office of Dean of Academic Services in Library for degree in term	December 12	May 1		July 24
Last day to submit Form 4 to Office of Dean of Academic Services	December 12	May 1		July 24
Last day to deliver academic garb to Office of Dean of Academic Services		May 2		July 25
Commencement		May 9		August 1*

*Dates subject to change.

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

Application for Admission to Graduate Study



PLEASE TYPE OR PRINT IN BLACK INK

Send completed application to: Graduate Admissions Office, Moorhead State University, 1104 7th Avenue South, Moorhead, Minnesota 56563.

1. Name _____
Last First Middle U.S. Social Security No.

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

2. Date of Birth _____ Country of Birth _____ Country of Citizenship _____
Mo./Day/Yr.

3. Permanent Address _____ Phone (____) _____
Street Address / PO Box County

City, State, Zip (Notify Graduate Office if address changes)

4. Present Address _____ Phone (____) _____
Street Address / PO Box

City, State, Zip

Effective until _____

5. Academic History: Please list all post-secondary schools you have attended.

Years Attended	Name of School	Location (State/Country)	Major	Degree/ Diploma Received	Date
19__ to 19__	_____	_____	_____	_____	_____
19__ to 19__	_____	_____	_____	_____	_____
19__ to 19__	_____	_____	_____	_____	_____

Please list all additional institutions: _____

7. Graduate Program Admission Sought:

- | | |
|--|--|
| <input type="checkbox"/> Master of Science | <input type="checkbox"/> Master of Arts |
| <input type="checkbox"/> Art Education | <input type="checkbox"/> Music |
| <input type="checkbox"/> Counseling & Student Affairs | <input type="checkbox"/> Studio Art |
| <input type="checkbox"/> Elementary Education | |
| <input type="checkbox"/> Music Education | <input type="checkbox"/> Master of Business Administration |
| <input type="checkbox"/> Public & Human Service Administration | <input type="checkbox"/> Master of Fine Arts |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Master of Liberal Arts |
| <input type="checkbox"/> School Psychology | <input type="checkbox"/> Specialist in School Psychology |
| <input type="checkbox"/> Special Education with _____ emphasis | <input type="checkbox"/> Graduate Special (allows registration in graduate level courses only—
not program admission) |
| <input type="checkbox"/> Speech-Language Pathology | <input type="checkbox"/> MSU Campus |
| | <input type="checkbox"/> Nursing through U of M |
| | <input type="checkbox"/> Master of Social Work through U of M |

8. Employment Experiences: (list two most recent)

Employer/Location _____ Phone: (____) _____

Position Title _____ Inclusive years experience 19__ to 19__

Employer/Location _____ Phone: (____) _____

Position Title _____ Inclusive years experience 19__ to 19__

If teaching, Licensure held _____

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

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

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 of all college work are:

available at the Moorhead State University Records Office.

being sent to the Graduate Admissions Office, Moorhead State University.

(Graduate special students do not need to provide transcripts.)

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 applications are available in the Graduate Information Office—811 11th Street South)

Confidential Information Form

The information requested below is needed for reporting and research purposes. It will be kept confidential and will not be used as a basis for admission or in a discriminatory manner. **The information collected will be used for summary reports required by federal and state laws and regulations to support institutional affirmative action.** Refusal to provide any of the requested information will not subject you to adverse treatment. Submission of this information is voluntary.

Sex: female male

- Black (Afro-American, non-Hispanic origin):** A person having origins in any of the black racial groups of Africa (excluding persons of Spanish, Portuguese, Latin American, or other Hispanic origin).
- American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish or Portuguese culture or origin, regardless of race.
- International Student:** A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. **PLEASE NOTE: Resident Aliens**—non-citizens who have been lawfully admitted for permanent residence and who hold a green card Form I-151 P should fill in the appropriate ethnic categories just as U.S. citizens do.
- Other Hispanic Origin.**
- White, non-Hispanic origin:** A person having origins in any of the original peoples of Europe, North Africa, or the middle East (excluding persons of Spanish or Portuguese origin.)

TOEFL SCORE: _____ Date: _____ Scheduled TOEFL exam: (date) _____

*Graduates of an American University are exempt from the TOEFL

1. Alien Resident (Green Card No. _____) Present card for verification.
2. What type of Student VISA do you hold _____
3. If you hold an F-1 visa, specify your admissions number as listed on your I-20 _____
4. Which institution issued your initial I-20A? _____
5. Will you need an I-20? [] Yes [] No

I affirm that all information contained on this application form and all other admission application supporting materials are true, accurate and complete. I understand that submission of forged, altered, or falsified documents is grounds for dismissal. If an applicant submits forged, altered, or falsified documents, the applicant will not be accepted for admission and other institutions and federal agencies will be notified.

Signature _____ Date _____

FOR OFFICE USE ONLY

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

Admitted: [] Full Standing _____

[] Provisions _____

[] Deficiencies _____

[] Admission Denied _____

Advisor _____

Academic Dean _____ Date _____

Dean of Academic Services _____ Date _____

Admission to Moorhead State University is granted without regard to race, creed, color, sex, age, national origin, or handicap. Moorhead State University abides by the provision of Title IX, federal legislation forbidding discrimination on the basis of sex, and by all other federal and state laws regarding equal opportunity.

Table of Contents

General Information	1
Graduate Programs	2
Admission	3
Financial Information	5
Facilities and Services	7
Policies and Regulations	10
General Degree Requirements	12
Degree Completion Procedures	14
Graduate Programs Curricula	16
Master of Arts in Music	16
Master of Arts in Studio Art	17
Master of Business Administration (MBA)	18
Master of Fine Arts in Creative Writing	19
Master of Liberal Arts	20
Master of Science in Art Education	21
Master of Science in Elementary Education	22
Master of Science in Music Education	23
Master of Science in Reading	24
Master of Science in Special Education	25
Master of Science in Computer Science	26
Master of Science in Counseling and Student Affairs	27
Master of Science in Public and Human Service Administration	28
Master of Science in School Psychology	29
Specialist Degree in School Psychology	30
Master of Science in Speech-Language Pathology	31
Master of Science in Educational Administration	32
Specialist in Educational Administration	33
Master of Science Degree with a Major in Nursing	33
Master of Social Work Option	34
Graduate Courses	36
Administration	65
Graduate Faculty	66
Index	73

MOORHEAD STATE UNIVERSITY

Thank you for your interest in graduate programs at Moorhead State University! At MSU we are proud to offer graduate education to working professionals and other interested persons in our region. You will join a mature graduate program, for we have offered graduate programs for over four decades. While Moorhead State University is a member of a large state-wide system—The Minnesota State Colleges and Universities (MnSCU)—only a few campuses have the distinction of offering graduate programs.

In the near future MSU will extend one or more graduate programs across west central and northwest Minnesota, using modern instructional technology and working in partnership with other state universities. Through a partnership of a different sort, MSU will continue to be a host site for masters degree programs offered by the University of Minnesota. These partnerships, along with new developments in technology, enable public Minnesota universities to meet the educational goals of working professionals in many cities and towns efficiently and at a fair price.

Graduate study at MSU can prepare you for advancement and/or greater accomplishment in each of several professions. Or, should your goal be to develop yourself as an educated person and community leader, how about exploring our Masters in Liberal Arts program. It's your choice.

I look forward to seeing you in our academic community!

Roland Barden
President

General Information

Moorhead State University, with an enrollment of more than 7,000 full- and part-time students, offers more than 90 programs and majors which lead to baccalaureate, master's or specialist's degrees or certification, as well as 18 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.

Accreditation

- **North Central Association**
Moorhead State University is accredited by the North Central Association of Colleges and Secondary Schools at the master's degree-granting level and the Education Specialist in School Psychology.
- **National Council for Accreditation of Teacher Education**
Moorhead State University is accredited by the National Council for Accreditation of Teacher Education as a five-year teacher education institution offering the degrees of Bachelor of Science and the Master of Science in Education.
- **American Speech-Language-Hearing Association**
Moorhead State University's graduate program in Speech-Language Pathology in the department of Speech/Language/Hearing Sciences is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association.

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 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 1957, when the official name became Moorhead State College; and in 1975, when the school became Moorhead State University.

The Campus

Most of the 23 major buildings on the 104-acre campus have been constructed since 1957, including a new Center for Business building that will open Fall semester 1995. Other campus buildings include nine residence halls, the Lord Library, Comstock Memorial Student Union, Kise Common food service, Roland Dille Center for the Arts, the Regional Science Center, nine classroom buildings and the Nemzek Hall complex for men's and women's physical education, health and athletics, and Owens administration building.

The Faculty

There are more than 330 members of Moorhead State University's faculty. More than 75 percent of them hold the highest degree in their fields. Class sizes with these faculty members average 19 students to one faculty member.

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, community theatre and several art galleries. This University regularly offers a Performing Arts Series, monthly art exhibits and a number of dramatic and musical programs.

The character of this metropolitan community of more than 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

Master of Arts (MA)

Music: Page 16
Studio Art: Page 17

Master of Business Administration (MBA): Page 18

Master of Fine Arts (MFA) in Creative Writing: Page 19

Master of Liberal Arts (MLA): Page 20

Master of Science (MS)

Professional Education

Art Education: Page 21
Educational Administration: Page 32
Elementary Education: Page 22
Music Education: Page 23
Reading: Page 24
Special Education: Page 25

Other Professional Programs

Computer Science*: Page 26
Counseling and Student Affairs: Page 27
Public and Human Service Administration: Page 28
School Psychology: Page 29
Speech-Language Pathology: Page 31

Specialist in School Psychology: Page 29

Educational Administration Programs: Page 32

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.

University of Minnesota Distance Education Opportunities on the Moorhead State campus

Master of Science with a major in Nursing (MS): Page 33
MSU partnership with the University of Minnesota degree program.

Master of Social Work (MS): Page 34
Weekend studies option via distance education.

* Due to budgetary constraints, this program is not accepting new students and is scheduled to be phased out as current students complete their degrees.

Administration of Graduate Education

The Dean of Academic Services is the academic officer charged with the primary responsibility for promoting, administering, and coordinating graduate education.

The Dean:

- promotes graduate programs in fulfillment of the University's mission.
- coordinates graduate programs.
- chairs the Graduate Council, the policy advisory body for graduate education.
- oversees the development of curriculum.
- coordinates admissions and graduation procedures.

Academic oversight for individual graduate programs is under the purview of the Deans of the respective divisions.

The responsible Deans and programs are:

Dean of Arts and Humanities

Studio Art, Music, Art Education, Music Education, Master of Liberal Arts, and Master of Fine Arts in Creative Writing.

Dean of Natural and Social Sciences

Public and Human Service Administration, Computer Science, School Psychology, and Speech-Language Pathology.

Dean of Education and Human Services

Special Education, Elementary Education, Reading, Educational Administration, and Counseling and Student Affairs.

Dean of Business and Industry

Master of Business Administration.



Admission

For more information call:

(218) 236-2394

Persons with a four-year baccalaureate degree or its equivalent from an accredited college or university may apply for admission to a Master's Program, or as a Graduate Special Student.

Application Deadlines

Applications must be completed by May 1 for Fall Semester or at least six weeks before the start of Winter Semester or Summer Session to ensure admission by the beginning of the term. Admissions to most programs are continuous; however, School Psychology and Speech/Language Pathology have limited enrollments and specific deadlines. Students wishing admission in Speech-Language Pathology must complete their admission files by February 1. The deadline for School Psychology is February 15.

International students are granted admission to a graduate program to begin studies either in the Fall or the Spring Semester. Because of academic as well as housing and weather conditions in January, Fall Semester is preferred. All application materials must be complete by April 1 to ensure consideration for admission the following fall. Note that some programs, such as School Psychology and Speech-Language Pathology, have earlier application deadlines. International students are not eligible for Graduate Special status.

Admission to a Master's Degree Program

University-Wide Admission Requirements for Full Standing

1. Baccalaureate degree from an accredited institution.
2. GPA of at least 2.75 on a 4.00 scale or the GPA on last 30 semester credits of graded course work be 3.25 on a 4.00 scale. In some programs, a 3.00 undergraduate GPA is required.
3. Each graduate program may set additional requirements. Please refer to the section "Graduate Programs" for specific details on the admission process for the degree you seek.

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 one third of total credits of graduate course work after admission to a program must be planned in consultation with the advisor and completed with no grade below 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 course work 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 students are not admitted to degree programs and may not earn Master's degrees from Moorhead State University even if they have successfully completed advanced courses.

Application Procedures

Admission to a graduate program requires submission of the following materials. All materials are submitted to the Graduate Admissions Office unless otherwise noted.

1. Completed "Application for Admission to Graduate Study" form.
2. Official undergraduate and all other transcripts, which are sent from the institution directly to the Graduate Admissions Office. Transcripts issued to students are not considered official and may not be substituted for official transcripts.
3. A non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
4. Test scores, if required by the specific program. The test required could be the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), or the Graduate Record Examination, General Test, (GRE).
5. Graduate students seeking financial aid at Moorhead State University must provide a "Financial Aid Transcript" from all colleges and/or universities previously attended. They are sent by the college or university directly to the Financial Aid Office at Moorhead State.
6. Immunization record, which is sent directly to Hendrix Health Center.
7. Other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.

All admission materials must be received and processed by the Graduate Admissions Office before files are forwarded to the Program Department and Divisional Dean for review.

The files are reviewed by the appropriate department or program for recommendation on admission. The Dean of the appropriate area then reviews the admission file 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; it is a recommendation to the Divisional Dean, who certifies admission.

Admission of International Students

Students who are not United States residents must follow the normal application procedures listed above. Additional requirements for non-resident students are:

1. The non-refundable fee for international students who are first-time applicants is U.S. \$35.
2. Completed Financial Statement listing the availability of adequate monetary support for the duration of graduate study and a certified bank letter. The current requirement is at least U.S. \$13,600 per year.
3. Official TOEFL examination score of 550 or more must be provided by those whose native language is not English as evidence of competency in the English language. A TOEFL score of 570 is required to be considered for admission to the Master of Liberal Arts program.
4. Official transcript with a four-year baccalaureate degree certified.
5. Students must purchase the university health insurance. **No exceptions will be made.**
6. Transfer form must be submitted if student is currently enrolled in an American university.

All admission materials must be received and processed by the Graduate Admissions Office before files are forwarded to the Program Department and Divisional Dean for review. Until the student's file is complete, it will not be considered.

Admission to Specialist in School Psychology Program

Details of admission requirements are found in the "Graduate Programs" section. In addition to the program requirements, all of the requirements for admission to the Master's degree program, as described previously, must be met.

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 as Graduate Special students. 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 8 semester hours for the Master's degree. **International students are not eligible for Graduate Special status.** Graduate Special students are not eligible for financial aid.

Application Procedures

Admission as a Graduate Special Student requires submission of the following materials:

1. Application for Admission—check Graduate Special.
2. A non-refundable \$15.00 fee for first-time applicants to Moorhead State University.

Senior Registration

Undergraduate seniors who meet the following requirements may enroll in 500 or 600 level courses for graduate credit. Students must:

1. Have completed a minimum of 112 semester credits.
2. Have cumulative grade point average of 3.0.
3. Satisfy prerequisites.
4. Obtain approval on the appropriate form from the instructor, the appropriate divisional dean, and the Graduate Records Office in advance of registration.

Graduate credits may not be applied to meet requirements for the baccalaureate degree. A maximum of six (6) graduate semester credits may be taken by seniors which may subsequently be applied to a graduate degree at MSU.



Financial Information

Tuition and Fees

Tuition and fees are set by the Minnesota State colleges and Universities Board and are subject to change.

Residents of North Dakota, South Dakota, Manitoba or Wisconsin may apply for tuition reciprocity by submitting forms to their higher education agency.

Current resident tuition rates per semester hour are:

Minnesota residents	\$113.40
North Dakota reciprocity	\$130.45
South Dakota reciprocity	\$113.40
Wisconsin reciprocity	Not yet determined
Manitoba reciprocity	\$113.40

Non-resident tuition is \$179.65 per semester hour.

Midwest compret tuition is \$170.10 per semester hour.

Senior citizen administration fee is \$15.00 per semester hour. Senior citizens do not pay activity fees.

In addition to tuition, students pay activity and facility fees.

The current rates are:

Fees (maximum up to 12 credit hours)

Activity and Facility fee .. \$14.25 per semester hour

Computer fee \$1.50 per semester hour

Off-campus graduate rate differ slightly from on-campus rates and will be announced with the course bulletin listing specific off-campus offerings. Additional fees may be charged for late registration and change-of-registration.



Tuition Reciprocity

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 Registrar's Office.

Sources of Financial Assistance

Financial Aid Office

108 Owens Hall
(218) 236-2251

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.

Students must be admitted into a degree program to qualify for financial aid. Graduate awards are based on full-time enrollment (full-time for graduate students is 8 credits) and work-study may be prorated if enrollment is less than 8 credits. Students must complete 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 Awards.** 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 semester credits). The application deadline is July 31; early applications receive priority.
- 2. Graduate Assistantships.** This funding is provided through departments and the Office of the Dean of Academic Services in the Library. 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. Application materials are available from the Dean of Academic Services.
- 3. 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 graduate degree programs. Financial aid cannot exceed the cost of attendance at MSU. Six or more credits are required.

4. **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.
5. **Private Fellowships.** Funds may be available through private agencies. See the Counseling Center or the department in which you are studying for information.
6. **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 semester's graduate study, students are eligible for consideration under the Graduate Assistantship program. However, GA Work Fund awards, guaranteed student loans, and the other financial support possibilities indicated in the description of Financial Aid, are not, by regulation, available. 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 by the college or university directly to the Financial Aid office at Moorhead State University.



Facilities and Services

Residence Halls

With nine residence halls offering a variety of living arrangements, there is a capacity for 2,200 students to live on campus. Each hall floor houses 25-40 students under the supervision and direction of two student resident assistants.

Room furnishings include draperies, desk lamps, and all necessary furniture. Students provide linen, blankets, towels, pillows, and personal or decorative items.

Each hall complex is under the supervision of a Hall Director, but social, recreational, and cultural activities are conducted by resident assistants and student government through constitutions adopted by the residents.

No campus housing is available for families.

Dining Facilities

The university offers a complete dining service in Kise Commons. Meals are provided for all students living in campus residence halls, depending on the meal plan that they select. Off-campus students, faculty, visitors, and guests are also welcome to use the dining facilities. Several dining options are available, including 5, 10, 14 or 21 meals per week; any 60 or 100 meals per quarter; a gold plan for as many meals as you come for during service hours; a declining balance debit card; coupon booklets; and single meal purchase. Questions about the meal plans can be referred to the dining service office in Kise Commons, 236-2500. Off-campus student meal contracts are available through the Business Office in Owens Hall.

Comstock Memorial Union

The Comstock Memorial Union, 236-2261, is the community center of the university and is an integral part of its educational purpose.

Comstock Memorial Union offers a wide variety of services for use by all students, faculty, administrators, alumni, and their guests. It also provides a place for individuals to get to know and understand one another through informal association outside the classroom.

Funding for the CMU is, in part, provided by Student Union Activities fees. The remaining income needed to support the union operation derives from service areas within the Union. Those services that are funded and administered by the Union are the Recreational Center, Outing Center, Design Center, Copies Plus, Et Cetera Shop, Main Office, and the Underground, a non-alcoholic club and dance area.

Additional Union services include the Union Station, Deli, Bakery, meeting rooms, lounges, telephones, vending machines, stamp and UPS machines and a multi-purpose ballroom. Scheduling of Union facilities can be done by calling 236-3587.

Other offices and organizations located in the Union are: KMSC (campus radio), the Advocate (campus newspaper), the Student Senate, Campus Activities Board, New Student Orientation, Student Organization Resource Center, Disability Services, Student Development Offices, and Career and Placement Services.

Livingston Lord Library

Livingston Lord Library has 360,000 volumes, 1,500 periodical titles and is open 94 hours a week. Facilities include: Northwest Minnesota Historical Archives Collection, a 15,000 volume Curriculum Materials Center, a 25,000 volume children's book collection, and an extensive collection of Minnesota and United States government documents. A computerized catalog provides on-line access to library resources, periodical reference files, and regional libraries. Extensive interlibrary loan agreements make the collections of libraries in Minnesota and the region readily available to students and faculty.

Computer Labs

Computers are available for student use in several locations on the campus. Computers for general use:

Bridges 163

Older IBM PCs, not on a network.

Bridges 165

IBM 286 computers and laser printer, on network.

Bridges 166

Macintoshes and laser printer, on network.

Library 203

IBM compatibles, Macintoshes, Terminals, Apple II, high speed printers and laser printers.

Library 204

Macintoshes and laser printers, on network.

Lommen 101

Macintoshes, Apple II, and printers, on network.

Some departments have computers for their students' use; these include Psychology, Art, Music, and the resident halls. Some of the computers are on a network. Computer equipment is frequently updated. Check with the lab to learn the type of equipment currently in use.

University Bookstore

The university Bookstore is located in the east wing of MacLean Hall. Required textbooks for classes are located in the lower level. On the first floor of the Bookstore there is a large general trade book department that offers a wide selection of hardcovers and paperbacks for your reading enjoyment. Also on the first floor are school supplies, clothing, greeting cards, computers, computer software, and gift items. Directly next door to the Bookstore is the convenience store. The convenience store offers a large variety of items such as sandwiches, salads, bakery goods, fountain and bottled drinks, juices, coffee, soft serve, popcorn, candy, magazines, ice cream novelties, and snacks. Seating is available in the connecting link between MacLean and Flora Frick Halls.

Roland Dille Center for the Arts

The Departments of Art, Music, and Speech-Theatre occupy this building. It includes a 900-seat auditorium, a seven-story stage area, an 80-foot gallery, a 316-seat thrust stage theatre, music recital hall, band rehearsal room, electronic music studio, record listening room, 32 individual music practice rooms, two scene shops, drama rehearsal room, dressing rooms, costume shop, classrooms, offices and studios for painting, drawing, design, glass blowing, ceramics, sculpture, graphics, crafts, and heat processing. The Center is the scene of year-round cultural activity, including the Performing Arts Series, musical performances and recitals, photographic and art exhibits, the Moorhead State University Theatre, the Straw Hat Players summer theatre company, and the Opera Workshop.

Alcohol/Drug Awareness Program

Moorhead State University discourages the use of alcoholic beverages or other drugs. However, MSU respects the rights of those of legal age to consume alcohol off campus.

Although university regulations are subject to change, the use or possession of alcoholic beverages or illegal drugs on the university campus, in the residence halls, or at university-sponsored events on campus is prohibited by Minnesota State Law. Students caught selling alcohol or illegal drugs on campus will be subject to disciplinary action as set forth in the Student Handbook section "Disciplinary Procedures." Drug and alcohol violators may be referred to the Conduct Officer.

To assure that state programs and service objectives are met (within the framework of the MSU policy statement governing alcohol use), the university has designated a Chemical Health Educator. Under the guidance and support of a faculty/student advisory board, this individual will coordinate campus-wide services dealing with alcohol and other substance use/abuse. Contact the Coordinator of Health Promotions at Hendrix Health Center (218) 236-2211.

Counseling and Personal Growth Center

The Counseling and Personal Growth Center provides a setting where students may discuss personal or academic concerns. The Counseling Center staff assists students with their development in such areas as career and educational planning, personal and social adjustment, and study skills improvement. Counseling Center services include individual counseling, life skills classes, career and personality testing, free peer tutoring, conflict negotiation services, study skills programs, special programs for returning adult students, and a comprehensive career library containing current career and educational information and related computer software.



Disability Services

Moorhead State University has a commitment to ensure that all students with physical, sensory, psychological or learning disabilities have equal access to programs and services. The Office of Disability Services addresses the needs of students who have disabilities or other health impairments which may interfere with a successful college experience.

Questions or requests for services should be directed to the Coordinator, Disability Services, Comstock Memorial Union 112, (218) 299-5859 V/TDD.

Minority Student Services

The Minority Student Affairs staff work with various campus offices in identifying special needs of students, especially minority students, and in planning and developing programs to meet those needs. Projects include orientation sessions, survival/study skills workshops, peer guide programs and tutorial services. The MSA Office, located in Comstock Memorial Union room 222, provides information and referral for admission, counseling, financial aid and scholarships, recruitment, academic support, career development, advocacy, assistance and referral. In addition, the office coordinates a variety of programming for all interested students, faculty, community and others who wish to enhance their knowledge, interaction and understanding of other cultures.

Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic provides service to students, faculty, and staff members as well as their families, and children and adults from the community and surrounding area. Services include detailed diagnostic evaluations, consultation and therapy, and referral to other agencies as individual needs are indicated. The Clinic is located in Grier Hall. Inquiries should be addressed to: Speech-Language-Hearing Clinic, (218) 236-2286.

Health Service and Insurance

The Hendrix Health Center, located in the lower level of Dahl Hall, is an excellent out-patient clinic staffed with physicians, nurse practitioners, and other professionals. They offer medical examinations and treatment, referrals, health education, counseling, and pharmacy services. Specialists include a psychiatrist, nutritionist, chemical dependency counselor, and rape and abuse counselor/advocate. Minimal charges are made for pharmaceuticals and some of the laboratory tests.

A group plan of accident and health insurance is available through the university. Information concerning the student group policy is provided at the time of registration or may be secured upon request at the university's business office. It is strongly recommended that all students have some form of insurance protection against the cost of accident and illness.

Minnesota Law (M.S. 135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps, and rubella, allowing for certain specified exemptions. All students are requested to fill out a medical history and immunization form. This form is designed to provide the Health Center with the information required by law and will be available for review by the Minnesota Department of Health and the local community health board.

Veterans Office

The Veterans office provides counseling, GI Bill certifications, and tutorial assistance, and is concerned with recruiting veterans and veterans' dependents. Interested veterans should call (218) 236-2603, or stop by the library, room 201 between 7:30 a.m.–4:30 p.m.

Career and Placement Services

Career and Placement Services provides a wide variety of services for students and alumni in the career awareness and development areas. Resources available include company and government job descriptions, projections on the job market, and a career information library open to students, faculty and alumni.

Placement services consist of on-campus interviewing, career fairs, notification of job vacancies, and maintenance of credential files. Additional placement services deal with job interviewing techniques, resume and letter writing, and the development of a job search strategy, and are available to all MSU students and graduates. Registering with Career and Placement

Services approximately nine months before graduation is encouraged to allow sufficient time to prepare for an effective job search, to network and interview with prospective employers, and to carry out a broad-based search.

Students who register with Career and Placement Services prior to graduation will receive a variety of free services. Fees may be charged for optional special services. Alumni will be charged an annual registration fee for active placement services.

Alumni Association

The Moorhead State University Alumni Association promotes and provides services to the university, its students and alumni. All graduates or former students who have attended MSU for at least one year may be members of the Association. The Association, which was incorporated in 1930, is governed by an elected 24-member board of directors.

The Association provides grants to students, faculty, and organizations; sponsors special projects such as homecoming, reunions and alumni awards; raises money for scholarships; and serves as a liaison between the university and the community.

Parking and Traffic Regulations

All motor vehicles driven or parked on the campus must be registered and bear a current parking permit which may be purchased in the Office of Administrative Affairs, Owens Hall 206. After 5:00 p.m. most lots offer free parking on a space available basis. Check signs in lots.

All motor vehicles must be operated in compliance with current official published parking and traffic regulations of the university.

Student Activities and Organizations

Campus organizations provide opportunities for extracurricular participation by students at Moorhead State University. Many graduate programs have their own professional associations and activities. Intramural athletics, departmental clubs, religious groups, and political, cultural, music, social, and service organizations are available. Special interest groups include the Non-Traditional Students Association and the Ten Percent Society. For a list of recognized student organizations on campus, contact the Student Organization Resource Center, CMU 225, 236-2790.

Policies and Regulations

Registration

Graduate students register during the regular university-wide registration period at the beginning of each semester or summer session. For evening and off-campus courses only, students may register at the first class meeting.

Class schedules and descriptions of the registration procedures for any semester may be secured from the Registrar's Office one week prior to pre-registration for that semester. Opportunities for advance registration for returning graduate students may be made available according to schedules and procedures specified by the Registrar.

Registration must be completed and all tuition and fees must be paid to the Business Office before published deadlines in order to avoid assessment of late registration fees.

Course Load

The normal course load is 12 credits. To hold graduate assistantships, students must be enrolled for at least 6 credits. Eight credits of enrollment are required for full-time status for students receiving financial aid, including the graduate assistant work-study awards. The normal load in each summer session is 6 credits. Permission of the appropriate divisional dean is required for registration in excess of 15 credits in any academic term.

Graduate Courses

Courses at the 600 and 700 level are offered for graduate credit only. Courses offered at the 600 level are open to graduate students or to undergraduate seniors who meet specific requirements. Courses at the 500 level may be counted toward a graduate degree; these courses are also offered as 400 level courses for undergraduates. Graduate students are expected to perform on a qualitatively higher level than the undergraduates in 500 level courses; normally, additional requirements are made in these courses for graduate students. At least one half of the credits meeting the degree requirement must be in 600 or 700 level courses.

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 semester, 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.

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 the exceptional case when students need to petition for an extension in order to complete the degree, they should contact the Dean of Academic Services to initiate an appeal process.

Credit for Non-Academic Experience

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

Grading System

Grades

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 toward 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. Arrangements must be made with the instructor before the end of the semester 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 semester, the time granted by university policy.

GPA Computation

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. Failure to pass the comprehensive examination after two attempts results in termination of the degree program. 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.

Continuous Registration

Candidates for graduate degrees must be enrolled for academic credit at the time they sit for the final oral examination. This requirement may be satisfied in one of three ways:

1. Concurrent enrollment in course work.
2. Enrollment for project (697) or thesis (699) credits.
3. Enrollment for one credit in 698: Continuing Registration.

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, degree requirements, and other such matters may be appealed at the appropriate administrative level. For example, if the department recommends admission, but the Divisional Dean denies it, the initial appeal is made to the Divisional Dean not the department or program chair. The order of appeal is from the program coordinator or chair, to the Divisional Dean, to the Vice President for Academic Affairs.

Certification/Licensure

Programs of study at Moorhead State University are 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.



General Degree Requirements

Number of Credits Required

The **Master of Business Administration** requires 32 credits of 600-level course work, including a final oral examination.

The **Master of Liberal Arts** requires 32 credits, including an integrating paper, which will be the subject of the final oral discourse.

The **Master of Science in Public and Human Service Administration** requires 35 credits with a research component.

Master of Science, Master of Arts Degrees Plan A:

A minimum of 30 credits is required, which includes a four-credit thesis.

Plan B:

A minimum of 32 graduate credits is required, which includes a two-credit project.

In either Plan A or Plan B at least 16 credits will be earned at the 600 level. All programs having education as the professional component will include at least 6 credits to be earned in course work, other than research or statistics, which is offered by one of the Departments of Education and is approved by a Graduate Faculty representative of that department.

Specific requirements for particular majors are given in the Graduate Programs section. After being admitted to graduate study, the student 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. Transfer from other Minnesota State Universities.

Subject to their inclusion in a program previously approved by the departments or programs concerned and the Divisional Dean, 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. The Graduate Records Office certifies and monitors the degree requirements.

c. Transfer from Tri-College University (or registrations at NDSU). Courses approved for registration through the Tri-College University or NDSU are to be transferred at the discretion of individual programs. These courses may constitute up to half of the minimum hours required for the degree.

d. Courses taken before admission to graduate program. A limited number of credits taken before admission to a graduate program will be accepted. A least 22 credits must be taken after admission to study for the Master's degree.

e. Transfer from other accredited institutions. Subject to the approval of the department or program concerned, a maximum of 12 credits may be accepted in transfer from other accredited institutions after program admission.

f. Other requirements.

A grade of A or B is required in any courses to be included in the program and not taken at this University. No "P" or "S" grades may be transferred.

Not more than 6 hours in workshops or in special in-service courses may be counted toward the minimum requirements for the degree. Such courses taken at Moorhead State University normally carry the 589 or 599 number.

Courses transferred from other institutions must have been taken within the seven year time limit for completion of the degree program.

GPA Requirement for Continuation in Good Standing in Graduate Programs

Students are required to maintain a 3.0 grade point average on a 4.0 scale to be continued in a graduate program. Students whose grade point average falls below 3.0 will be placed on probationary status. An official letter will be sent by the Graduate Records Office to notify such students that they are on probation. The record will be reviewed by the major department or program and by the divisional dean after the completion of 8-10 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 program does not guarantee that students will successfully complete degrees.

Comprehensive and Oral Examinations and Research

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 form of the final requirement differs among degree programs, but always includes an oral discourse. In it, the examining committee discusses the thesis or project research, the creative endeavor, or the integrating paper, and the student's ability to reflect a mastery of the several components of the degree course work.

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 then to 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 610 rubric, an integrating paper, as the basis for a final oral discourse.

Comprehensive Examination

Master of Science, Master of Arts: 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. The major department or program will determine the nature of the examination which must be satisfactorily completed and reported to the Graduate Records Office before the oral examination on the research component can be scheduled. A student who fails 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 (Plan A):

Master of Science, Master of Arts Degrees

A part of the program of every Master of Science or Master of Arts 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 4 hours of registration in Thesis 699, but not more than 4 hours of 699 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.

Project (Plan B):

Master of Science or Master of Arts Degrees

Students enrolled in a Master of Science or Master of Arts degree program under Plan B complete a 2-credit project which will integrate the studies included in the individual's program. The project must be approved by the major advisor and department.

Research Involving Human Subjects

If research is to involve human subjects, the research plan or project 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 Dean of Academic Services, and the Institutional Research Board.

Degree Completion Procedures

Submission of Proposed Graduate Course Plan: Form 1

Students are assigned a graduate advisor upon admission to a degree program. It is the student's 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, along with the signatures of advisor, department chairperson, and divisional dean, and submitted to the Graduate Records Office for final approval and placement in 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, divisional dean and the Dean of Academic Services. 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 Dean of Academic Services.

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

Comprehensive Examination

When the course work for the degree is essentially complete, students register for and take the comprehensive examination, if it is required. A passing score shall be recorded in the Graduate Records Office before the research component is begun. In the case of part-time students whose professional lives require most of the full seven years to complete the degree, the research and the comprehensive exam often get commingled. However, 1) the research normally follows the written comprehensive and, in any case, the comprehensive exam must be completed at least three weeks before the oral examination on the research; and 2) failure to pass the comprehensive exam on the second attempt means the degree program is terminated. The degree will not be awarded even if the research is satisfactorily completed.

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 oral exam shall take place **at least two weeks prior** to the end of the semester in which the student intends to complete the degree. Consult the annual calendar at the front of the *Graduate Bulletin* to learn of the specific deadline dates in each

academic term for requesting and scheduling the oral examination.

The request for announcement of the oral examination (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. Students who fail the final oral examination cannot receive a passing grade on the project or thesis and will not receive the degree. Students may appeal through the appropriate department and the Dean of Academic Services to repeat the oral examination during a subsequent term.

Continuing registration requirement: Students 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 20 pound, 25% rag-content, white bond paper, printed on one side only. Suitable reproduction processes may be used. A left-hand margin of one and one-half inches and a right, top, and bottom margin of one inch are required, 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.

Recommendation for Graduate Degree: Form 4

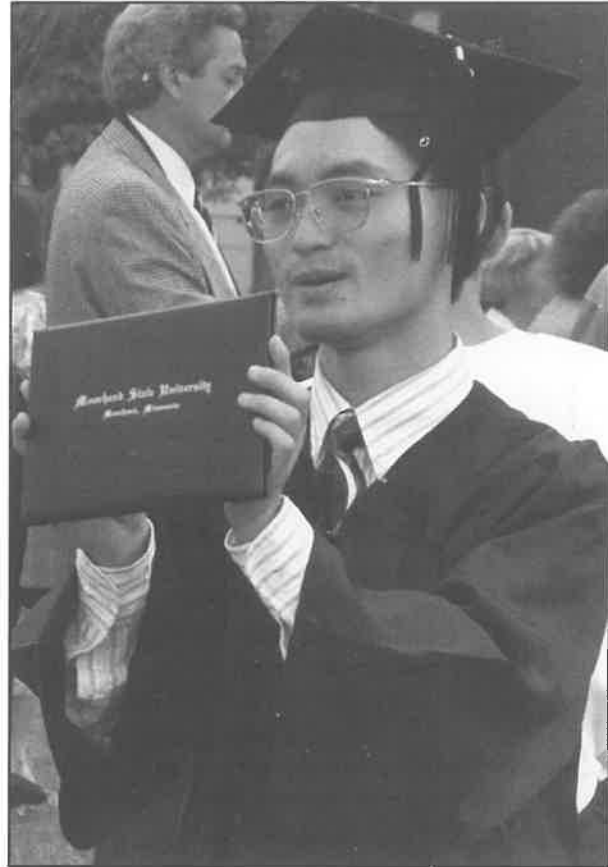
Final Submission of Thesis or Project Paper
After the oral examination has been successfully completed, any correction, editing, or other re-writing of thesis or project paper needs to be completed so that the student's advisor can sign off on the Form 4 (Recommendation for Graduate Degree) at least one week prior to Commencement. The student must submit three copies of the thesis to the University Library after all corrections and additions required by the Examining Committee have been completed. Students submit project papers to the library if the graduate program requests that they be submitted. The thesis or project paper 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 (see specifications above) 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 Form 4, with required signatures, to the Graduate Records Office no 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 Records Office following the successful completion of the oral examination.

Commencement

Moorhead State University has two Commencement ceremonies each year, in mid-May and in early 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 Dean of Academic Services at least one week prior to Commencement.



Graduate Programs



Graduate Council 1994-95

Back Row l to r: Sam Roy, MBA; John Gaffrey, Computer Science; James Danielson, PHSA; Paul Beare, Special Education; Dieter Berninger, MLA; Louis DeMaio, Speech-Language Pathology.

Front Row: Margaret Potter, School Psychology; Mary Ellen Schmider, Dean of Graduate Studies; Lawrence Reed, Dean of Academic Services. **Not Pictured:** Allen Sheets, Art; Robert Pattengale, Music; Sandra Gordon, Elementary Education; William Packwood, Counseling and Student Affairs; Barbara Vellenga, Nursing; and Barbara Warsson, Reading.

Master of Arts in Music

Program Coordinator: Theodore DiSanti
(218) 236-4096
Roland Dille Center for the Arts 102

Program Description

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 Master of Arts in Music offers considerable flexibility in program design so that the emphasis of the advanced study may be individualized. Although not intended as a performance degree, the Master of Arts does provide the opportunity to concentrate in the performance area.

Admission Requirements

1. Baccalaureate degree with a major in music or equivalency from an accredited institution.
2. 3.0 grade point average. Students with a lower GPA may be admitted on a provisional basis after review by the department and consultation with the Dean.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Students wishing to pursue a performance emphasis must pass an audition.
7. 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.

Degree Requirements

The program is designed with two plans. **Plan A** culminates in a thesis on a topic in music theory and/or literature; music electives are chosen to support the thesis topic. **Plan B** culminates in either a recital, composition, or a project paper. The recital and composition options also require a written document. The recital is appropriate for both performance and pedagogy-oriented programs.

1. Minimum of 30 credits for Plan A, 32 for Plan B.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Written comprehensive examination.
4. Thesis or project.
5. Oral examination.

A minimum of 2 credits at the 600 level is required in order to present a recital. One semester prior to the recital, a hearing for the graduate committee will be held to make a recommendation concerning the proposed recital. Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.A. Degree in Music—Plan A Requirements (12 Credits)

In addition to the courses listed below, students must earn four credits in applied music electives at the 500 or 600 level. Students must earn at least four credits in MUS 699.

- MUS 640 Directed Study in Music History (2)
- MUS 674 Directed Study in Music Theory (2)
- MUS 699 Thesis in Music (4)

**Restricted Electives (14 Credits)**

In addition to the courses listed below, students must earn two credits in ensembles. Students must also earn eight credits in Music electives chosen in close consultation with a faculty advisor.

MUS 630 Research in Music (2)

MUS 645 Seminar in Music of the 20th Century (2)

Electives (4 Credits)

Students must earn four credits in electives chosen in close consultation with a faculty advisor.

M.A. Degree in Music—Plan B**Requirements (12 Credits)**

In addition to the courses listed below, students shall (a) earn two credits in MUS 697, earn two credits chosen from MUS 641-644, and earn four credits in applied courses at the 500/600 level, or (b) earn one credit in MUS 650, earn one credit in MUS 697, and earn six credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for MUS 650).

MUS 640 Directed Study in Music History (2)

MUS 674 Directed Study in Music Theory (2)

Restricted Electives (14 Credits)

In addition to the courses listed below, students must earn two credits in ensemble courses and eight credits in Music electives chosen in close consultation with a faculty advisor.

MUS 630 Research in Music (2)

MUS 645 Seminar in Music of the 20th Century (2)

Electives (6 Credits)

Students must earn six credits in electives chosen in close consultation with a faculty advisor.

Master of Arts in Studio Art

Program Coordinator: Allen Sheets

(218) 236-2369

Roland Dille Center for the Arts 164

Program Description

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.

Areas of concentration include: painting, print making, ceramics, glass, graphic design, sculpture, drawing, photography and illustration. There are many opportunities for one-on-one work with art faculty specialists.

Admission Requirements

1. Baccalaureate degree in art from an accredited institution.
2. 2.75 grade point average over-all, or a 3.25 on the last 30 semester hours of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Portfolio of art work submitted to the Art Department Graduate Faculty.
7. An evaluation interview by three members of the Art Department Graduate Faculty.
8. Scores on the Miller Analogies Test or the Graduate Record Examination (GRE).

Degree Requirements

The program is designed with two plans: **Plan A** for candidates wishing to strengthen the theoretical aspect of their studies, and **Plan B** for those who desire to emphasize the studio aspect. 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 exhibition. Both Plan A and Plan B require an exhibit. Students in Plan B will be expected to produce an exhibition reflecting the greater concentration on studio work.

1. Minimum of 33 credits—15-17 credits must be studio courses, 6-8 credits art history, 6 credits approved related courses, and 4 credits thesis or 2 credits project.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Students must maintain a 3.0 grade point average to continue in the program.
4. Yearly portfolio review by the student's committee.
5. Thesis or project and an exhibit.
6. Oral examination.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.A. Degree in Studio Art—Plan A**Requirements (27 Credits)**

Students must earn eight credits in Art History and fifteen credits in studio courses in Art. In addition, students must earn at least four credits in ART 699.

ART 699 Thesis (1-4)

Electives (6 Credits)

Students must earn six credits of Art electives chosen in close consultation with a faculty advisor.

M.A. Degree in Studio Art—Plan B**Requirements (27 Credits)**

Students must earn eight credits in Art History courses and seventeen credits in studio courses in Art. In addition, students must earn at least two credits in ART 697.

ART 697 Individual Study in Art (1-2)

Electives (6 Credits)

Students must earn six credits of Art electives chosen in close consultation with a faculty advisor.

Master of Business Administration (MBA)

Program Coordinator: Sam Roy

(218) 236-4647

Center for Business 207

Program Description

This program is designed as a formal learning experience for the practitioner seeking a foundation for steady growth as a professional manager. The curriculum combines theory and practice in a variety of educational delivery styles, including seminars, small group discussion, and team projects. The intent of the program is to provide a solid grounding in the relevant disciplines, as well as an integrative perspective. All MBA classes are offered in the evening.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Following admission, any deficiency in basic finance, marketing, management, microeconomics, macroeconomics, advanced statistics, financial accounting, and advanced writing must be removed before graduate courses may be taken in the corresponding area.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Scores on Graduate Management Admission Test (GMAT). Students should have at least 1,000 points based on the formulation: 200 times undergraduate grade point average (4.0 basis) plus GMAT composite score.
7. Completed application form for the program.
8. Letters of recommendation (forms provided).
9. Personal statement of qualifications and career objectives.

Upon admission, the student should consult with the assigned advisor to plan initial registration.

Degree Requirements

1. Minimum of 32 credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. 3.0 grade point average. A student earning three or more grades of C or one or more grades of D or F in graduate level courses will be permanently suspended from the program.
4. Oral examination, which serves as a comprehensive exam of the conceptual basis of the program. Students are provided review questions in advance of the oral exam.
5. A written examination may be an additional requirement if recommended by the Oral Examining Committee at the conclusion of the oral exam.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.B.A. Program**Prerequisite Core (24 Credits)**

Courses in the prerequisite core may be met by prior completion of an equivalent course. See program director for substitute courses.

ECON 202 Principles of Economics I: Micro (3)

ECON 204 Principles of Economics II: Macro (3)

FINC 340 Financial Management (3)

MATH 634 Statistical Methods for Business

Management (2)

OR MATH 134 Introduction to Probability and Statistics (4)

MBA 600 Professional Communication (3)

OR Advanced Writing Course

MBA 601 Statistics for Business Management (3)

OR Advanced Statistics

MBA 602 Financial Accounting for Managers (3)

OR ACCT 230 Principles of Accounting I (3)

AND ACCT 231 Principles of Accounting II (3)

MBA 604 Introduction to Management and Marketing (3)

OR MGMT 360 Principles of Management (3)

AND MKTG 310 Principles of Marketing (3)

Core Requirements (28 Credits)

MBA 610 Applied Microeconomics and Macroeconomics (3)

MBA 620 Marketing Administration (2)

MBA 630 Managerial Accounting (2)

MBA 640 Advanced Financial Management (2)

MBA 650 Business and Society (2)

MBA 652 Organizational Theory and Behavior (2)

MBA 654 Production/Operations Management (2)

MBA 655 Management Science (3)

MBA 658 International Business (2)

MBA 680 Strategy I (4)

MBA 681 Strategy II (4)

Restricted Electives (4 Credits)

Students must choose two courses from the following list.

- MBA 624 Consumer Behavior (2)
- MBA 635 Business Tax Planning (2)
- MBA 644 Investment Analysis and Portfolio Management (2)
- MBA 656 Management Information Systems (2)
- MBA 690 Advanced Seminar: Topic (2)

Master of Fine Arts in Creative Writing

Program Coordinator: Mark Vinz
(218) 236-4678
Weld Hall 210

Program Description

The Master of Fine Arts (MFA) in Creative Writing is a degree for students who wish to improve their creative writing abilities on the graduate level. The program is designed to be completed on either a full-time or a part-time basis. Students usually complete the program in two and a half to five years. The MFA is a terminal degree. Most of the student's work will be in actual writing courses, in tutorials, and in thesis preparation.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. GPA of 2.75, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.

5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Submission of a representative manuscript sample of creative work: 20 pages of original writing in fiction, eight to ten poems, or a similar amount of material in the student's preferred genre.
7. Gifted students may study in the program as special students without declaring specific degree intentions.

Degree Requirements

1. A minimum of 42 semester credits.
2. A minimum of 28 of the total 42 semester credits required for the degree must be taken at Moorhead State University. Transferred credit must have received a grade of either A or B, and must have been completed within five years previous to admission.
3. 3.0 grade point average. A grade of "C" or less is unacceptable in the program.
4. Written comprehensive examination.
5. Thesis.
6. Oral examination administered by the student's thesis committee following completion of the thesis and based on the thesis and on the student's program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

MFA Degree in Creative Writing**Core Requirements (9 Credits)**

Students must earn at least five credits in ENGL 677 and at least four credits in ENGL 699.

ENGL 677 (1)

ENGL 699 (1)

Requirements (15 Credits)

Students must earn a minimum of fifteen credits in ENGL 688. All students must meet all stated minimum credit totals of the various degree components and earn a total of forty-two credits.

ENGL 688 (1)

Restricted Electives (9 Credits)

Students need to earn at least nine credits in graduate-level literature and/or seminar courses.

Electives (6 Credits)

Students must earn six elective credits in MFA courses. These courses are to be chosen in close consultation with a faculty advisor. Graduate level courses in English or other graduate level courses may be used to satisfy this requirement with the permission of the Director of the Creative Writing program and the student's MFA advisor. With the approval of the Director and the Creative Writing Internship Committee, candidates who wish to strengthen a professional expertise may substitute ENGL 669 for all or part of this six credit elective requirement.



Master of Liberal Arts

Program Coordinator: Dieter Berninger
(218) 236-4039
MacLean Hall 328

Program Description

The Master of Liberal Arts program is designed for post-baccalaureate students who seek 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. The program, which is seminar-based, is open to all undergraduate majors.

Students 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. For example, it is suitable for certified, practicing teachers who wish to gain depth and breadth of understanding in the liberal disciplines. Students may take up to one third of the program in related fields, if the courses meet the spirit of liberal studies by which the program defines itself. Students develop the plan of study in consultation with the program advisor.

All courses in the core curriculum of the program are offered evenings.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work. Applicants presenting a lower average may be admitted with provisions.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Personal essay (between 250-300 words) describing their academic experiences and why they are interested in pursuing an MLA degree.
7. TOEFL score of at least 570 for foreign students whose native language is not English.

Degree Requirements

1. Minimum of 32 credits, at least 23 of which must be completed in specifically designed graduate liberal studies (MLA) courses, including MLA 610 (2 credits). Up to nine of the credits may be in other graduate courses.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information. Any courses completed at this or at other institutions more than five years previous to admission will be individually reviewed.

3. 3.0 grade point average, including an average of at least 3.0 in MLA courses.
4. The program is distinguished by an integrating course, MLA 610, requiring a written project. A grade of satisfactory is required in this course.
5. Final discourse, based mainly on the final written project. The discussion may also deal with earlier papers and other components of the program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

The Integrating Course

MLA 610 (2 credits) is a written project to be undertaken near the completion of course work in the program. It consists of a research paper or essay for the purpose of exploring ideas or issues congruent with the objectives of the MLA program. The paper shall have an interdisciplinary focus incorporating two or more academic disciplines. Students may in some cases propose a creative project, which 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.

Liberal Arts Courses

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

MLA Degree

Requirements (2 Credits)

MLA 610 Integration Seminar (2)

Restricted Electives (21 Credits)

Students must take twenty-one credits from the MLA curriculum.

Electives (9 Credits)

Students must take nine credits in electives which may be selected from the MLA curriculum or from other graduate level courses. Any non-MLA courses will need to be chosen in close consultation with the MLA advisor.

Master of Science—Art Education

Program Coordinator: Allen Sheets
(218) 236-2369
Roland Dille Center for the Arts 164

Program Description

The Master of Science degree in art education is intended to strengthen teaching practice and development within a strong research, philosophical, and studio framework. Students may select from several areas of emphasis as they relate to art education: pedagogy, criticism, studio art, art and art education history, and philosophy.

Two plans of study are available to students. Plan A emphasizes research and theory, while Plan B focuses on studio production. Candidates electing either plan must relate their work to art education.

Admission Requirements

1. Baccalaureate degree in art or art education from an accredited institution.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Portfolio of art work.
7. Writing sample.
8. Evaluation interview by three members of the Art Department Graduate Faculty.
9. Scores on the Graduate Record Examination, General Test (GRE) or a minimum score of 30 on the Miller Analogies Test (MAT).

Degree Requirements

The program is designed with two plans. **Plan A** should be followed by students working in research and theory. Students with emphasis in studio are advised to follow **Plan B**.

1. Minimum of 33 credits.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Written comprehensive examination in art education.
4. Thesis or art project.
5. Oral examination. This examination is based on the research conducted for the thesis in Art Education under Plan A. In addition, students are required to give a presentation of their research as part of the examination. The oral examination for students in Plan B includes a gallery talk by the candidate and a review and evaluation of the exhibition by faculty.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.



M.S. Degree in Art Education—Plan A

Requirements (11 Credits)

Students must earn at least four credits in ART 699.
ART 630 Research Methods in Art Education (3)
ART 640 Current Practices in Art Education (2)
ART 680 Seminar in Art Education (2)
ART 699 Thesis (1-4)

Restricted Electives (17 Credits)

Students must complete eight credits of Art History and nine credits in studio courses in Art.

Electives (4 Credits)

Students must earn four credits of Art electives chosen in close consultation with a faculty advisor.

M.S. Degree in Art Education—Plan B

Requirements (9 Credits)

Students must earn at least two credits in ART 697.
ART 630 Research Methods in Art Education (3)
ART 640 Current Practices in Art Education (2)
ART 680 Seminar in Art Education (2)
ART 697 Individual Study in Art (1-2)

Restricted Electives (20 Credits)

Students must earn eight credits in Art History and twelve credits in studio courses in Art.

Electives (4 Credits)

Students must earn four credits of Art electives chosen in close consultation with a faculty advisor.

Master of Science—Elementary Education

Program Coordinator: Sandra Gordon
(218) 236-3580
Lommen Hall 215

Program Description

The Master's of Science in Elementary Education provides a candidate with multiple opportunities to broaden and reflect upon knowledge based on research and experience with detailed application to pedagogy. All candidates complete a common core of courses. In-depth work may be undertaken in any one of a number of areas; such as, early childhood, language arts/reading, science, or curriculum and instruction. Most candidates are full-time teachers who enroll in graduate courses as part-time students. These candidates typically enroll in one night course per semester and a selection of courses in the summer to complete the program in two to three years. Full-time students could complete the program in less time.

Admission Requirements

1. Baccalaureate degree in Elementary Education or the equivalent from an accredited institution.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Score of 30 or more on the Miller Analogies Test (MAT).

Degree Requirements

1. Minimum of 30 credits for Plan A with thesis; 32 credits for Plan B with project.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Written comprehensive examination of all course work applied to the Master's program. After all course work is completed, the exam will be presented during a four-hour period on each of two consecutive days. The exam must be completed and scored a minimum of four weeks prior to candidates presenting a thesis/project proposal to their graduate committee.
4. Thesis or project. Each includes extensive review of the literature and is completed with the on-going guidance of an advisor.
5. Oral examination on completed thesis/project.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Elementary Education—Plan A Requirements (18 Credits)

In addition to the courses listed below, those candidates whose area of intent is Elementary Education must take a course in Language Arts or Reading. Those candidates whose area of intent is Early Childhood Education will also take EECE 620. Students must earn at least four credits of EECE 699. Students in Plan A must earn a total of thirty credits. If additional credits are needed after students have satisfied the area requirements, students will select electives in close consultation with a faculty advisor.

ED 601 Psychological Foundations of Education (2)
ED 602 Statistics in Educational Research (2)
ED 603 Methods of Research (2)
EECE 615 Literature for Young Readers (2)
EECE 618 Teacher-Arranged Environment (2)
EECE 642 Elementary School Curriculum (2)
EECE 650 Science: Elementary School (2)
EECE 699 Thesis or Field Research (1-4)

Related Requirements (4 Credits)

Students must earn at least four credits of electives chosen from MLA courses.

M.S. Degree in Elementary Education—Plan B Requirements (16 Credits)

Those candidates whose area of intent is Elementary Education must take a course in Language Arts or Reading. Those candidates whose area of intent is Early Childhood Education must take EECE 620. Students must earn at least two credits in EECE 697. In addition to the courses listed below, students must earn a total of thirty-two credits to satisfy the requirements of Plan B. If additional credits are needed after completing area requirements, students will chose electives in close consultation with a faculty advisor.

ED 601 Psychological Foundations of Education (2)
ED 602 Statistics in Educational Research (2)
ED 603 Methods of Research (2)
EECE 615 Literature for Young Readers (2)
EECE 618 Teacher-Arranged Environment (2)
EECE 642 Elementary School Curriculum (2)
EECE 650 Science: Elementary School (2)
EECE 697 Individual Study in Education (1-2)

Related Requirements (4 Credits)

Students must earn at least four elective credits chosen from MLA courses.

Areas of Interest

EARLY CHILDHOOD:

EECE 534 Kindergarten Education (3)
EECE 532 Curriculum Development for Young Children (4)
EECE 620 Children's Play, Creativity and Development (2)
EECE 577 Early Childhood Education Workshop (1-2)

CURRICULUM AND FOUNDATION:

EECE 595 Comparative Education (2)
EECE 597 Readings in Education (1-2)
EECE 637 Curriculum Theory and Principles (2)
CNSA 612 Individual Appraisal (3)

READING/LANGUAGE ARTS:

- EECE 525 Improvement of Instruction in Reading and Language Arts (2)
 EECE 545 Remedial and Corrective Reading (3)
 EECE 546 Remedial and Corrective Reading Clinic (1)
 EECE 623 Special Topics in Literature for Young Readers (2)
 SPED 645 Diagnosis and Correction of Reading Difficulties (2)
 SPED 646 Reading Clinic: Diagnosis (1)

SPECIAL EDUCATION:

- SPED 645 Diagnosis and Correction of Reading Difficulties (2)
 SPED 672 Educational Diagnosis and Programming (2)

GIFTED EDUCATION:

- SPED 521 The Gifted Child (2)
 SPED 522 Curriculum and Methods for the Gifted (2)
 SPED 662 Seminar: Special Education (2)
 ED 628 Counseling the Gifted (2)

SUPERVISION:

- EECE 635 The Process of Supervision (4)
 EECE 631 School Law (4)

Master of Science—Music Education

Program Coordinator: Theodore DiSanti
 (218) 236-4096
 Roland Dille Center for the Arts 102

Program Description

The Master of Science degree in Music Education 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.

Admission Requirements

1. Baccalaureate degree in music education from an accredited institution.

2. 3.00 grade point average. Students with a lower GPA may be admitted on a provisional basis after consultation with the Dean.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Upon admission, all students are required to take examinations in music theory and music history. In addition, performance auditions are required. The examinations and auditions are used for advising purposes, and the students who show deficiencies are required to correct them with undergraduate study.

Degree Requirements

The program is designed with two plans. **Plan A** (30 credits) culminates in a thesis; music electives are chosen to support the thesis topic. **Plan B** (32 credits) culminates in a project paper or a recital and an accompanying document.

1. Minimum of 30 credits for Plan A, 32 for Plan B.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Written comprehensive examination.
4. Thesis, project, or recital and document.
5. Oral examination.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Music Education—Plan A Requirements (12 Credits)

In addition to the courses listed below, students must earn six credits in courses in Music Education and Pedagogy.
 MUS 630 Research in Music (2)
 MUS 699 Thesis in Music (4)

Restricted Electives (14 Credits)

In addition to the courses listed below, students must earn two credits in Music Theory or Music History, two credits in ensemble courses, and four credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for recital).

- MUS 640 Directed Study in Music History (2)
 MUS 645 Seminar in Music of the 20th Century (2)
 MUS 674 Directed Study in Music Theory (2)

Electives (4 Credits)

Students must earn four elective credits chosen in close consultation with a faculty advisor.



M.S. Degree in Music Education—Plan B**Requirements (10 Credits)**

In addition to the courses listed below, students must earn six credits in Music Education and Pedagogy electives.

MUS 630 Research in Music (2)

MUS 697 Individual Study (2)

Restricted Electives (16 Credits)

In addition to the courses listed below, students must earn four credits in Music Theory/History, two credits in ensemble courses and four credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for recital).

MUS 640 Directed Study in Music History (2)

MUS 645 Seminar in Music of the 20th Century (2)

MUS 674 Directed Study in Music Theory (2)

Electives (6 Credits)

Students must earn six elective credits chosen in close consultation with a faculty advisor.

Master of Science—Reading

Program Coordinator: Barbara Wasson

(218) 236-2000

Lommen Hall 213

Program Description

The Master of Science in Reading program is designed for teachers who wish to improve their instructional effectiveness in teaching reading. Teaching experience is required. The program is designed to be completed on a part-time basis. Core reading courses are scheduled in the evening. Students generally complete the program in two to four years.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Completion of a teacher licensure program.
3. Evidence of two or more years of successful teaching.
4. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
5. Completed "Application for Admission to Graduate Study" form.
6. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
7. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
8. Score of 30 or above on the Miller Analogies Test (MAT).
9. Written description of past teaching experience and future goals.
10. Recommendation from principal based on two or more years of successful teaching.

Degree Requirements

The degree is offered under Plan A or Plan B.

1. A minimum of 30-32 credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.

3. 3.0 grade point average. A grade of "C" or less is unacceptable in master of reading core courses.
4. Written comprehensive examination
5. Thesis or project.
6. Oral examination administered by the student's thesis or project committee following completion of the thesis or project and based on the thesis or project and the student's program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Reading—Plan A**Requirements (25 Credits)**

The M.S. Degree in Reading is open to students who hold a valid teaching license plus a minimum of two years as a reading teacher. Students must earn at least four credits of SPED 699.

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

EECE 612 Reading in Society (2)

EECE 613 Analysis of Development Reading (2)

EECE 614 Reading and Language Arts in the

Content Area (2)

EECE 615 Literature for Young Readers (2)

EECE 623 Special Topics in Literature for

Young Readers (2)

EECE 637 Curriculum Theory and Principles (2)

SPED 616 The Gifted Child and Reading (2)

SPED 645 Diagnosis and Correction of Reading

Difficulties (2)

SPED 646 Reading Clinic: Diagnosis (1)

SPED 699 Thesis (4)

Electives (5 Credits)

Students must earn five credits in graduate level electives to be chosen in close consultation with a faculty advisor.

M.S. Degree in Reading- Plan B**Requirements (23 Credits)**

The M.S. in Reading is open to students who hold a valid teaching license plus a minimum of two years as a reading teacher. Students must earn at least two credits in SPED 697.

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

EECE 612 Reading in Society (2)

EECE 613 Analysis of Development Reading (2)

EECE 614 Reading and Language Arts in the

Content Area (2)

EECE 615 Literature for Young Readers (2)

EECE 623 Special Topics in Literature for

Young Readers (2)

EECE 637 Curriculum Theory and Principles (2)

SPED 616 The Gifted Child and Reading (2)

SPED 645 Diagnosis and Correction of Reading

Difficulties (2)

SPED 646 Reading Clinic: Diagnosis (1)

SPED 697 Individual Study (2)

Electives (9 Credits)

Students must earn nine hours of graduate level electives to be chosen in close consultation with a faculty advisor.

Master of Science—Special Education

Program Coordinator: Paul Beare
(218) 236-2004
Lommen Hall 205

Program Description

The Master of Science in Special Education is designed for students with the experiences and abilities to understand advanced concepts, critically review research, and apply these concepts and research to their own professional practice through on-going, systematic professional development experiences.

The MS in Special Education has a core of two courses. The remaining requirements will be developed by the student and advisor to meet the unique needs of the students and to address program-specific requirements. A student may choose to emphasize specific disability areas, such as Moderate to Severe Mentally Handicapped, Specific Learning Disabilities, Mild to Moderate Mentally Handicapped, Emotional/Behavioral Disorders, or Early Childhood Special Education or to take more generic coursework, focusing on any area of specialization related to Special Education.

One specialization emphasis, the Master of Science in Special Education-Mildly Handicapped does lead to licensure in Minnesota in the area of Mildly Handicapped. The course of study for this area is mandated and listed below. No other course of study for a MS in Special Education leads to a license, however, some overlap of course work (13 credits) is permitted.

Admission Requirements

MS in Special Education

1. Baccalaureate degree from an accredited institution.
2. Minimum of one year documented, successful teaching or comparable experience. Comparable experience includes working in human services, in the helping professions, or having an undergraduate education major.
3. Undergraduate GPA of 3.0 overall or 3.25 in the last 30 semester credits of course work.
4. Completed "Application for Admission to Graduate Study" form.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
6. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
7. Minimum combined score of 1000 on the Graduate Record Examination (GRE).
8. Writing sample.

The MS in SpEd-Mildly Handicapped emphasis requires the above, plus existing licensure in Emotional/Behavioral Disorders, Specific Learning Disabilities, or Mild to Moderate Mentally Handicapped.

Degree Requirements

The degree is offered under Plan A only.

1. A minimum of 30 credits, 17 of which must be at the 600 level.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Maximum of 4 credits practicum. Only 600 level practicum may apply to the MS degree.
4. Written comprehensive examination over course work.
5. Thesis.
6. Oral examination over thesis by thesis committee.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Special Education

Requirements (17 Credits)

In addition to the courses listed below, students must earn at least twelve credits in Special Education electives. Students must meet all specified minimum credit totals for the degree, and must earn at least 30 approved graduate credits in total. At least seventeen credits must be earned at the 600 level. Students may apply a maximum of four credits of practicum toward the degree provided that the practicum is at the 600 level.

SPED 620 Perspectives and Policies in Special Education (3)

SPED 664 Theory and Process of Consultation (2)

Restricted Electives (6 Credits)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

OR ED 605 Single Subject and Small Group Research Designs (2)

OR ED 611 Introduction to Qualitative Research (2)

SPED 697 Individual Study (2)

OR SPED 699 Thesis (4)

Electives (4 Credits)

Students must earn at least four credits of electives outside the major area. These courses should be selected in close consultation with a faculty advisor.

M.S. Degree in Special Education—Mildly Handicapped Licensure

Requirements (19 Credits)

SPED 620 Perspectives and Policies in Special Education (3)

SPED 628 Family Focused Intervention (2)

SPED 663 Advanced Measurement/assessment (2)

SPED 664 Theory and Process of Consultation (2)

SPED 665 Educational Program Development (2)

SPED 667M Educational Planning Practicum (2)

SPED 668M Collaborative/Consultative Practicum (2)

SPED 670 Transitional Planning (2)

SPED 671 Advanced Planning Strategies (2)

Restricted Electives (8 Credits)

Students must earn at least four credits in SPED 699.

ED 602 Statistics in Educational Research (2)

SPED 699 Thesis (4)

ED 603 Methods of Research (2)

OR SPED 605 Single Subject and Small Group
Research Designs (2)

OR ED 611 Introduction to Qualitative Research (2)

Related Requirements (3 Credits)

EECE 637 Curriculum Theory and Principles (2)

SPED 695 Special Problems (1-4)

Master of Science—Computer Science

Program Coordinator: John Gaffrey

(218) 236-2863

Flora Frick Hall 253

The MS in Computer Science degree program is not currently accepting new applications. The program is to be suspended, giving currently enrolled students the opportunity to complete the MS within certain agreed-upon time limits.

Program Description

The objective of the Computer Science graduate program is to provide the student with a depth and breadth of exposure to both fundamental concepts and current developments in computer science. This exposure is intended to provide a solid foundation for the study and analysis of computational processes and/or computer applications, such as Database, Artificial Intelligence, or Decision Support Systems. This foundation is intended to facilitate student growth in one or more of the following areas:

1. Acquire the ability to conceive of, propose, design and implement major projects in the application of computer systems.
2. Develop critical professional thinking in the application of computer systems.
3. Develop a scientific maturity that will enable independent research and acquisition of knowledge in an explosively evolving technological area.
4. Acquire a background sufficient for the pursuit of further graduate study leading to a terminal degree in computer science.

Degree Requirements

1. Minimum of 32 graduate semester credits, completed within 7 years with a minimum overall GPA of 3.00.
2. Minimum of 24 credits must be taken in the CSIS Department.
3. Minimum of 16 credits must be at the 600 level, at least 12 of which must be course credits other than COMS 697 (project) or COMS 699 (thesis).
4. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information. A maximum of 6 semester credits may be transferred and applied to the degree.

5. Thesis with oral defense (6 credits) or project with oral defense (1-3 credits). The oral exam may include material from the student's course work.
6. Maximum of 3 credits of COMS 692, Independent Study, may be applied to the degree.
7. No course in research methods is required.

Further information on degree requirements is found in "General Degree Requirements" at the front of the **Graduate Bulletin**.

M.S. Degree in Computer Science**Requirements (32 Credits)**

Students must earn thirty-two approved graduate credits.

At least twenty-four credits must be within the Computer Science and Information Systems Department. A

minimum of sixteen credits must be at the 600 level, and at least twelve of those credits must be in courses other

than Coms 697 or 699. A six credit thesis with oral defense or a project with oral defense is required.

Students must be enrolled for at least one credit during the entire time they participate in the program.

CIS 546 Advanced Information Systems (3)

COMS 530 Operating Systems (3)

COMS 531 Operating Systems Project (1)

COMS 535 Compilers (3)

COMS 536 Compilers II (3)

COMS 540 Computer Networks Software Concepts (3)

COMS 543 Artificial Intelligence (3)

COMS 545 Graphics (3)

COMS 550 Programming Languages (3)

COMS 620 Advanced Topics in Computer Architecture (3)

COMS 630 Topics in Computer Education (2)

COMS 632 Automata Theory and Formal Languages (3)

COMS 634 Algorithm Analysis (3)

COMS 640 Advanced Topics in Computer Networks (3)

COMS 642 Database Systems (3)

COMS 643 Advanced Topics in Database Systems (3)

COMS 648 Software Engineering (3)

COMS 690 Special Topics (1-3)

COMS 692 Independent Study (1-3)

COMS 697 Individual Study (1-3)

COMS 698 Continuing Registration (1-3)

COMS 699 Thesis (1-6)

Master of Science—Counseling and Student Affairs

Program Coordinator: William Packwood
(218) 236-2044
Lommen Hall 211C

Program Description

The Counseling and Student Affairs program is a two-year program leading to a Master of Science degree. It emphasizes the integration of developmental theory, acquisition of strong interpersonal skills, and personal development resulting in the ability to enter beneficially into the other person's world and provide opportunities for them to grow. The program has a generalist orientation, but individualized specializations can be developed to meet each student's needs. Through the program, students are provided with opportunities to develop core helping skills and to engage in concentrated study leading to a speciality in one of three program options.

The **Secondary School Counseling** option leads to Minnesota and North Dakota State Certification for public secondary school counseling. Only persons with teaching experience can be accommodated, because to be certified as a counselor you must have a teaching certificate and have taught for one year. The option includes internships and practicum experiences in the public secondary schools.

The **Student Affairs** option prepares persons for counseling and student affairs positions in higher education, including admissions, career planning and placement, financial aid, health, housing, orientation, and the student union and activities. The option emphasizes course work in the development of college students and internships and practicum experiences at college and university sites.

The **Community Counseling** option prepares persons to provide counseling assistance in a variety of settings in the community, including social service agencies; community mental health sites; centers dealing with families, rape and abuse, and crises; chemical dependency programs; as well as other speciality areas. Psychology courses are emphasized, and the internships and practicum experiences are in the appropriate community settings.

The program also prepares one to become certified as a National Certified Counselor (NCC), to be certified as a secondary school counselor, and to become licensed as a professional counselor in North Dakota.

The Counseling and Student Affairs graduate program at MSU is unique in the individual attention paid to graduate students. The class sizes are small, teachers get to know students, and advisor contact is welcomed. Most courses are offered in the evenings to accommodate part-time students. Through additional courses and personal advising, graduate students are encouraged to develop and meet their personal career goals.

The purpose of the program is to provide students with a high level of counseling skills so that they can offer therapeutic experiences to their clients. The program is intended for students who seek to become competent counselors, have strong academic and verbal and written skills, are aware of and able to articulate feelings, want to gain some self-awareness, and want a thorough knowledge of the major content areas required to be a certified professional counselor.

All of the courses, except one or two, are offered in the evenings after 5:00 pm. The program takes two years full-time to complete, and the maximum amount of time allowed to complete the program is five years. Full-time as well as part-time students are admitted year round.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required.
2. 3.0 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Score from the Miller Analogies Test (MAT) or from the Graduate Record Examination, General Test (GRE). No specific minimum score is required.
7. Counseling and Student Affairs Application.
8. 350 word statement of personal career goals.
9. A writing sample, which is completed at the department office.
10. Three letters of recommendation from people who have been your professors, employers, counselors, or have known you in other professional capacities (Forms are not provided).
11. An interview with the faculty in order to access your communication skills.

Degree Requirements

1. A core of 36 credits is required of all candidates. An additional 12 credits specific to each of the three options are also required.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Continued improvement in interpersonal competence and counseling skill development. Students are reviewed periodically to determine their satisfactory progress.
4. 3.0 grade point average and a grade of B or better in all required courses.
5. Six-credit internship.
6. Written comprehensive examination.
7. Research project, satisfied through either Plan A or Plan B.
8. Oral examination which is a review of the student's research project.

Students must 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. Further information on degree requirements is found in “General Degree Requirements” at the front of the *Graduate Bulletin*.

M.S. Degree in Counseling and Student Affairs

Core Requirements (34 Credits)

The core must be completed by all students majoring in one of the Counseling and Student Affairs concentrations: Community Counseling, School Counseling, or Student Affairs. Students must complete CNSA 697 and CNSA 680 for at least two credits each or CNSA 699 for at least four credits.

CNSA 610 Foundations of Counseling (3)

CNSA 611 Counseling Theories (3)

CNSA 612 Individual Appraisal (3)

CNSA 613 Career Development (3)

CNSA 614 Human Growth and Development for Counselors (3)

CNSA 615 Social and Cultural Foundations of Counseling (3)

CNSA 616 Consultation for Counselors (1)

CNSA 620 Counseling Skills I (3)

CNSA 621 Counseling Skills II (3)

CNSA 630 Group Counseling (3)

CNSA 680 Professional Contribution Seminar (1)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

CNSA 697 Master's Project (1-2)

OR CNSA 699 Master's Thesis (1-4)

School Counseling Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as “Core Requirements” under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the School Counseling concentration must repeat CNSA 691A to a total of six credits. A full year of practicum is required.

CNSA 650 Organization and Administration of Guidance Services (3)

CNSA 691A Practicum in School Counseling (3)

SW 530 Generalist Practice: Families (3)

Community Counseling Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as “Core Requirements” under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the Community Counseling concentration must repeat CNSA 691D to a total of six credits. A full year of practicum is required.

CNSA 670 Community Counseling (3)

CNSA 691D Practicum in Community Counseling (3)

PSY 563 Abnormal Psychology (3)

Student Affairs Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as “Core Requirements” under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the Student Affairs concentration must repeat CNSA 691B or CNSA 691C to a total of six credits. A full year of practicum is required.

CNSA 660 Introduction to Student Affairs (2)

CNSA 661 Higher Education in the U.S. (1)

CNSA 662 Administration of Student Affairs in Higher Education (2)

CNSA 663 The College Student (1)

CNSA 691B Practicum in Student Affairs in Higher Education (2-3)

OR CNSA 691C Practicum in College Counseling (3)

Master of Science—Public and Human Service Administration

Program Coordinator: James Danielson

(218) 236-2825

MacLean Hall 311

Program Description

This program is designed to provide the theoretical background and practical skills needed to administer public agencies, nonprofit organizations, or social service facilities. Individuals considering careers as social service directors, government administrators, health care managers, arts directors, managers in higher education, law enforcement leaders, court administrators, and similar fields will find this program valuable. The program is available for both full-time and part-time students. All core curriculum classes are offered in the evening.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required, but proficiency in communication with broad-based grounding in the social sciences is expected.
2. 2.75 grade point average, or a 3.25 grade point average on the last 30 semester credits of academic work.
3. Completed “Application for Admission to Graduate Study” form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Quantitative, verbal and analytical scores on the Graduate Record Examination (GRE). Both grade point average and graduate record examination scores are evaluated to determine admission.
7. Demonstrated proficiency in basic statistics, accounting and social sciences are required. Students 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.

Degree Requirements

1. Minimum of 35 semester credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 of the *Graduate Bulletin* for further information.
3. A grade of "B" or higher in all courses submitted for completion of the program on the student's "Course Plan." (See page 14.) A grade of C or lower in two or more graduate courses is grounds for removal from the program.
4. A Final Project administrative research paper is required of each student. The project should analyze some topic or issue such that an administrative decision could be made based on the research.
5. To complete the program, the student must pass a comprehensive oral examination covering the Final Project and course work in the program. The oral examination is conducted by a committee of four faculty members.
6. Students are responsible for all specific program requirements included in the **PHSA Student Handbook**, which is available from the Public and Human Service Administration Program Director upon the student's admission to the program. Students in the program are urged to consult with the Director prior to registration each term.
Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Public and Human Services Requirements (29 Credits)

- PHSA 611 Survey of Public and Human Service Administration (4)
 PHSA 612 Research Methods for Public and Human Service Administration (3)
 PHSA 653 Human Resource Development (2)
 PHSA 655 Public and Non-Profit Financial Management (3)
 PHSA 665 Legal Issues of Nonprofit Organizations (3)
 PHSA 671 Leadership in the Public and Non-Profit Sectors (2)
 PHSA 681 Policy Analysis in Public and Human Service Administration (3)
 PHSA 697 Final Project in Public and Human Service Administration (4)
 MKTG 621 Non Profit Marketing (3)
 SOC 512 Sociology of Complex Organizations (2)

Electives (6 Credits)

Students must take six credits of PHSA electives or other graduate level electives chosen with the approval of the Public and Human Services director.

Master of Science and Specialist Degree—School Psychology

Program Coordinator: Margaret Potter
 (218) 236-2805
 Bridges Hall 360

Program Description

School psychologists provide a variety of psychological services primarily in public school settings. Through their skills in consultation, assessment, intervention and program evaluation, school psychologists work closely with teachers, administrators, parents, and community agencies to identify and treat students' problems. Specialist degree level school psychologists are in demand regionally and nationally. Our program is approved by the National Association of School Psychologists, NCATE, and the Minnesota Board of Teaching. Graduates meet the requirements for certification as school psychologists in Minnesota, North Dakota, South Dakota, and most other states.

The MSU School Psychology program requires 61 semester credits taken over three years. The program consists of two years of full-time on-campus coursework and a one year internship. A non-terminal, thesis-based Master's degree is awarded after the first 30 semester credits with the terminal Specialist degree awarded after the remaining 31 credits. It is expected that students will earn both the Master's and the Specialist degrees. Students are admitted only on a full-time basis with attendance beginning in the fall semester. Admission is limited and competitive. The application deadline is February 15 for both degree programs. Late applications will be considered if space is available.

Admission Requirements—Master's Degree

1. Baccalaureate degree from an accredited institution. No specific undergraduate major required, however, preparation must include 9 semester hours of course work in psychology and one statistics course.
2. 3.0 grade point average.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Combined score of 1,000 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE). The GRE scores must be no more than five years old.
7. Letter of intent specifying career goals and research interests.
8. Three letters of recommendation. We do not have a specific form. At least one letter should be from someone who can speak to the candidate's academic skills.
9. A personal or telephone interview is highly recommended.

Admission Requirements—Specialist Degree

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 the following:

1. A completed "Application for Admission to Graduate Study" (submit to the Graduate Records Office).
2. A letter of interest and intent (submit to the Director of the School Psychology Program).
3. All requirements for the M.S. degree must be completed before 9 semester 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. For more information, contact the program director.

Degree Requirements—Master's Degree

The program must be completed under **Plan A** with a thesis required.

1. Minimum of 30-32 credits.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Written comprehensive examination.
4. Thesis.
5. Oral examination in defense of the thesis.

Degree Requirements—Specialist

Degree completed under **Plan B**

1. Minimum of 29-31 credits (To total 61 for combined Master's and Specialist program.)
2. National School Psychology exam
3. Portfolio demonstrating mastery of program objectives.
4. Final oral examination based on portfolio materials.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in School Psychology**Requirements (20 Credits)**

- ED 603 Methods of Research (2)
- PSY 601 Foundations of School Psychology (2)
- PSY 620 Measurement Theory (2)
- PSY 621 Assessment/Intervention I: Basic Processes (3)
- PSY 622 Assessment/Intervention II: Special Populations (3)
- PSY 632 Advanced Psychological Methodology (2)
- PSY 641 Practicum in School Psychology I (1)
- PSY 642 Practicum in School Psychology II (1)
- PSY 699 Thesis in Psychology (1-4)

Restricted Electives (6 Credits)

Students must choose six credits from the listed courses.

- PSY 611 Human Learning and Cognition (2)
- PSY 613 Biopsychology (2)
- PSY 615 Developmental Psychology (2)
- PSY 617 Personality and Psychopathology (2)
- PSY 619 Social Psychology (2)

Related Requirements (4 Credits)

Students must earn four to six credits from the following courses.

- CNSA 520 Basic Counseling Skills (3)
- ED 664 Theory and Process of Consultation (2)
- SPED 571 Behavior and Environment Management (3)
- SPED 690 Seminar: Current Trends in Special Education (1-2)
- SPED 513 Instructional Strategies (3)
- OR** SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)
- OR** SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)
- OR** SPED 578 Educational Interventions: Emotional/ Behavioral Disorders (3)

Specialist Degree in School Psychology**Requirements (18 Credits)**

The M.S. degree in School Psychology is a prerequisite for admission to this degree.

- PSY 701 Issues in the Practice of School Psychology (2)
- PSY 723 Assessment/Intervention III: Early Childhood Handicaps (3)
- PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)
- PSY 728 Systems Intervention (2)
- PSY 744 Practicum in School Psychology III (1)
- PSY 760 Internship in School Psychology (1-3)

Restricted Electives (4 Credits)

Students must earn four credits from the listed courses. These electives may not duplicate courses taken to complete the M.S. degree.

- PSY 611 Human Learning and Cognition (2)
- PSY 613 Biopsychology (2)
- PSY 615 Developmental Psychology (2)
- PSY 617 Personality and Psychopathology (2)
- PSY 619 Social Psychology (2)

Related Requirements (7 Credits)

Students must earn seven to nine credits from the following courses. These electives may not duplicate courses taken as part of the M.S. degree. (Course requirements not taken for the M.S. degree must be completed for the Specialist.)

- CNSA 520 Basic Counseling Skills (3)
- ED 664 Theory and Process of Consultation (2)
- SPED 571 Behavior and Environment Management (3)
- SPED 690 Seminar: Current Trends in Special Education (1-2)
- SPED 513 Instructional Strategies (3)
- OR** SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)
- OR** SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)
- OR** SPED 578 Educational Interventions: Emotional/ Behavioral Disorders (3)

Master of Science—Speech-Language Pathology

Program Coordinator: Louis J. DeMaio
(218) 236-4643
Grier Hall 108

Program Description

The program 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 10 credit hours of clinical practicum and internship can be applied toward the Master's degree.

Enrollment is limited. Applications must be postmarked by February 1. Completing the degree requirements involves two years of full-time study.

Admission Requirements

1. Baccalaureate degree in Speech/Language/Hearing Sciences from an accredited institution. A student with no background in this field of study will be expected to take basic undergraduate prerequisites before applying.
2. 2.75 grade point average over-all, or a 3.25 on the last 30 semester hours of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$15.00 fee for first-time applicants to Moorhead State University.
6. Graduate Record Examination (GRE) scores.
7. Department program application form.
8. Letters of recommendation (forms provided).

Degree Requirements

1. Minimum of 40 credits—required courses, elective courses, a research experience (thesis or research project), and clinical practica.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section on page 12 for further information.
3. Writing competency assessment, based on a blind review of the faculty. It is designed to identify and assist students who need to strengthen their writing skills.
4. Comprehensive written examination based on ASHA certification examination.
5. Thesis or project.
6. Oral examination.

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

Detailed information on these requirements and departmental policies and procedures are found in the department's Graduate Student Handbook. Further information on degree requirements is also found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Speech-Language Pathology

Core Requirements (4-6 Credits)

Students must complete SLP 696 for at least two credits or SLP 699 for at least four credits.

SLP 601 Research Design in Speech-Language Pathology (2)

SLP 696 Research Project (2)

SLP 699 Thesis (1-4)

Requirements (13 Credits)

SLP 609 Clinical Speech Measurement (1)

SLP 621 Seminar: Articulation Disorders and Cleft Palate (2)

SLP 630 Neurogenic Communication Disorders I (3)

SLP 631 Neurogenic Communication Disorders II (2)

SLP 641 Seminar: Language Intervention (2)

SLP 647 Diagnostic and appraisal Procedures (3)



Restricted Electives (10 Credits)

Students will complete various practicum experiences as directed by a faculty advisor. SLP 669 is also a practicum experience.

SLP 643 Agency Practicum: Speech-Language (1)

OR SLP 644 University Practicum: Speech-Language (1)

OR SLP 645 Hospital Practicum: Speech-Language (1)

OR SLP 646 School Practicum: Speech-Language (1)

SLP 669 Internship (4)

Electives (11-13 Credits)

Students will need to earn between eleven and thirteen credits of SLP electives depending upon whether they have selected SLP 696 or SLP 699. All students are required to earn at least forty credits to accomplish the degree. Students may choose electives from the courses listed below or other SLP courses with consent of the advisor.

SLP 623 Seminar: Voice (2)

SLP 624 Seminar: Fluency (2)

SLP 626 Language Development and Disorders in Adolescents (2)

SLP 627 Communication in Normal Aging and Dementia (2)

SLP 642 Augmentative and Alternative Communication (3)

SLP 680 Cultural Aspects of Communication Disorders (2)

SLP 681 Seminar: Dysphagia (2)

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 Admissions Office.

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.

By July 1, 1996, it is expected that Moorhead State University will offer the Master of Science degree in Educational Administration, rather than Tri-College. However, collaborative efforts with North Dakota State University will continue, as well as an expanded collaboration with other Minnesota State Universities.

M.S. Degree in Educational Administration—Elementary Principal

Core Requirements (8 Credits)

ED 601 Psychological Foundations of Education (2)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

ED 610 Philosophy of Education (2)

Requirements (22 Credits)

Students must earn at least two credits in ED 697.

ED 630 Introduction to Educational Leadership (2)

ED 631 School Law (4)

ED 632 Curriculum Theory and Evaluation (4)

ED 635 The Process of Supervision (4)

ED 639 Administration of the Elementary and Secondary Schools (4)

ED 697 Individual Study in Education (2)

EECE 642 Elementary School Curriculum (2)

Restricted Electives (4 Credits)

Students must take two of the following three courses.

EECE 650 Science: Elementary School (2)

EECE 651 Trends and Methods in Elementary School Mathematics (2)

EECE 652 Trends and Issues in Elementary School Social Studies (2)

Related Requirements (2 Credits)

EECE 525 Improvement of Instruction in Reading and Language Arts (2)

**Specialist Degree in Educational Administration—
Elementary Principal****Requirements (26 Credits)**

Students must take six credits of practicum in ED 794. One practicum must be in supervision, one practicum must be in budget and business management, and one practicum must be in elementary principalship. Students must earn at least four credits in ED 799.

ED 782 Supervisory and Administrative Theories (4)

ED 783 Computer Data Management and Decision Making (2)

ED 784 School Personnel Administration (2)

ED 786 School Facility Planning (2)

ED 788 School Finance and Business Management (4)

ED 789 School Community Relations (2)

ED 794 Practicum in Administration (1-6)

ED 799 Thesis or Field Research (1-4)

Restricted Electives (4 Credits)

Students must take ED 714 and 780 via the Tri-College University at NDSU.

Electives (2 Credits)

Students must take at least two elective credits chosen in close consultation with a faculty advisor.

**M.S. Degree in Educational Administration—
Secondary Principal****Core Requirements (8 Credits)**

ED 601 Psychological Foundations of Education (2)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

ED 610 Philosophy of Education (2)

Requirements (22 Credits)

Students must earn at least two credits in ED 697.

ED 630 Introduction to Educational Leadership (2)

ED 631 School Law (4)

ED 632 Curriculum Theory and Evaluation (4)

ED 635 The Process of Supervision (4)

ED 638 Secondary School Curriculum (2)

ED 639 Administration of the Elementary and Secondary Schools (4)

ED 697 Individual Study in Education (2)

Electives (4 Credits)

Students must take four elective credits chosen in close consultation with a faculty advisor.

**UNIVERSITY OF MINNESOTA—MSU
PARTNERSHIP****Master of Science Degree with a
Major in Nursing**

Program Coordinator: Barbara Vellenga

(218) 236-4696

Murray Commons 214

Program Description

Courses leading to a Master of Science degree with a major in Nursing from the University of Minnesota are available at Moorhead State University as part of the Partnership Model Program. Courses are available at Moorhead State University both on site and via interactive television.

Areas of Study

Adult Health Nursing

Child and Family Nursing

Children with Special Health Care Needs

Family Nurse Practitioner

Gerontological Clinical Nurse Specialist

Gerontological Nurse Practitioner

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 with a major in Nursing (MS).

Admission Requirements

1. Baccalaureate degree from an accredited institution. If the degree is in a field other than nursing, the student must show evidence of ability in the following areas:
 - Health Promotion
 - Community Health Nursing
 - Leadership/Management
 - Teaching/Counseling
 - Systematic Investigation
2. Competitive scores on the Graduate Record Examination (GRE) taken within the past two years.
3. Evidence of high scholastic achievement.
4. Photocopy of a current RN license in good standing.
5. Three letters of reference.
6. Written narrative discussion of the student's past and future professional goals and proposed area of study (profile statement).

Application to the Graduate Nursing program can be initiated at Moorhead State University. To obtain further information, call Barbara Vellenga at (218) 236-4696.

Students are admitted to the program during fall, winter, spring and summer quarters. Application deadlines are:
 October 25 — Winter, Spring or Summer Quarter
 December 15 — Spring, Summer or Fall Quarter
 April 15 — Summer, Fall or Winter Quarter

Degree Requirements

The U of M Graduate School offers the master's degree under two plans: **Plan A**, requiring a thesis and supporting course work, and **Plan B**, which requires a special project and course work. A minimum of 44 credits is required for Plan A and Plan B.

Plan A

The emphasis of Plan A is research. 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 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. In Plan A the minimum of 44 credits is to be distributed as follows:

The Major (20 credits minimum), with Nurs 8014 Research in Nursing (3 cr) required.

Related Fields (8-9 credits). Courses may be taken outside of nursing or in a designated minor.

Thesis (16 credits)

PLAN B

The goal of Plan B is to prepare students for advanced practice in nursing. A final examination is required. The faculty committee is composed of at least two representatives from the School of Nursing and a representative from a related field or minor. The minimum of 44 credits is to be distributed as follows:

Nursing Major (32 credits)

The project in Plan B is an investigation of a nursing problem or question that may be of scientific, philosophic, or historic nature.

Related Fields or Minor (8-9 credits)

Elective (Nursing or related fields) (3-4 credits)

University of Minnesota Master of Social Work Option

Via Distance Education

Contact Person at MSU: Jarilyn Gess
(218) 236-2613

Mission Statement

The School of Social Work is administratively in the College of Human Ecology. The central mission of the school is the preparation of students for professional practice within the academic objectives of the University and the professional objectives of the Council on Social Work Education (CSWE). Students are expected to support the values and ethics of the profession, to demonstrate a humanistic orientation, and to be concerned with the policy implications of social services. The school takes an active role in recruiting students of color and in helping all students to develop the sensitivity and skills necessary to work effectively in culturally diverse communities.

Program Description

The focus in this degree program option is on direct practice. The goal of this concentration is to prepare students for professional practice with individuals, families, small groups, and communities at varying levels, ranging from intervention with individuals to working for social change.

Admission Requirements

1. Undergraduate degree in social work from a CSWE accredited program.
2. GPA of 3.00 preferred.
3. Minimum of one year experience in social work or a related human service field (full or part time, paid or volunteer).
4. An introductory statistics course.
5. A human biology course with content on human anatomical and physiological development (may be taken after application; must be completed before starting the M.S.W. course work).

Degree Requirements

There is a minimum of 51 credits required—thirty to thirty-three required credits, supplemented by 6-9 electives outside of Social Work. Electives will be available through interactive television, locally through the university system, as well as on the Twin Cities campus.

There is one field placement of 480 hours, arranged in consultation with field coordinators and approved by the Director of Field Instruction.

Courses Offered

Social Work courses available at Moorhead State University are primarily delivered via interactive television. Faculty, instruction, and course work are the same as that offered in regular classrooms on the Twin Cities campus. You participate through interactive television, with the faculty and your peers at similarly equipped classrooms in the Twin Cities and other distance education sites. In addition, there are numerous graduate-level courses at Moorhead State University which you can consider for electives needed for your degree.

Social Work major	30-33 credits
Electives	6-9 credits
Field placement	12 credits

The following courses are expected to be scheduled routinely through interactive television:

- SW 5026 Conflict Resolution
- SW 8104 Child Welfare and the Law
- SW 8121 Family and Children Policy
- SW 8311 Issues in Child Sexual Abuse
- SW 8350 Planned Social Change
- SW 8406 Supervision and Consultation
- SW 8407 Strategies of Family Intervention
- SW 8408 Direct Work with Children and Families
- SW 8414 Group Work
- SW 8421 Psychopathology
- SW 8424 SW with Involuntary Clients
- SW 8425 Task-Centered Social Work Practice
- SW 8426 Intervention with Battered Women and Their Families
- SW 8427 Family-Centered Home Based Services
- SW 8450 Issues in Substance Abuse
- SW 8902 Direct Practice Evaluation

Admission Deadlines

Application forms for the School of Social Work and the Graduate School must be submitted, in addition to supporting materials and transcripts. No entrance testing is required for most students. The deadline for applications for the MSW program is **January 15** for matriculation the following fall. January deadlines apply for fall quarter admission.

To obtain further information, contact Jarilyn Gess at (218) 236-2613, or the School of Social Work at 1-800-SSW-UOFM (1-800-779-8636).

The above schedule is tentative and subject to change without notice.

Courses

ACCT 520 International Accounting (3)

Focus on current applied managerial and financial methodologies in the international environment. Theoretical and philosophical arguments will be presented and discussed concerning the world-wide diversity of accounting policies. **Prerequisite:** ACCT 231.

ACCT 530 Advanced Accounting I (3)

Study of consolidations, general price level accounting, theory, and other advanced topics.

Prerequisite: ACCT 331.

ACCT 531 Advanced Accounting II (3)

Study of fund accounting systems (especially municipal), pension, partnership, and other related topics.

Prerequisite: ACCT 331.

ACCT 541 Individual Income Tax (3)

Fundamentals of federal income tax preparation for individuals. **Prerequisite:** ACCT 340 or consent of instructor.

ACCT 543 Corporate/Partnership Tax (3)

Tax planning and return preparation for corporations, S corporations, and partnerships.

Prerequisite: ACCT 340 or consent of instructor.

ACCT 546 Estate, Gift, and Trust Taxation (3)

Federal estate and gift tax; income taxation of estates and trusts; fundamentals of estate planning.

Prerequisite: ACCT 340 or consent of instructor.

ACCT 548 Tax Research (1-3)

Fundamentals of basic tax research including examination of primary sources of tax law (Internal Revenue Code, Treasury Regulations, judicial decision, and administrative ruling) and secondary tax law services (such as CCH or RIA). **Prerequisite:** ACCT 340 or consent of instructor.

ACCT 560 Audit I (3)

Orientation to auditing. Purpose, ethics, legal liability, internal control, EDP, evidence, and planning.

Prerequisite: ACCT 331 and ACCT 370.

ACCT 561 Audit II (2)

Statistical sampling, audit objectives and procedures, and report writing. **Prerequisite:** ACCT 560.

ACCT 565 Internal Audit (2)

The role of the internal auditor; auditing procedures, and practices; operational audits; effective reporting.

Prerequisite: ACCT 560 and MGMT 360.

ACCT 589 Continuing Education Topics (1-3)

A graduate level course offered through Continuing Education only. Title and content will vary.

ACCT 590 Topics in Accounting (1-3)

Special topics not in the regular curriculum. May be taken more than once since content will vary.

Prerequisite: Consent of instructor.

ACCT 595 Advanced Topics in Business Law (1-3)

In-depth study of a particular area of business law. Content of course will vary with instructor. May be taken more than once since content will vary.

Prerequisite: ACCT 305.

ANTH 545 Seminar in Anthropology (4)

Selected topics in Anthropology. Students are expected to do a research project in a subject related to the topic of the course. May be repeated when topic varies.

Prerequisite: Consent of instructor.

ANTH 597 Reading in Anthropology (1-5)

Selected readings in anthropology under the close supervision of a member of the program.

Prerequisite: Consent of instructor.

ART 508 Women and Art (3)

This course explores the history of women as artists as well as the history of women as the subject of art in the west. Topics may vary. **Prerequisite:** Junior standing and consent of instructor.

ART 510 Ancient Art (4)

History of architecture, painting, and sculpture in Ancient Greece, Etruria and Rome through Late Antiquity.

Prerequisite: ART 233 or Consent of instructor.

ART 511 Medieval Art (4)

History of the art and architecture of the Byzantine and Western Medieval cultures. **Prerequisite:** Consent of instructor.

ART 520 Renaissance Art (4)

Renaissance and Mannerist art and architecture in Italy and Northern Europe, 1300-1600. **Prerequisite:** ART 233 and ART 234 or consent of instructor.

ART 521 Baroque Art (4)

Seventeenth-and Eighteenth-Century European painting, architecture, and sculpture. **Prerequisite:** ART 233 and ART 234 or consent of instructor.

ART 525 Art History Abroad (2 4)

Prerequisite: ART 233 and ART 234 and consent of instructor.

ART 530 Nineteenth Century Art (4)

Painting, sculpture and architecture of the 19th century, including Neoclassicism, Romanticism, Realism, Impressionism, and Post Impressionism.

Prerequisite: ART 234 or consent of instructor.

ART 531 Twentieth-Century Art and Architecture (4)

Painting, sculpture and architecture from the beginning of the twentieth century to the present.

Prerequisite: ART 234 or consent of instructor.

ART 533 Modern Architecture (3)

Architecture of the late 19th and 20th centuries. The materials, techniques and forms of the architectural conception. **Prerequisite:** ART 234 or consent of instructor.

ART 534 American Art and Architecture (4)

Survey of architecture, painting and sculpture in America from Colonial times to the present. **Prerequisite:** Junior standing or consent of instructor.

ART 555 Psychology of the Arts (3)

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: Consent of instructor.

ART 569 Student Internship (2-12)

A one semester self-directed exploration or professional experience with an artist, designer, illustrator, art museum or studio. **Prerequisite:** Senior standing in art and consent of instructor.

ART 630 Research Methods in Art Education (3)

Introduction to research methodologies with application to art education settings. Students will study a variety of qualitative research methods, conduct small pilot studies using these techniques, and present papers describing the research process and results.

Prerequisite: Graduate standing/acceptance in MS-Art Education Program.

ART 632 Studies in Art History (2-12)

Individual directed study in particular problems in the history of art and architecture. **Prerequisite:** Graduate standing or consent of instructor.

ART 640 Current Practices in Art Education (2)

Development of a philosophical point of view in relation to art education in contemporary society.

Prerequisite: Graduate standing in Art Education.

ART 642 Studies in Art Education (2)

Individual directed study in a selected phase of Art Education, agreed upon by the instructor and student.

Prerequisite: Graduate standing in Art Education.

ART 650 Studies in Drawing (2-12)

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. Repeatable up to 18 credits. **Prerequisite:** Consent of Art Studio faculty on presentation of portfolio.

ART 651 Studies in Photography (2-12)

Individual studio concentration in photography with advanced technical and conceptual explorations. Projects are developed by the students individually with the advice of the faculty. Repeatable up to 18 credits.

Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

ART 652 Studies in Painting (2-12)

Individual directed studies in particular problems in painting. Painting may involve any media. Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty member on presentation of a portfolio.

ART 654 Studies in Sculpture (2-12)

Individual study in sculpture with emphasis on the elaboration of personal expression of form into cohesive body of sculpture. Repeatable up to 18 credits.

Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

ART 660 Studies in Ceramics (2-12)

Individual studio concentration in Ceramics in areas of interest chosen by the student with advice of instructor.

Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty on presentation of a portfolio.

ART 674 Studies in Printmaking (2-12)

Advanced individual studies in printmaking. Specialization in various processes. Repeatable up to 18 credits.

Prerequisite: Consent of Art studio faculty on presentation of a portfolio.

ART 678 Studies in Pictorial Illustration (2-12)

Individual studio concentration in pictorial illustration with advanced exploration in to concept development and refined technique, with the advice of the instructor.

Repeatable up to 18 credits. **Prerequisite:** Consent of Art Studio faculty on presentation of a portfolio.

ART 680 Seminar in Art Education (2)

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 699.

Prerequisite: Graduate standing in M.S. Program.

ART 681 Graduate Seminar in Art (2)

Detailed investigation of contemporary and traditional artistic theories and creative practices in the visual arts. Within an art historical context, the directed writing of a starred paper related to a graduate project.

Prerequisite: Graduate standing in M.A. Program.

ART 684 Studies in Graphic Design (2-12)

Advanced studies in design related to consumer, environmental, corporate or institutional needs. Specific emphasis placed on visual communications. Repeatable up to 18 credits. **Prerequisite:** Consent of instructor on the basis of portfolio.

ART 697 Individual Study in Art (1-2)

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

ART 699 Thesis (1-4)

Registration only after consultation with major advisor.

Prerequisite: Consent of major advisor.

BIOL 502 Principles of Animal Behavior (3)

The genetic, ecological, evolutionary and physiological aspects of animal behavior including the historical background, kin selection, communication, aggression, navigation, and reproductive behavior. With lab.

Prerequisite: BIOL 341 and BIOL 345 or consent of instructor.

BIOL 510 Parasitology (3)

Principles and importance of parasitism as exemplified by selected parasitic protozoa, helminths, and arthropods.

With lab. **Prerequisite:** BIOL 114 and one year of chemistry.

BIOL 524 Plant Physiology (3)

Structure and function of higher plants with emphasis on molecular and cellular physiology as related to whole plant functions. Topics include growth and development, photosynthesis, and environmental aspects of plant physiology. With lab. **Prerequisite:** BIOL 124 and one year of general chemistry or consent of instructor.

BIOL 543 Histological Techniques (3)

Tissue preparation for histological, histochemical, immunological, and fluorescent studies. With lab.

Prerequisite: BIOL 114 and one year of general chemistry recommended.

BIOL 545 Limnology (3)

Aquatic ecology; analysis of the physical, chemical and biotic factors that affect life in lakes, ponds, streams. With lab and field work. **Prerequisite:** BIOL 345 and one year of general chemistry.

BIOL 549 Molecular Biology (3)

Molecular biology of the gene with emphasis on gene structure and expression in eukaryotes. With lab. Laboratory will focus on techniques used for analysis and manipulation of DNA (to include restriction analysis, PCR, DNA sequencing, and DNA subcloning).

Prerequisite: BIOL 111 and one year of general chemistry, BIOL 341 and 350 recommended.

BIOL 550 Cell Physiology (3)

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.

Prerequisite: BIOL 114 and BIOL 124 and one semester of organic chemistry or consent of instructor.

BIOL 555 Wildlife Ecology (3)

The application of ecological principles to the management of wildlife populations. Population dynamics and field techniques are stressed. With lab and field work.

Prerequisite: BIOL 345.

CHEM 500 Biochemistry I (3)

A survey of the chemistry and metabolism of living systems. Topics include structure, function and chemistry of biomolecules, and introduction to metabolism and metabolic pathways. **Prerequisite:** CHEM 250
Introductory cell biology strongly recommended.

CHEM 505 Biochemistry Laboratory I (1)

Representative experiments in the quantitation, isolation and metabolism of naturally occurring substances.

Techniques include: assay development, column chromatography, protein and nucleic acid isolation and analysis, protein electrophoresis, and enzymology.

Prerequisite: CHEM 280.

CHEM 510 Biochemistry II (3)

A survey of the chemistry and metabolism of living systems and nucleic acids biochemistry. Topics include biosynthetic biochemical pathways and nucleic acids biochemistry, protein synthesis and recombinant DNA theory. **Prerequisite:** CHEM 400.

CHEM 515 Biochemistry Laboratory II (1)

Course builds on acquired skills and presented techniques of Chem 405. New techniques include: use of radionuclides in biochemical research, affinity and high performance liquid chromatography, electrophoresis and an introduction to recombinant techniques.

Prerequisite: CHEM 505.

CHEM 530 Topics in Biochemistry (2)

Selected biochemical topics. Topics may include carbohydrates, lipids, proteins, enzymology, nucleic acids, metabolism or lab techniques such as chromatography, HPLC, and electrolysis. **Prerequisite:** Consent of instructor.

CHEM 550 Topics in Physical Chemistry (2)

Selected topics such as kinetics, statistical thermodynamics or quantum chemistry.

Prerequisite: CHEM 320 or consent of instructor.

CHEM 560 Topics in Organic Chemistry (2)

Selected topics such as natural product chemistry, advanced synthesis, advanced reaction mechanisms, and molecular modeling. **Prerequisite:** CHEM 260 or consent of instructor.

CHEM 570 Topics in Inorganic Chemistry (2)

Selected topics such as coordination chemistry, bonding, acid-base and nonaqueous solvent theory, organometallic chemistry and inorganic biochemistry. May be repeated when topic is changed. **Prerequisite:** Consent of instructor.

CHEM 580 Topics in Analytical Chemistry (2)

Selected topics such as spectroscopy, electrochemical methods, chemical separations and interfacing instruments with computers. **Prerequisite:** CHEM 280 or consent of instructor.

CIS 546 Advanced Information Systems (3)

Introduction to the concepts and tools used in the development of decision support systems, executive information systems and expert systems including the systems development process and strategy for developing such systems. **Prerequisite:** CIS 444.

CNSA 510 Introduction to Counseling (3)

Basic concepts and principles of counseling.

CNSA 520 Basic Counseling Skills (3)

Basic skills in the one-to-one counseling interview. Improve interpersonal communication skills in listening and responding.

CNSA 600 Introduction to Counseling Research (3)

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.

CNSA 610 Foundations of Counseling (3)

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

CNSA 611 Counseling Theories (3)

Study and examination of counseling principles and theories in order to utilize counselor techniques associated with those theories.

CNSA 612 Individual Appraisal (3)

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

Prerequisite: ED 602 or knowledge of descriptive statistics.

CNSA 613 Career Development (3)

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

CNSA 614 Human Growth and Development for Counselors (3)

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

CNSA 615 Social and Cultural Foundations of Counseling (3)

Examination of the basic concepts of the social/cultural foundations of counseling as they are related to counseling effectiveness.

CNSA 616 Consultation for Counselors (1)

An examination of counselor consultation theories, techniques, and processes utilized in applied counseling settings. **Prerequisite:** CNSA 610.

CNSA 620 Counseling Skills I (3)

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. (Majors only)

Prerequisite: CNSA 610 or concurrent registration.

CNSA 621 Counseling Skills II (3)

A continuing of Counseling Skills I through mastery of additional skills. Application and practice occurs through video tapes and transcripts. **Prerequisite:** CNSA 620.

CNSA 630 Group Counseling (3)

Group dynamics in theory and practice.

Prerequisite: CNSA 620.

CNSA 631 Advanced Group Counseling (1-3)

Practice of group skills and group leadership skills. Graduate counseling majors only.

Prerequisite: CNSA 630.

CNSA 650 Organization and Administration of Guidance Services (3)

Examination of principles of organization and administration of guidance and counseling programs. Development of skills to administer program.

CNSA 660 Introduction to Student Affairs (2)

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

Prerequisite: Concurrent with CNSA 661.

CNSA 661 Higher Education in the U.S. (1)

Introduction to the history and system of higher education in the U.S. **Prerequisite:** Concurrent with CNSA 660.

CNSA 662 Administration of Student Affairs in Higher Education (2)

Administrative concerns in student affairs including program development, budget, personnel, and program evaluation. **Prerequisite:** Concurrent with CNSA 663.

CNSA 663 The College Student (1)

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

Prerequisite: Concurrent with CNSA 662.

CNSA 670 Community Counseling (3)

Introduces the human service speciality of Community Counseling as a multifaceted approach which focuses on prevention and remediation through direct services.

CNSA 680 Professional Contribution Seminar (1)

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.

CNSA 681 Advanced Issues Seminar (1-3)

Emphasizes current issues and developments in the broad field of counseling and student affairs. May be taken after 24 credits. May be repeated to a total of 3 credits.

Prerequisite: 24 credits and permission of instructor.

CNSA 683 Independent Study in Counseling and Student Affairs (1-3)

Independent research for advanced graduate students. May be repeated to a maximum of 3 credits.

Prerequisite: Consent of instructor and advisor.

CNSA 690 Special Problems in Counseling and Student Affairs (3)

Seminar designed to focus on topics of special concern in the field. Topics and content will vary.

CNSA 691A Practicum in School Counseling (2-3)

A practical and field experience in school counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. **Prerequisite:** CNSA 621 and consent of instructor.

CNSA 691B Practicum in Student Affairs in Higher Education (2-3)

A practical and field experience in student affairs practice in higher education. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 621 and consent of instructor.

CNSA 691C Practicum in College Counseling (2-3)

A practical and field experience in college counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. **Prerequisite:** CNSA 621 and consent of instructor.

CNSA 691D Practicum in Community Counseling (2-3)

A practical and field experience in community counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. **Prerequisite:** CNSA 621 and consent of instructor.

CNSA 692A Internship in School Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 691A and consent of instructor

CNSA 692B Internship in Student Affairs in Higher Education (1-3)

An actual on the job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 691B and consent of instructor.

CNSA 692C Internship in College Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 691C and consent of instructor.

CNSA 692D Internship in Community Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 691D and consent of instructor.

CNSA 697 Master's Project (1-2)

Major work in chosen area in one of two options: project paper or journal article. Available for candidates for the master's degree. Project approval required from advisory committee. **Prerequisite:** Consent of advisor.

CNSA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in CNSA 698. This course may not be used to meet any program or graduation requirements.

CNSA 699 Master's Thesis (1-4)

Major study in chosen area. Available for candidates for the master's degree. Thesis approval required from advisory committee. **Prerequisite:** Consent of advisor.

COMS 530 Operating Systems (3)

A study of operating systems as a resource manager with emphasis on memory, process, processor, and file management. **Prerequisite:** COMS 320.

COMS 531 Operating Systems Project (1)

Design and implementation of a simulated batch multiprogrammed operating system. Project required.

Prerequisite: COMS 340 and COMS 430.

COMS 535 Compilers (3)

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 is to design and implement a lexical analyzer and parser. **Prerequisite:** COMS 151 and MATH 225 Discrete Math.

COMS 536 Compilers II (3)

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 632 and COMS 535.

COMS 540 Computer Networks Software Concepts (3)

This course is designed to give students a foundation in the study of computer networks. Current methods and practices in the use of computer networks to enable communication are covered. The emphasis is on developing an understanding of how to interconnect hardware and how to use the resulting system. The OSI model is used for a pedagogical view of the subject matter, but the DPA model's Process layer is the main subject of the course. Programming project required.

Prerequisite: COMS 430.

COMS 543 Artificial Intelligence (3)

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

COMS 545 Graphics (3)

Introduction to graphics 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. Project required. **Prerequisite:** COMS 340.

COMS 550 Programming Languages (3)

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.

COMS 620 Advanced Topics in Computer Architecture (3)

Comparison of various computer architectures based on instruction-set processors, addressing techniques, I/O structures, memory organization and protection schemes.

Prerequisite: COMS 320 and Graduate standing.

COMS 630 Topics in Computer Education (2)

Issues and trends in computer science education including course-author languages and hardware and software development. **Prerequisite:** Graduate standing.

COMS 632 Automata Theory and Formal Languages (3)

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, Turing machines, and undecidability. **Prerequisite:** MATH 225 and Graduate standing.

COMS 634 Algorithm Analysis (3)

Design and analysis of algorithms and data structures. Specific algorithms for a variety of problems (eg. Knapsack, traveling salesman), as well as general design and analysis techniques (eg. backtracking, greedy) are covered. Specific topics include searching, sorting, algorithms for graph problems, efficient data structures, lower bounds and NP-completeness. Topics in probabilistic algorithms, parallel algorithms, randomized algorithms, geometric algorithms, and cryptography are also addressed. **Prerequisite:** MATH 225 and Graduate standing.

COMS 640 Advanced Topics in Computer Networks (3)

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 320, COMS 440 or COMS 540 and Graduate standing.

COMS 642 Database Systems (3)

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 (QBE, SQL); Relational database design theory (Normalization). An introduction to transaction management, distributed database systems, and database administration. Required project: Design and implement a relational database using a commercial DBMS. **Prerequisite:** Graduate standing.

COMS 643 Advanced Topics in Database Systems (3)

Transaction management, processing; Correctness; recoverability; serializability; Concurrency Control (2PL, BTO, SGT, multiversion); recovery; distributed systems (correctness, recovery, replication); query processing and optimization. Object Oriented databases. Client server databases. **Prerequisite:** COMS 642.

COMS 648 Software Engineering (3)

Software evolution; software design methods including object oriented and function oriented; user interface design; quality assurance; data abstraction, portability and reuse; testing, implementation and maintenance. Project required. **Prerequisite:** COMS 340 and Graduate standing.

COMS 690 Special Topics (1-3)

Discussion of current topics not included in other computer science courses. **Prerequisite:** Graduate standing and consent.

COMS 692 Independent Study (1-3)

Prerequisite: Graduate standing and consent.

COMS 697 Individual Study (1-3)

Prerequisite: Graduate standing and consent of project advisor.

COMS 698 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This course is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in COMS 698. This course may not be used to meet any other program or graduation requirements.

COMS 699 Thesis (6)

Prerequisite: Graduate standing and consent of thesis advisor.

ECON 511 Economic History of the United States (3)

Survey of the economic history of the United States from the colonial period to the present.

Prerequisite: ECON 202 and ECON 204.

ECON 515 Industrial Organization and Public Policy (3)

Analysis of market structure, market conduct, and economic performance. It combines the latest theories with empirical evidence about the organization of firms and industries. **Prerequisite:** ECON 202 and ECON 204.

ECON 516 Labor Economics (3)

Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. **Prerequisite:** ECON 202 and ECON 204.

ECON 525 International Trade and Finance (3)

Theories and institutions of trade and finance are examined in traditional and contemporary contexts.

Prerequisite: ECON 202 and ECON 204.

ECON 530 Managerial Economics (3)

Integration of quantitative methods and economic theory used in managerial decision-making.

Prerequisite: ECON 202 and MGMT 360.

ED 508 Human Relations for Educators (3)

Understanding of personal and institutional oppression, socially, historically, psychologically, and educationally, in our culture. Exploring the dynamics of power. Dealing with biases, myths, and stereotypes that affect the teaching/ learning relationship and learning how to convey the experiences and contributions of groups within our diverse society. *Prerequisite:* Teaching experience.

ED 518 Sociology of Education (2)

Same as SOC 518.

ED 570 Educational Alternatives for Learning (1-2)

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

ED 571 Issues in Education (1-2)

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

ED 582 Information Technology and Teachers (2)

An introduction to information technology in education including the use of technology, computers, and multimedia in education with attention to traditional curriculum, pupil characteristics, and the use of technology in lesson development.

Prerequisite: COMS 103 or equivalent.

ED 590 Topics in the Socio-Cultural Foundations of Education (1-3)

In-depth examinations of historical, philosophical, and cultural aspects of educational theory and practice.

Prerequisite: Junior/Senior or consent of instructor.

ED 592 Impact of Education on Women (1-2)

Exploring the literature on sex-role stereotyping in public education.

ED 593 Education for International Understanding (2)

Objectives, techniques, and materials suitable to develop and extend intercultural empathy. Study of educational ideas and practices from other countries.

ED 594 Study Tour in Comparative and International Education (4)

Field study in selected countries through conferences with educators, schools, universities, ministry visitation and conferences. Open to non-majors.

ED 595 Comparative Education (2)

Foreign education systems, international understanding through education. Introduction to UN education agencies.

ED 597 Readings in Education (1-2)

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

ED 601 Psychological Foundations of Education (2)

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

ED 602 Statistics in Educational Research (2)

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

ED 603 Methods of Research (2)

Methodology of design of research studies; preparation of effective technical reports. *Prerequisite:* Ed 602 recommended.

ED 604 The School and Society (2)

History and development of social structures in America; relationship between social structures and the school.

ED 605 Single Subject and Small Group Research Designs (2)

Introduction to research on single subjects and small groups, with application to problems in education and related areas. (Same as SPED 605.)

ED 610 Philosophy of Education (2)

Major philosophical concepts and principles as they apply to education from Plato to the present.

ED 611 Introduction to Qualitative Research (2)

Will provide graduate students with background and introduction to the field and focus on providing students with the basic tools of qualitative research, including how to gain entry to research sites, how to conduct interviews, basic skills in collaborative research, and the fundamentals of data analysis.

ED 612 Study of the Individual (2)

Case study methods, laboratory experience and practicum where applicable.

ED 630 Introduction to Educational Leadership (2)

An introduction to models of educational leadership including organizational structure, theory and leadership styles. The course involves consideration of concepts, problems, and issues in administration. (Same as EECE 630 and NDSU 730.)

ED 631 School Law (4)

An examination of the legislative and judicial actions affecting the public schools. Consideration is given to contemporary legal issues for teachers, administrators, and boards. (Same as EECE 631 and NDSU 731.)

ED 632 Curriculum Theory and Evaluation (4)

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation. (Same as EECE 632 and NDSU 732.) *Prerequisite:* ED 630.

ED 633 Computer Utilization in Classrooms (2)

Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society. (Same as EECE 633 and NDSU 733.)

ED 635 The Process of Supervision (4)

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. (Same as EECE 635 and NDSU 735.) *Prerequisite:* ED 630.

ED 637 Curriculum Theory and Principles (2)

Examination of principles, contemporary theories and change process alternatives as they impact the school education program. (Same as EECE 637 and NDSU 737.)

ED 638 Secondary School Curriculum (2)

History, development, and evaluation of curricular patterns in the secondary schools. Analysis of current curricular practice and trends. (Same as NDSU 738.)

Prerequisite: Ed 632 recommended.

ED 639 Administration of the Elementary and Secondary Schools (4)

The common elements of leadership as they apply to the principalship. Practical applications in an elementary or secondary school setting will be considered. (Same as EECE 639 and NDSU 739.) **Prerequisite:** ED 630 and ED 638 or EECE 642.

ED 644 Middle School/Junior High School Administration (2)

Organization and administration of educational programs for young adolescents. (Same as EECE 644 and NDSU 744.) **Prerequisite:** ED 630 and ED 638 or EECE 642.

ED 658 Counseling the Gifted (2)

A variety of theoretical and practical issues related to counseling and teaching the gifted student.

Prerequisite: SPED 521 and SPED 522 or consent of instructor.

ED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients and their caregivers. (Same as SPED 664.)

ED 695 Special Problems (1-2)

Individual exploration of topical area through research, reading, or field placement. Repeated to a maximum of 6 credits. **Prerequisite:** Consent of instructor and advisor.

ED 696 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

Prerequisite: Admitted to the Master's program and required courses.

ED 697 Individual Study in Education (2)

Independent research for advanced graduate students. Repeated to a maximum of 4 credits.

Prerequisite: Consent of instructor and advisor.

ED 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they set for the oral exam must enroll in Ed 698. This course may not be used to meet any program or graduation requirement.

ED 782 Supervisory and Administrative Theories (4)

A study of management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process. (Same as NDSU 782.)

Prerequisite: Master's degree.

ED 783 Computer Data Management and Decision Making (2)

An understanding of effective computer applications in order to use the computer as a decision-making and planning tool for school financial and managerial functions relating to the field of school business and administration and school district superintendency. (Same as NDSU 783.) **Prerequisite:** Master's Degree.

ED 784 School Personnel Administration (2)

Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration. (Same as NDSU 784.)

Prerequisite: Master's Degree.

ED 786 School Facility Planning (2)

Principles in planning, construction and maintenance of school building, visitation, and appraisal of buildings.

(Same as NDSU 786.) **Prerequisite:** Master's degree.

ED 788 School Finance and Business Management (4)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting, and personnel. (Same as NDSU 788.)

Prerequisite: Master's degree.

ED 789 School Community Relations (2)

Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations. (Same as NDSU 789.)

Prerequisite: Master's degree.

ED 794 Practicum in Administration (1-6)

Supervised field experiences in various areas of education administration. Seminar and projects required; Master's degree and courses in related areas required. (Same as NDSU 794.)

ED 796 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

Prerequisite: Master's degree and required courses.

ED 797 Individual Study in Education (2)

Independent research for advanced graduate students. Repeated to a maximum of 6 credits.

Prerequisite: Consent of instructor and advisor.

ED 799 Thesis or Field Research (1-4)

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

ED 582 Information Technology and Teachers (2)

An introduction to information technology in education including the use of technology, computers, and multimedia in education with attention to traditional curriculum, pupil characteristics, and the use of technology in lesson development.

EECE 521 The Gifted Child (2)

Definition, identification and current school program for the mentally-superior or specially-talented child. (Same as SPED 521.)

EECE 522 Curriculum and Methods for the Gifted (2)

Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. (Same as SPED 522.)

Prerequisite: EECE 521.

EECE 525 Improvement of Instruction in Reading and Language Arts (2)

Assist preservice and inservice teachers in identifying and practicing teacher skills and strategies needed to effectively utilize reading and successfully integrate the language arts modes in the classroom. Includes child development, assessment, cultural diversity, and technology. **Prerequisite:** EECE 394 and SPED 220 and EECE 311 and EECE 341 and life span course or consent of instructor.

EECE 532 Curriculum Development in Early Childhood (4)

An orientation to planning and implementing programs for children from birth to three years. Includes guidelines and methodology for using the physical and social environments to support development. Integrated curriculum planning and advanced use of developmentally appropriate models in early childhood programs are emphasized. Practicum included.

Prerequisite: EECE 330 and EECE 333 or consent of instructor.

EECE 534 Kindergarten Education (3)

Overview of kindergarten education, including issues, environments, curriculum, instruction, and assessment. Required for kindergarten licensure.

Prerequisite: EECE 311 or consent of instructor.

EECE 535 Parent-Professional Relations (3)

Models of implementing home-school collaboration. Barriers, strategies, communication, consultation, and cross-cultural sensitivity are included. Parent education curricula, teaching the adult learner, and group process will also be covered. **Prerequisite:** Consent of instructor.

EECE 536 Administration of Early Childhood Education Programs (3)

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, supervising, budgeting, and operating early childhood programs including an in-depth look at legal issues. Concurrent with EECE 469.

EECE 545 Remedial and Corrective Reading (3)

Presentation of special methods and materials in teaching reading to disabled readers at the primary, intermediate and secondary level. **Prerequisite:** EECE 311 or before teaching experience.

EECE 546 Remedial and Corrective Reading Clinic (1)

Supervised practice in remediating children with reading disabilities at the primary, intermediate and secondary levels. **Prerequisite:** EECE 311 and EECE 425 or SPED 425 or teaching experience.

EECE 547 Reading Workshop (1)

Designed for reading teachers to update theories and practices in teaching reading. Topics will vary as offered.

EECE 573 Practicum in Early Childhood Education (2-10)

Supervised practicum experience with prekindergarten children. Analysis and evaluation of classroom procedures and development of young children.

Prerequisite: Consent of department.

EECE 577 Early Childhood Education Workshop (1-2)

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

EECE 588 Contemporary Issues and Ethics in Early Childhood Education (2)

A capstone course to be taken near the end of student's course work in early childhood and early childhood/special education. Includes the synthesis of major ideas in the field and encourages independent scholarship using library research, discussion, written and oral presentations, and advocacy skills. **Prerequisite:** Senior status and consent of instructor.

EECE 591 Topics in the Socio-Cultural Foundations of Education (1-3)

In-depth examinations of historical, philosophical, and cultural aspects of educational theory and practice. (Same as ED 591.) **Prerequisite:** Consent of instructor.

EECE 592 Impact of Gender on Education (1-2)

Exploring the literature on gender in public education. (Same as ED 592.)

EECE 593 Education for International Understanding (2)

Objectives, techniques, and materials suitable to develop and extend intercultural empathy. Study of educational ideas and practices from other countries. (Same as ED 593.) **Prerequisite:** Consent of instructor.

EECE 594 Educational Alternative for Learning (1-2)

Construction of both established and innovative educational programs. May be repeated. **Prerequisite:** Consent of instructor.

EECE 595 Comparative Ed (2)

Foreign education systems, international understanding through education. Introduction to UN education agencies. (Same as ED 595.) **Prerequisite:** Consent of instructor.

EECE 596 Issues in Education (1-2)

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

EECE 597 Readings in Education (1-2)

Readings and supervised study of topics in depth.

Prerequisite: Permission of advisor, instructor, and department chairperson.

EECE 604 The School and Society (2)

History and development of social structures in America; relationship between social structures and the school.

(Same as ED 604.) **Prerequisite:** Teaching experience or consent of instructor.

EECE 612 Reading in Society (2)

Designed to examine the impact a changed society has on the need for reading as well as the motivation to read. Readings and topics explore the continued importance of a print society and the impact this has on how reading is taught. **Prerequisite:** Teaching experience or consent of instructor.

EECE 613 Analysis of Development Reading (2)

Literacy learning theories are studied and analyzed as basis for examining current instructional programs and practices. **Prerequisite:** Teaching experience or consent of instructor.

EECE 614 Reading and Language Arts in the Content Area (2)

Development of functional literacy competencies, K-12. Emphasizes strategies for improving and increasing literacy in content area subjects. **Prerequisite:** ELEC 613 or teaching experience.

EECE 615 Literature for Young Readers (2)

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 literary criticism that provide a basis for integrating the literature curriculum, K-12.

Prerequisite: Teaching experience or consent of instructor.

EECE 618 Teacher-Arranged Environment (2)

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 or consent of instructor.

EECE 620 Children's Play, Creativity and Learning (2)

An advanced course in the study of children's play, focusing on children's play from infancy to age 12. Emphasis on major theoretical and research findings in the study of children's play among psychologists, anthropologists, and educators. Individual play styles, the play of children with disabilities, cultural difference in play, the relation of play to creativity, imagination and learning, and the importance of play in terms of the larger culture as well as within children's culture will be examined.

Prerequisite: Consent of instructor or teaching experience.

EECE 622 Perception, Language, and Reading (2)

Research and scholarly opinion regarding language acquisition and perception in relation to reading, learning and teaching. Examine beginning reading and current practices. **Prerequisite:** Teaching experience or consent of instructor.

EECE 623 Special Topics in Literature for Young Readers (2)

Seminar for study of a selected topics in literature for young readers. Focus may be a genre, theme, motif, period, or specific authors or illustrators.

Prerequisite: EECE 441 or consent of instructor.

EECE 624 Seminar in Reading (1 2)

Study of research and descriptive literature in reading.

Prerequisite: At least one of the following recommended: Ed 602, 603, 605.

EECE 630 Introduction to Educational Leadership (2)

An introduction to models of educational leadership including organizational structure, theory and leadership styles. The course involves consideration of concepts, problems, and issues in administration. (Same as ED 630 and NDSU 730.)

EECE 631 School Law (4)

An examination of the legislative and judicial actions affecting the public schools. Consideration is given to contemporary legal issues for teachers, administrators, and boards. (Same as ED 631 and NDSU 631.)

EECE 632 Curriculum Theory and Evaluation (4)

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation. (Same as ED 632 and NDSU 632.) **Prerequisite:** EECE 630.

EECE 633 Computer Utilization in Classrooms (2)

Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society. (Same as ED 633.)

EECE 635 Process of Supervision (4)

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. (Same as ED 635 and NDSU 635.) **Prerequisite:** EECE 630.

EECE 637 Curriculum Theory and Principles (2)

Examination of principles, contemporary theories and change process alternatives as they impact on the school education program. (Same as ED 637.)

Prerequisite: Teaching experience or consent of instructor.

EECE 639 Administration of the Elementary and Secondary Schools (4)

The common elements of leadership as they apply to the principalship. Practical applications in an elementary or secondary school setting will be considered. (Same as NDSU 739.) **Prerequisite:** EECE 630 and EECE 642 or ED 630 and ED 642.

EECE 640 Elementary Children and Learning (1-2)

Recent trends and research in educational foundations and effect upon elementary curriculum and/or practice. Topics vary each semester. **Prerequisite:** Teaching experience or consent of instructor.

EECE 641 Developments in Elementary Education (1-2)

Deals with a particular problem or recent program developments in elementary education. Topics vary each semester. **Prerequisite:** Teaching experience or consent of instructor.

EECE 642 Elementary School Curriculum (2)

History, development and evaluation of curriculum. Analysis of recent trends and development of curriculum sequence at elementary level. **Prerequisite:** ELEC 637 recommended.

EECE 644 Middle School/Junior High School Administration (2)

Organization and administration of educational programs for young adolescents. (Same as ED 644 and NDSU 644.) **Prerequisite:** ELEC 630 and ELEC 642 or ED 638.

EECE 645 Diagnosis and Correction of Reading Difficulties (2)

Advanced study of reading difficulties. **Prerequisite:** SPED/EECE 445/545.

EECE 646 Reading Clinic: Diagnosis (1)

Individual case studies or supervision of individual case studies. **Prerequisite:** EECE 645 and teaching experience or consent of instructor.

EECE 650 Science: Elementary School (2)

Research, current issues, and assessment in elementary school science. Hands-on experience with a variety of physical science activities. **Prerequisite:** Teaching license or consent of instructor.

EECE 651 Trends and Methods in Elementary School Mathematics (2)

Current trends, methods, and materials relating to the teaching of mathematics in the elementary school will be analyzed with an emphasis on children's needs and understanding. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 652 Trends and Issues in Elementary School Social Studies (2)

Research, current issues, and assessment in elementary school social studies. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 695 Special Problems (1-2)

Individual exploration of topical area through research, reading, or field placement. Repeated to a maximum of 4 credits. **Prerequisite:** Consent of instructor and advisor.

EECE 696 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated. (Same as ED 696.) **Prerequisite:** Consent of instructor.

EECE 697 Individual Study in Education (1-2)

Independent research for advanced graduate students. Available for candidates for the master's degree.

Prerequisite: Approval required from advisor committee.

EECE 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in EECE 698. This course may not be used to meet any program or graduation requirements.

EECE 699 Thesis or Field Research (1-4)

Major study in chosen area. Available for candidates for the master's degree. **Prerequisite:** Approval required from advisor committee.

EECE 782 Supervisory and Administrative Theories (4)

A study of management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process. (Same as ED 782 and NDSU 782.) **Prerequisite:** ED 630.

EECE 783 Computer Data Management and Decision Making (2)

An understanding of effective computer applications in order to use the computer as a decision-making and planning tool for school financial and managerial functions relating to the field of school business and administration and school district superintendency. (Same as ED 783 and NDSU 783.)

EECE 784 School Personnel Administration (2)

Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration. (Same as ED 784 and NDSU 784.) **Prerequisite:** ED 635 Master's Degree.

EECE 786 School Facility Planning (2)

Principles in planning, construction and maintenance of school building, visitation and appraisal of buildings. (Same as ED 786 and NDSU 786.) **Prerequisite:** ED 635 Master's degree.

EECE 788 School Finance and Business Management (4)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting and personnel. (Same as ED 788 and NDSU 788.) **Prerequisite:** Master's degree.

EECE 789 School Community Relations (2)

Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations. (Same as ED 789 and NDSU 789.) **Prerequisite:** ED 639 Master's degree.

EECE 794 Practicum in Administration (1-6)

Supervised field experiences in various areas in education administration. Seminar and projects required.

Prerequisite: Master's degree and courses in related areas required.

EECE 796 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

Prerequisite: Consent of instructor.

EECE 799 Thesis or Field Research (1-4)

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

ENGL 509 Studies in American Literature (3)

Advanced study of topics, movements, or genres in American Literature. Can be repeated when topic varies.

Prerequisite: ENGL 102.

ENGL 510 Studies in British Literature (3)

Study of selected topics, movements, or genres.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 530 Individual Authors (3)

Intensive study of one or two significant authors.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 550 Critical Traditions (3)

Principal works of literary aesthetics and criticism from selected periods in history. **Prerequisite:** ENGL 101 and ENGL 102.

ENGL 561 Introduction to Descriptive Linguistics (3)

A broad survey of the field of descriptive linguistics.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 563 History of the English Language (3)

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.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 580 Advanced World Literature (3)

Intensive study of selected world masterpieces from one language, in translation. **Prerequisite:** ENGL 101 and ENGL 102.

ENGL 585 Topics/Authors (1-2)

The consideration of various topics or authors in literature or writing. **Prerequisite:** ENGL 102.

ENGL 588 Advanced Creative Writing (3)

Advanced work in writing of poetry, short fiction, plays or film. Usually offered as a tutorial or independent study. Student may repeat it once when genre changes.

Prerequisite: ENGL 388 or ENGL 488 individual writing tutorial.

ENGL 591 Teaching English in Secondary Schools (3)

Current practices in teaching secondary English; possible observation of secondary classes; discussion of curriculum, approaches, and techniques.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 592 Transformational Grammar (3)

An introduction to a theory of grammar that describes and explains how sentences are created.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 593 Grammars of English (3)

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.

Prerequisite: ENGL 101 and ENGL 102.

ENGL 594 Teaching Adolescent Literature and Reading (3)

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. **Prerequisite:** ENGL 101 and ENGL 102.

ENGL 595 Advanced Study in Language or Literature (2-3)

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. **Prerequisite:** ENGL 101 and ENGL 102. Consent of instructor required for graduate credit.

ENGL 597 Tutorial (1-3)

The consideration of various problems in literature or language agreed upon by the instructor and the student.

Prerequisite: Individual writing tutorial.

FINC 506 Small Business Management Consulting (1-2)

Practicum in providing management assistance to small businesses. May be retaken for a total of 3 credits.

Prerequisite: Senior or Graduate Standing and permission of the instructor is required.

FINC 525 Bank Management (3)

This course applies traditional finance concepts to the management of commercial banks. It emphasizes decision making and specific problem-solving techniques. The course provides a basic understanding of the issues confronting bank managers today, fundamental financial models, and the risk/return impacts of various credit, investment, operational, and funding decisions.

Prerequisite: FINC 325 and FINC 340.

FINC 545 International Financial Management (3)

Issues involved in the financial management of a multinational firm are considered. This course evaluates the problems a multinational firm faces and how they can be addressed. Topics concerning the functioning of global financial markets, factors that influence exchange rates, and the ways investment decisions are made are explored. **Prerequisite:** FINC 340.

FINC 546 Financial Decision Making (3)

This course moves away from textbooks to learning the skills and issues involved in the financial management of a corporation through academic professional articles. Several important concepts of financial management are applied to real-life situations through the use of case problems. These cases provide insights into some of the problems a firm faces and how they can be addressed.

Prerequisite: FINC 441.

FINC 560 Portfolio Analysis and Management (3)

This course involves analysis of techniques used in combining securities into portfolios. Students will examine various classes of securities and investments meeting a proper balance for investor needs.

Prerequisite: FINC 360

FINC 561 Fixed Income Security Analysis and Management (3)

Fixed income securities make up the largest single security class. This course involves the study of fixed income securities, their investment characteristics, valuation techniques and portfolio strategies.

Prerequisite: FINC 340

FINC 563 Futures and Options (3)

Advanced study of the pricing and use of derivative market instruments, current topics and issues.

Prerequisite: FINC 360

FREN 511 French Genre/Theme Literature (3)

Study of a group of literary works organized around a certain genre or theme. For example, drama, poetry, women writers, Francophone writers, love, conflicts between the individual and the state, etc. Students learn the variety of techniques and approaches different authors use to treat similar themes or gain an understanding of the development of various genres.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

FREN 521 French Culture and Civilization (3)

Introduction to the artistic, literary, scientific and technological contributions made by the French in a historical context dating from the Middle Ages to World War II. **Prerequisite:** Undergraduate major or equivalent. Not offered after Spring 1996

FREN 522 Contemporary France (3)

Exploration of current social, political, economic and cultural trends in present-day France from World War II to the present, with emphasis on the period since 1968.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

FREN 590 Special Topics in French Language, Literature or Culture (3)

In-depth study of a selected topic in French. May be repeated for credit. Counts toward the French major or minor. **Prerequisite:** Undergraduate major or equivalent. Not offered after Spring 1996

FREN 597 Independent Study in French—Advanced Level (1-2)

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval of department chair upon presentation of proposal.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

GEOG 597 Individual Study (1-3)

Individualized work for advanced students involving reading in geography and special writing projects utilizing the geographic approach.

GER 511 Advanced Study of German Literature (3)

Critical reading, discussion and literary analysis of representative works of German literature. Focus on in-depth study of author, genre, theme, or literary approach. Written research project required. Conducted in German.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

GER 521 German Culture and Civilization (3)

Lectures, readings, and discussions on German art, architecture, education, history, music, philosophy, religion and science. The course will focus on major political, social, historical, and cultural developments from the Germanic era to the Age of Bismarck.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

GER 590 Topics in German Literature and Culture (3)

In-depth study of a selected topic in German. May be repeated for credit. **Prerequisite:** Undergraduate major or equivalent. Not offered after Spring 1996

GER 597 Independent Study in German—Advanced Level (1-2)

Selected project as agreed upon by student and instructor; approval by department chair upon presentation of proposal. May be repeated for a total of 4 credits. Applicable toward the major or minor in German.

Prerequisite: Undergraduate major or equivalent. Not offered after Spring 1996

HIST 501 Seminar (3-4)

Problems in history for the advanced student.

Prerequisite: Graduate standing or consent of instructor.

HLTH 560 Studies in Athletic Training (2)

Directed readings and discussions with emphasis on research in athletics. **Prerequisite:** Consent of instructor.

HLTH 574 Workshop in Health Education (1)

Designed to meet special needs for current and evolving information in specific health areas.

Prerequisite: Consent of instructor.

HLTH 575 Issues and Trends in Health Education (1-3)

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 599 Topical Workshop (1-4)

HUM 510 Directed Readings in Women's Studies (1-3)

Projects designed by students and instructor.

HUM 512 Seminar in Women's Studies (3-4)

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 410. **Prerequisite:** One Women's Studies class or consent of instructor.

INDS 582 Quality Planning and Implementation (3)

Focusing on expanded managerial philosophies and techniques of quality control including the comprehensive treatment of quality management and control issues. This course provides practical applications of management theory by balancing managerial and technical material. Course work includes, but is not limited to, performing quality audits and process evaluation of an organization. **Prerequisite:** MATH 134.

INDS 590 Special Problems (1-4)

Individual study not offered in depth in the regular curriculum. **Prerequisite:** Consent of the instructor and department chairperson.

INDS 593 Industrial Safety and Accident Prevention (3)

This course is designed to provide knowledge of the practice of providing safe environments for our nation's workers. Study will involve developing safety concepts, recognition of OSHA and Worker's Compensation regulations, hazard recognition, identifying the costs of accidents, the emphasis on a proactive approach to accident prevention. Graduate students are required to either develop a safety program or perform an in-depth analysis of a safety program for a firm in their field of interest.

MATH 501 Special Methods in Mathematics in Elementary School (2)

Adapted to the needs and experience of those enrolled. By arrangement. **Prerequisite:** Elementary school teaching experience.

MATH 523 Actuarial Science II (1)

Analysis and application of mathematical probability and statistical theory included in the actuarial examination 110 by the Society of Actuaries and the Casualty Actuarial Society. **Prerequisite:** MATH 436 or corequisite.

MATH 535 Mathematical Statistics I (3)

Probability, random variables, discrete and continuous probability distributions, marginal and conditional densities, moment generating function, transformations, and limiting distributions. **Prerequisite:** MATH 235 and MATH 361.

MATH 536 Mathematical Statistics II (3)

Point and interval estimation, sufficient statistics, hypothesis testing, Neyman-Pearson Lemma, likelihood ratio tests, Bayesian estimation techniques, Chi-square tests. **Prerequisite:** MATH 535.

MATH 550 Numerical Analysis I (3)

Numerical solutions to equations, finite differences, interpolation formulas, and numerical calculus. **Prerequisite:** MATH 263 and COMS 150 or consent of the instructor.

MATH 551 Numerical Analysis II (3)

Topics related to linear algebra and differential equations. **Prerequisite:** MATH 266 and MATH 277 and MATH 550.

MATH 567 Complex Analysis (3)

Complex numbers and variables, analytic functions, the Cauchy integral formula, infinite series, and calculus of residues. **Prerequisite:** MATH 361.

MATH 576 Abstract Algebra I (4)

Groups, rings and integral domains studied as abstract mathematical systems. Lagrange's theorem, factor groups, homomorphisms, polynomial rings and quotient rings. **Prerequisite:** MATH 277.

MATH 577 Abstract Algebra II (3)

Fields, field extensions and the theory of finite dimensional vector spaces. Linear transformations and their matrix representations and characteristic values. **Prerequisite:** MATH 576.

MATH 580 General Topology (3)

Metric spaces, topological spaces, continuity, compactness, connectedness, and separation axioms. **Prerequisite:** MATH 361.

MATH 583 Theory of Numbers (3)

Topics from elementary numbers such as divisibility, congruences, Diophantine equations, number theoretic functions and continued fractions. **Prerequisite:** MATH 277.

MATH 586 History of Mathematics (3)

Topical and chronological survey of the main branches of mathematics. **Prerequisite:** MATH 162 or consent of the instructor.

MATH 634 Statistical Methods for Business Management (2)

Probability, sampling distributions, estimation of mean and proportion, tests of hypotheses. **Prerequisite:** Consent of MBA coordinator and instructor.

MBA 600 Professional Communication (3)

Examines business communication in both in-house and public situations. Includes formal full-length report of individual topic development by student. Not intended to meet minimum degree requirements.

MBA 601 Statistics for Business Management (3)

Regression analysis, model building, computer software packages, analysis of variance, experimental design, analysis of count data, student project. Not intended to meet minimum degree requirements.

Prerequisite: MATH 134 or MATH 634.

MBA 602 Financial Accounting for Managers (3)

Advanced introduction to financial accounting with emphasis on understanding the significance of financial statement information. Intended as introduction to accounting. Not to meet minimum degree requirements.

MBA 604 Introduction to Management and Marketing (3)

A study of the theory of the underlying principles of management and marketing. Intended as an introduction of management and marketing. Not to meet minimum degree requirements.

MBA 610 Applied Microeconomics and Macroeconomics (3)

Application of microeconomic theory to managerial decision making and a rigorous examination of various macroeconomic models with emphasis on fiscal monetary policy. **Prerequisite:** ECON 202 and ECON 204.

MBA 620 Marketing Administration (2)

Analysis of problems faced by management in meeting consumer needs. Emphasizes marketing decision making under conditions of uncertainty.

Prerequisite: MKTG 310 or MBA 604.

MBA 624 Consumer Behavior (2)

The application of behavioral science concepts to the study of consumer behavior and consumer decision making. **Prerequisite:** MKTG 310 or MBA 604.

MBA 630 Managerial Accounting (2)

Use and analysis of accounting data for management planning, control, and decision making.

Prerequisite: ACCT 231 or MBA 602.

MBA 635 Business Tax Planning (2)

An examination of the impact of federal income taxation on recurring management decisions including: selection of legal forms of organization, property transactions, compensation, international operations, and investments.

Prerequisite: ACCT 231 or MBA 602.

MBA 640 Advanced Financial Management (2)

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.

Prerequisite: FINC 340 and MBA 630

MBA 644 Investment Analysis and Portfolio Management (2)

This course provides an understanding of investment and portfolio management. The course deals with issues involved in investment theory and practice. Emphasis is on evaluation of different investment alternatives, their risk-return characteristics, and portfolio management.

Prerequisite: FINC 340.

MBA 650 Business and Society (2)

A study of the free enterprise system in an economic, philosophic and historic perspective, including business ethics. **Prerequisite:** ECON 202 and ECON 204.

MBA 652 Organizational Theory and Behavior (2)

In depth consideration of the concepts and research findings in organizational theory, processes, and behavior.

Prerequisite: MGMT 360 or MBA 604.

MBA 654 Production/Operations Management (2)

Description and analysis of the production/operations function in an organization with emphasis on planning, implementing, and monitoring for continuous improvement. **Prerequisite:** MGMT 360 or MBA 604 and MATH 634.

MBA 655 Management Science (3)

Consideration of decision based models. Includes linear programming, network models, queuing, inventory models, decision analysis, Markov chains, and game theory. **Prerequisite:** MBA 601.

MBA 656 Management Information Systems (2)

An examination of information processing systems created to support the goals and objectives of an organization. An interdisciplinary approach to the study of the current and future impact and applications of information technology within and among organizations.

Prerequisite: MGMT 360 or MBA 604 and demonstrated computer literacy.

MBA 658 International Business (2)

Managing in an international environment. An examination of issues affecting the management of international organizations and the management of organizations in a global environment. **Prerequisite:** MGMT 360 or MBA 604.

MBA 680 Strategy I (4)

An extensive examination of the external environments of an organization through a case approach. Includes the integration of global and domestic market environment, legal and ethical issues, and the marketing planning process. **Prerequisite:** Consent of Advisor or last year of program.

MBA 681 Strategy II (4)

A continuation of Strategy I with emphasis on the integration of internal functions of an organization using the case method. Includes an analysis of structural, operational and financial strategies.

Prerequisite: MBA 680.

MBA 690 Advanced Seminar: Topic (2)

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

Prerequisite: Consent of instructor.

MBA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in MBA 698. This course may not be used to meet any program or graduation requirements.

MC 510 Investigative Processes (3)

Examination and evaluation of search strategies, including human sources and library research, and their applications to investigative and interpretive news reporting and writing. **Prerequisite:** MC 210 and MC 230 and MC 305 or consent of instructor.

MC 550 Communications Law (3)

Examination of the legal and constitutional history of freedom of speech and press, and a consideration of the legal philosophy bearing upon the communications media and a system of freedom of expression. Students will do a close reading of some of the leading cases involving speech, press, assembly and petition.

MC 560 Advertising Campaign Execution (1-3)

Execute an ad campaign. Prepare and produce a written plans book including marketing, integrated communications, promotions, media, budget and evaluation. Prepare and present an oral audio-visual presentation. **Prerequisite:** MC 355 or consent of instructor.

MC 570 Public Relations Campaign Execution (1-3)

Execute a public relations campaign. Prepare and produce a written campaign document including a situation analysis, development of public relations objectives, programming executions and evaluation. **Prerequisite:** MC 370 and MC 375 or consent of instructor.

MC 592 Journalism Workshop (1-2)

A course designed for workshops in broadcast or print journalism. **Prerequisite:** Consent of instructor.

MC 593 Topical Workshop (1-3)

A course designed for workshops on current media topics. **Prerequisite:** Consent of instructor.

MC 597 Problems in Mass Communications (1-3)

Individual problems in areas of specific interest to the student. **Prerequisite:** Consent of instructor.

MFA 669 M.F.A. Internship—Writing (2-6)

The internship is designed to improve the writing ability of a student on the job, to integrate writing skills acquired in the MFA Program into a workplace environment, and to provide additional writing experience for selected students. **Prerequisite:** Enrollment in M.F.A. programs and permission of director.

MFA 677 M.F.A. Tutorial (1-3)

The consideration of various problems in literature or language agreed upon by the instructor and the student. **Prerequisite:** Individual writing tutorial.

MFA 688 MFA. Workshop (3)

The writing of poetry, fiction, plays, film or creative nonfiction. Partly a graduate-level dialogue on contemporary writing, but mainly a workshop. Students may repeat this course. **Prerequisite:** Consent of instructor.

MFA 699 M.F.A. Thesis (1-4)

Each student must prepare a thesis which is of publishable quality. The finished manuscript must be of such length as is appropriate to published books in its genre. Once revised and polished, the thesis will be introduced by the writer with a short introduction which discusses influences, process and/or issues related to the structure and content of the thesis manuscript. **Prerequisite:** Consent of MFA director.

MGMT 505 Small Business Management (3)

Analysis of problems confronting the manager of small retail, wholesale, and manufacturing enterprises. **Prerequisite:** Junior or Senior Standing.

MGMT 506 Small Business Management Consulting (1-2)

Practicum in providing management assistance to small businesses. May be retaken for a total of 3 credits. **Prerequisite:** Senior or graduate standing and permission of the instructor is required.

MGMT 515 Industrial Organization and Public Policy (3)

Same as ECON 515.

MGMT 516 Labor Economics (3)

Same as ECON 516. **Prerequisite:** ECON 204.

MGMT 521 Decision Analysis (3)

Structuring and analyzing of decisions under conditions of risk and uncertainty. **Prerequisite:** MGMT 360 and MATH 134.

MGMT 530 Managerial Economics (3)

Same as ECON 530. **Prerequisite:** ECON 204 and MGMT 360.

MGMT 540 Personnel Management (3)

Management of people at work with emphasis on recruiting, selecting, training, and evaluating personnel. **Prerequisite:** MGMT 360 and PSY 120 or SOC 205.

MGMT 541 Labor Relations (3)

Historical, legal and managerial aspects of the labor relations function in both private and public sector organizations. Topics include union organization drives, collective bargaining, impasse resolution procedures, contract administration and employee relations policy development. **Prerequisite:** MGMT 440 or Graduate standing. Acct 300 and Econ 416 are strongly recommended.

MGMT 697 Research in Management (2)

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.

MKTG 506 Small Business Management Consulting (1-2)

Practicum in providing marketing assistance to small businesses. May be retaken for a total of 3 credits.

Prerequisite: Senior or Graduate standing and permission of instructor required.

MKTG 519 Distribution Management (3)

Examines the distribution processes with emphasis on managing both marketing channel relationships and logistical movement and storage activities.

Prerequisite: MKTG 310 and MGMT 380.

MKTG 542 Marketing Seminar (3)

Selected marketing topics of contemporary interest. Recent topics include new product introduction, non-profit marketing, direct marketing, and cultural environment of international markets. May be repeated with different topics. **Prerequisite:** MKTG 310.

MKTG 544 International Marketing (3)

Comprehensive study of the cultural, political, and economic factors affecting international marketing strategies. **Prerequisite:** MKTG 310.

MKTG 621 Non Profit Marketing (3)

Strategically applying the marketing mix within an environmental framework to meet the challenges facing public sector, non-profit, and human service organizations as they strive to satisfy the needs and desires of various publics. Not available to MBA students.

Prerequisite: Graduate standing.

MKTG 697 Research in Marketing (2)

Research in a specific problem area in marketing. Designed to provide training in the use of research techniques. Topic selected through conference with faculty advisor. **Prerequisite:** Graduate standing.

MLA 610 Integration Seminar (2)

MLA 610 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.

MLA 613 Human Spirit in Art (3)

Through the art of great painters and sculptors of the Western and Eastern worlds, students discover the depth and richness of the human spirit in its many manifestations. Literary, philosophical, and historical material supplement the visual works revealing the individual concepts of the artists.

MLA 615 Ethics: Moral Dimensions of Life (3)

Class members study major concepts and theories in ethics and apply them to contemporary moral issues such as racism, sexism, sexual morality, abortion, privacy, punishment, and global concerns.

MLA 617 Technology, Bureacracy, and Identity in Modern America (3)

Participants in this course trace the connections between technology as an historical force, bureaucracy as an institution, and the concept of self in modern America. Texts represent various disciplines from philosophy, sociology, history political science, literature, and art, as well as interdisciplinary perspectives.

MLA 619 God, Nature and Human Nature (3)

The class considers the way human beings conceive of and theorize about the existence and nature of God as well as the nature and value of the individual's relation to concept of the divine.

MLA 621 Existentialism and Literature (3)

Students explore major themes in Existentialist philosophy as they occur in literary works, with emphasis placed on symbol, metaphor, dialogue, character, plot, etc., as various modes for communicating Existentialist thought.

MLA 625 Marxist World View (3)

Using the Marxist perspective as an interdisciplinary method of critical analysis, class members study the historical roots, nature and presuppositions of the Marxist world view, then apply the subsequent critical outlook to several areas of culture, including philosophy, religion, education, literature, and popular culture.

MLA 628 Latin American: Historical and Cultural Interpretations (3)

Through a multidisciplinary approach using the perspectives of the arts, the social sciences and history, students examine key Latin American historical periods and related cultural features to develop an understanding of the region's uniqueness.

MLA 629 The Mythic Frontier in American Culture (3)

Class members explore the impact of the imaginative conceptions of the frontier on the American culture in the nineteenth and twentieth centuries through art, literature, and legend.

MLA 631 Dimensions of Drama (3)

Participants consider a selection of Shakespearean and modern plays in a variety of contexts: the play as creating its own world, the play in relation to genre, and above all, the life of the play as revealed in performance. Activities involve viewing videotapes of performances, participating in directing exercises, and developing analyses of the plays as theatrical scripts.

MLA 633 Genetics and Society (3)

Students investigate genetic aspects of contemporary social issues, such as genetic counseling, genetic engineering, evolution, and the influence of genetics on disease, behavior, and social structure.

MLA 635 Gender Role and Sexuality (3)

Focusing on the process of sexual differentiation, the development of gender identity, the learning of gender roles, and the diversity of sexual behavior, the class explores the major biological, psychological, and sociological perspectives on sexuality, concluding with readings and discussions about the future of human sexuality, lifestyles, morals and values in our society.

MLA 637 The Musical Experience: Reflections in Sound (3)

Participants review and discuss music representing a broad range of historical and cultural styles, genres, and repertoires, and practice developing listening techniques and nurturing an informed awareness of the principles of sonic design and expression.

MLA 638 Issues in American Constitutional History (3)

Students examine scholarly and political controversies rising from the nature of the American constitutional system and its interpretation relative to the balance between governmental authority and individual liberty in selected periods of the past.

MLA 641 Global Social Structure, Conflict, and Change (3)

In order to understand the nature and roots of current human crises, students survey social, cultural, economic, political, and religious developments within the context of global structure, conflict, and change. In addition, the class considers alternative global and small-scale modes of living and the possible, probable, and humane means to achieve these alternatives.

MLA 645 The Classical Roots of Modern Culture (3)

Class members analyze the classical ideal as it appears in ancient Greece and influences other periods of western civilization, especially the twentieth century, and in light of its continuing dialogue with romanticism. Throughout, the nature of the hero presents a connecting theme.

MLA 647 Ecological Perspectives (3)

Students examine major environmental problems and the contributing attitudes and activities from an ecosystem perspective, and discuss the political, legal, economic, and social implications.

MLA 648 History of Science (3)

This course studies the development of science as a peculiarly western method of examining and explaining the physical world. Focusing on the period from 1600 - 1800, it deals with the Scientific Revolution of the seventeenth century, follows the acceptance and expansion of science and concludes with the appearance of Darwin's *Origins of Species*. Students examine science as a way of understanding the physical world and explore how science came to shape western culture.

MLA 651 Autobiographical Writing (3)

Through a 'workshop' approach, participants investigate and practice writing in the various forms of autobiographical essay from diary and journal to reminiscence and memoir of 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 658 Literature and Psychology: Archetypes of Midlife (3)

Participants study various literary texts in depth as they illustrate the archetypal processes that manifest during midlife, such as: the lure of soul-mating, the return of the repressed, "burying the dead," and moving toward integration and transcendence.

MLA 670 Topics: Study Abroad (2-3)**MLA 690 MLA Special Topics (2-3)**

These seminars cover a variety of topics, including Art and Technology, American Folklore, Metamorphoses, Human Nature: The Psychologists View, and Ten Questions: A Sociological Investigation.

MLA 697 Independent Study/Project (1-4)

A tutorial in specific subject matter may be arranged.

MUS 523 Accompanying (1)

Preparation and performance of both instrumental and vocal accompaniment repertoire. May be repeated for credit.

MUS 524 Chamber Music Performance: Voice (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 525 Chamber Music Performance: Keyboard (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 526 Chamber Music Performance: Brass (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 527 Chamber Music Performance: Woodwind (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 528 Chamber Music Performance: Strings (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 529 Chamber Music Performance: Percussion (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 531 Keyboard Pedagogy (3)

Methods and fundamentals of keyboard instruction on the elementary, secondary, and adult levels.

Prerequisite: Private keyboard study and consent of instructor.

MUS 532 Voice Pedagogy (2)

Will include physiology, anatomy, teaching techniques, demonstration models and a practicum. Will focus on social, educational, family and peer pressure that affect the singing standards of the adolescent interested in pursuing vocal performance skills.

Prerequisite: Individual voice study and consent of instructor.

MUS 540 Music Literature: Solo Song (2)

Study of solo song literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 541 Music Literature: Orchestral (2)

Study of orchestral literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 542 Music Literature: Choral (2)

Study of choral literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 543 Music Literature: Chamber Music (2)

Study of chamber music literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 544 Music Literature: Keyboard (2)

Study of keyboard literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 545 Music Literature: Wind Band (2)

Study of wind band literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 546 Music Literature: Opera (2)

Study of operatic literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 550 Student Recital (1-3)

Special supplemental applied study in preparation for public recital appearance. May be repeated once for credit. **Prerequisite:** Consent of applied instructor, enrollment at 300 level applied.

MUS 554 Music Performance: Voice: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 555A Music Performance: Piano: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 555B Music Performance: Organ: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 556 Music Performance: Brass: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 557 Music Performance: Woodwinds: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 558 Music Performance: Strings: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 559 Music Performance: Percussions: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. **Prerequisite:** Study at 300 level.

MUS 570 Composition (1-3)

Individual composition instruction plus seminar with all composition students. Study includes composition in several musical styles. May be repeated for credit.

MUS 571 Orchestration (2)

The basic principles of orchestral writing.

Prerequisite: MUS 201 and MUS 202.

MUS 572 Instrumental Arranging (2)

Arranging for both small and large ensembles.

Prerequisite: MUS 201 and MUS 202.

MUS 574 Advanced Theory and Analysis (2)

Continuation of the study of music through the use of advanced theoretical and analytical techniques. May be repeated for credit. **Prerequisite:** MUS 201 and MUS 202 or consent of instructor.

MUS 575 Advanced Conducting (2)

Prerequisite: MUS 375 or MUS 376 or MUS 377.

MUS 581 Audio Production (2)

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

Prerequisite: MUS 381.

MUS 582 Music Synthesis (2)

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 585 Projects in Audio Production (1-2)

Individual projects in audio production. May be repeated for credit. **Prerequisite:** MUS 581.

MUS 586 Projects in Synthesis (1-2)

Individual projects in music synthesis. May be repeated for credit. **Prerequisite:** MUS 582.

MUS 595 Special Topics in Music (1-2)**MUS 596 Workshop in Music Education (1-2)**

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

MUS 620 Instrumental Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance. **Prerequisite:** Graduate standing and audition.

MUS 621 Vocal Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance. *Prerequisite:* Graduate standing and audition.

MUS 630 Research in Music (2)

Research techniques and materials in music bibliography and topic development.

MUS 631 Problems in Teaching and Supervising (2)

Advanced course in curriculum planning and materials. On request.

MUS 632 Advanced Studies in Teaching Elementary School General Music (2)

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

MUS 633 Advanced Studies in Teaching Secondary School General Music (2)

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

MUS 640 Directed Study in Music History (2)

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

MUS 641 Seminar in Music of the Renaissance (2)**MUS 642 Seminar in Music of the Baroque (2)****MUS 643 Seminar in Music of the Classical Era (2)****MUS 644 Seminar in Music of the Romantic Era (2)****MUS 645 Seminar in Music of the 20th Century (2)****MUS 650 Graduate Recital (1-2)**

On demand. May be repeated for credit.

Prerequisite: Minimum of 2 credits of performance study at the 600 level required for recital.

MUS 654 Music Performance: Voice (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 655A Music Performance: Piano (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 655B Music Performance: Organ (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 656 Music Performance: Brass (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 657 Music Performance: Woodwinds (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 658 Music Performance: Strings (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 659 Music Performance: Percussion (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit. *Prerequisite:* Graduate Jury.

MUS 670 Composition—Level V (1-3)

Private instruction, pedagogy and master classes. May be repeated for credit. *Prerequisite:* Advanced standing evaluation.

MUS 674 Directed Study in Music Theory (2)

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

MUS 695 Special Problems (1-2)

Prerequisite: Consent of instructor.

MUS 697 Individual Study (1-2)

Prerequisite: Consent of instructor.

MUS 699 Thesis in Music (1-4)

Prerequisite: Consent of instructor.

PE 521 Physiology of Exercise (3)

A study of the function of those body systems most directly affected by and involved in exercise. Physiological consideration in human movement such as thermal regulation, performance at altitude and underwater, drugs and other ergogenic aids, and designing of specialized training programs will be pursued.

PE 540 Problems in Physical Education (1-3)

This course is designed to promote individual thought and group interactions relative to contemporary problems in physical education. Experiences include leading group discussions, classroom presentations and debating.

PE 552 Adapted Physical Education (3)

This course provides the student with an introductory study to adapted physical education and includes strategies for meeting the needs of student with impairments in the least restrictive environment.

PE 553 Assessment and Programming in D/APE (3)

A study of instructional/administrative methods and activities for the physical education program as related to the needs, interests and abilities of persons with physical and/or mental handicaps. *Prerequisite:* Consent of instructor.

PE 554 Curriculum in Developmental/Adapted Physical Education (3)

Prepares 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.

PE 575 Administration of Athletics (2)

This course is designed to be a culminating experience for the physical education major, providing an opportunity for the students to draw upon their classroom and practical experiences in formulating their philosophical bases for the variety of concerns related to organizing and administering athletic programs. *Prerequisite:* Senior standing or consent of instructor.

PE 595 Administration of Physical Education (3)

A study of problems, policies and procedures in the administration of physical education.

Prerequisite: Senior standing or consent of instructor.

PHIL 590 Topics in Philosophy (1-3)

Study of a selected philosophical problem or philosophical movement. Students may register more than once when topic varies. Specific topics will be announced in class schedules. **Prerequisite:** Two Philosophy courses at the 300 or 400 level or consent of instructor.

PHIL 592 Major Philosopher (1-3)

Intensive study of some important figure in the history of philosophy. Students may register more than once when content varies. **Prerequisite:** Two Philosophy courses at the 300 or 400 level or consent of instructor.

PHIL 595 Topics in Feminist Theory (3)

Courses offered under this title will focus on feminist theories as frameworks for work on feminist issues. For specific topic see class schedule. Topics may include Knowledge, Ethics, Ecology, Reproductive Rights and Issues, Self-images and Identity, and Sexuality. Students may register more than once when content varies, but may not repeat the course for more than 6 credits.

Prerequisite: PHIL 101 or PHIL 105 or PHIL 214 or consent of instructor.

PHSA 611 Survey of Public and Human Service Administration (4)

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

PHSA 612 Research Methods for Public and Human Service Administration (3)

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 and a statistics course.

PHSA 650 Topics in Public and Human Service Administration (1-3)

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 653 Human Resource Development (2)

Management 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 personnel issues.

PHSA 655 Public and Non-Profit Financial Management (3)

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. **Prerequisite:** One semester of financial accounting and an introductory management course.

PHSA 665 Legal Issues of Nonprofit Organizations (3)

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 671 Leadership in the Public and Non-Profit Sectors (2)

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 681 Policy Analysis in Public and Human Service Administration (3)

Capstone course in the PHSA program, focusing on policy selection, estimation, implementation and evaluation with the emphasis on problem solving within dynamic conditions in public and non-profit contexts.

Prerequisite: Must have completed 21 hours in PHSA program.

PHSA 695 Special Problems (1-3)

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 697 Final Project in Public and Human Service Administration (4)

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. Guidelines for completion of the Final Project may be obtained from the Director of the PHSA program. **Prerequisite:** Completion of at least 24 hours in the PHSA program.

PHSA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. Students not otherwise enrolled at the time they sit for the oral exam must enroll in PHSA 698. This course may not be used to meet any program or graduation requirements.

POL 510 Topics in Political Thought (1-3)

Selected analysis of various thinkers, theories and ideologies. May be repeated as topic varies.

POL 520 Topics in American Politics (1-3)

Selected focus on various topics of American political processes and institutions. May be repeated as topic varies.

POL 530 Topics in Constitutional Law (1-3)

Interpretation of the Constitution of the United States by federal courts on selected topics. May be repeated as topic varies. *Prerequisite:* POL 230 and either POL 232 or POL 330. SOC 307 or MC 440 or ACCT 305

POL 550 Topics in Comparative Government (1-3)

Variable topics such as comparative political behavior, theory in comparative politics or comparative institutions. May be repeated as topic varies.

POL 560 Topics in International Politics (1-3)

International relations theory, organizations and legal issues. May be repeated as topic varies.

POL 597 Independent Study in Political Science (1-4)

Readings, research papers, special projects with close supervision of a member of the department.

Prerequisite: POL 110 and POL 120 and consent of instructor.

POL 690 Graduate Seminar in Political Science (1-3)

Examination of an issue, problem or concept at a graduate level in a seminar setting. May be repeated as topic varies.

PSY 503 Adulthood and Aging (3)

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 or 6 credits of psychology.

PSY 555 Psychology of the Arts (3)

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: 6 credits of psychology or consent of instructor.

PSY 563 Abnormal Psychology (3)

Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior. *Prerequisite:* 9 credits of psychology or consent of instructor.

PSY 565 Clinical Psychology (3)

Discussion of techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding. *Prerequisite:* 9 credits of psychology or consent of instructor.

PSY 570 History and Systems of Psychology (3)

An overview of the development of psychology from associationism to the present. Schools, fields and areas of psychology are emphasized. *Prerequisite:* 9 credits of psychology.

PSY 590 Special Topics in Psychology (3)

Coverage of a topic not central to other courses in the department. Topics will vary depending on the interest of students and faculty. *Prerequisite:* 9 credits of psychology and consent of instructor.

PSY 601 Foundations of School Psychology (2)

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Historical foundations and current status of education, introduction to special education, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members are addressed.

Prerequisite: Admission to School Psychology Program and consent of instructor.

PSY 611 Human Learning and Cognition (2)

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

PSY 613 Biopsychology (2)

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

PSY 615 Developmental Psychology (2)

The course will emphasize the biological, psychological and social development of humans throughout the life span. Particular attention is paid to child and adolescent development. *Prerequisite:* Consent of instructor.

PSY 617 Personality and Psychopathology (2)

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 619 Social Psychology (2)

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 620 Measurement Theory (2)

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 621 Assessment/Intervention I: Basic Processes (3)

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.

Prerequisite: PSY 620 and consent of instructor.

PSY 622 Assessment/Intervention II: Special Populations (3)

Assessment and intervention models focusing on students with mild to moderate handicaps. Includes intellectual assessment and instructional intervention techniques with an emphasis on linking assessment and intervention. Written and oral communication skills emphasized. Concurrent enrollment in Psy 642 Practicum II. **Prerequisite:** PSY 621 and consent of instructor.

PSY 632 Advanced Psychological Methodology (2)

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. **Prerequisite:** ED 603 or basic statistics and consent of instructor.

PSY 641 Practicum in School Psychology I (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention I. 100 clock hours. **Prerequisite:** Consent of instructor.

PSY 642 Practicum in School Psychology II (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention II. 100 clock hours. **Prerequisite:** Consent of instructor.

PSY 691 Independent Study (1-2)

Individual topical studies of special interest. Course may be repeated. **Prerequisite:** Consent of instructor.

PSY 697 Specialty Paper (2)

An independent library research project which reviews in-depth the professional literature in an approved area of school psychology. **Prerequisite:** Consent of instructor.

PSY 698 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in Psy 698 (Master's) or Psy 798 (Specialist). This course may not be used to meet any program or graduation requirements. **Prerequisite:** Consent of instructor.

PSY 699 Thesis in Psychology (1-4)

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

PSY 701 Issues in the Practice of School Psychology (2)

Seminar to discuss relevant issues in school psychology. Includes discussion of ethical, multicultural, and professional practice issues, as well as other specific topics relevant to students' concurrent internship. Also includes opportunities for discussion of internship experiences. **Prerequisite:** Consent of instructor.

PSY 723 Assessment/Intervention III: Early Childhood Handicaps (3)

This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children.

Prerequisite: PSY 622 and consent of instructor.

PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)

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 students presenting with psychosocial difficulties in a school setting. **Prerequisite:** PSY 617 and CNSA 520 and PSY 622 and SPED 571 or consent of instructor.

PSY 728 Systems Intervention (2)

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. **Prerequisite:** Advanced standing in the school psychology program and consent of instructor.

PSY 744 Practicum in School Psychology III (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention IV. 100 clock hours. **Prerequisite:** Consent of instructor.

PSY 760 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 200 clock hours of internship. Must be repeated to a total of six credits for the Specialist degree. **Prerequisite:** Master's degree, admission to the Specialist degree program, and instructor approval.

PSY 791 Independent Study (1-2)

Individual topical studies of special interest. Course may be repeated. **Prerequisite:** Consent of instructor.

PSY 798 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in Psy 698 (Master's) or Psy 798 (Specialist). This course may not be used to meet any program or graduation requirements. **Prerequisite:** Consent of instructor.

SLHS 502 Neuroanatomy and Physiology of Communication (3)

The study of central nervous system anatomy and physiology, with emphasis on communicative processes.

Prerequisite: SLHS 202

SLHS 524 Fluency Disorders (3)

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

SLHS 573 Rehabilitation Audiology (3)

A survey of the principles of rehabilitative intervention for hard-of-hearing persons, children through adults. Special emphasis on role of amplification.

Prerequisite: SLHS 271

SLHS 590 Topical Seminar in Speech-Language-Hearing Sciences (1-3)

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

SLHS 597 Individual Study (1-3)

Selected readings or a guided independent research project in some aspect of communication disorders. May be repeated for up to 6 credits. *Prerequisite:* Consent of instructor.

SLHS 599 Topical Workshop (1-3)**SLP 601 Research Design in Speech-Language Pathology (2)**

Basic methodology of description, experimental and single-case designs for research in speech-language pathology and audiology. Emphasis also on the development of research and report writing.

Prerequisite: Statistics course.

SLP 609 Clinical Speech Measurement (1)

The use of electronic instrumentation for measuring physiological and acoustic aspects of speech and voice.

Prerequisite: SLHS 307.

SLP 621 Seminar: Articulation Disorders and Cleft Palate (2)

Advanced study of the nature assessment and treatment of articulation/phonological disorders, and communication problems associated with cleft palate.

SLP 623 Seminar: Voice (2)

Advanced study of the voice defects: disorders with particular emphasis on laryngectomy.

SLP 624 Seminar: Fluency (2)

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

SLP 626 Language Development and Disorders in Adolescents (2)

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. *Prerequisite:* SLHS 322.

SLP 627 Communication in Normal Aging and Dementia (2)

The study of communication and memory in normal aging and demented individuals. The focus on the class will be on global deterioration processes, their etiology, pathophysiology, associated communication impairments, and therapeutic approaches.

SLP 630 Neurogenic Communication Disorders I (3)

Etiology, diagnosis, assessment, and treatment of acquired speech and language impairments in adults. The emphasis will be on the study of aphasia and related disorders.

SLP 631 Neurogenic Communication Disorders II (2)

Etiology, diagnosis, assessment, and treatment of acquired speech and language impairments in adults. The emphasis will be on the study of motor speech disorders.

SLP 641 Seminar: Language Intervention (2)

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

SLP 642 Augmentative and Alternative Communication (3)

Advanced assessment procedures for communication and related areas as they apply to implementing augmentative communication. Development of intervention techniques and experience with assistive communication devices. *Prerequisite:* SLHS 347.

SLP 643 Agency Practicum: Speech-Language (1)

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

Prerequisite: Consent of instructor.

SLP 644 University Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in the University Speech-Language-Hearing Clinic. *Prerequisite:* Consent of instructor.

SLP 645 Hospital Practicum: Speech-Language (1)

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

Prerequisite: Consent of instructor.

SLP 646 School Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in a school setting. *Prerequisite:* Consent of instructor.

SLP 647 Diagnostic and Appraisal Procedures (3)

The evaluation and use of diagnostic tools. Students participate in evaluations and learn to limit cultural bias in assessment. *Prerequisite:* SLHS 390.

SLP 669 Internship (4)

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: Consent of instructor.

SLP 676 Clinical Practicum: Audiology (1)

Supervised clinical experience in evaluation or management of children or adults with impaired hearing; may be repeated. **Prerequisite:** SLHS 372 and SLHS 473 or SLHS 573.

SLP 680 Cultural Aspects of Communication Disorders (2)

Study of the issues involved in the delivery of speech-language and audiology services to individuals in the Hispanic, African-American, Native-American, and Asian-American populations. Seminar format. Instructor approval required for students not admitted to SLP program.

SLP 681 Seminar: Dysphagia (2)

Study of the normal and pathological swallowing process. The review includes the study of various neurological population with dysphagia, assessment procedures, and current therapy techniques.

SLP 690 Topical Seminar in Speech, Language Pathology and Audiology (1-3)**SLP 696 Research Project (2)**

Registration only after consultation with major advisor.

Prerequisite: Consent of research supervisor.

SLP 697 Individual Study (1-3)

Selected readings in speech pathology, language pathology, audiology, or speech and hearing science under the direction and supervision of members of the department.

SLP 699 Thesis (1-4)

Registration only after consultation with major advisor.

Prerequisite: Consent of research supervisor.

SOC 512 Sociology of Complex Organizations (2)

Analyzes large-scale bureaucratic organizations. Topics include: the characteristics of bureaucracy; the uses of power by organizations; the effectiveness of organizations; and the impact of organizations on societal change. **Prerequisite:** SOC 110 or consent of instructor.

SOC 516 Violence in the Family (3)

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 110 or consent of instructor.

SOC 518 Sociology of Education (2)

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. Examination of inequality in education as it applies to specific ethnic groups and social classes will also be considered. **Prerequisite:** SOC 110 or consent of instructor.

SPAN 511 Genres and Themes of Iberian/Latin American Literature (3)

Analysis and discussion of genres and/or themes from Iberian and/or Latin American Literature.

Prerequisite: Undergraduate major or equivalent.

SPAN 512 Periods and Authors of Iberian /Latin American Literature (3)

Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

Prerequisite: Undergraduate major or equivalent.

SPAN 521 Iberian Culture and Civilization (3)

Coursework helps students develop awareness and understanding of the culture of Spain through the study of historical facts, and geographical art, political life, and general customs of the people. **Prerequisite:**

Undergraduate major or equivalent.

SPAN 522 Latin American Culture and Civilization (3)

Coursework helps students develop awareness and understanding of the cultures of Latin America through the study of historical and geographical facts, art, political life, and general customs of the people of Latin America.

Prerequisite: Undergraduate major or equivalent.

SPAN 590 Special Topics in Spanish Language, Literature or Culture (3)

In-depth study of a selected topic in Spanish. May be repeated for credit. Counts toward the Spanish major or minor. **Prerequisite:** Undergraduate major or equivalent.

SPAN 597 Independent Study in Spanish—Advanced Level (1-2)

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval by department chair upon presentation of proposal.

Prerequisite: Undergraduate major or equivalent.

SPCH 516 Special Projects: Speech (1 3)

Advanced individualized creative or investigative work in a particular phase of speech communication. May be taken more than once if content is substantially different. Offered on demand. **Prerequisite:** Consent of instructor.

SPCH 525 Contemporary Playwrights (3)

Significant playwrights and their works from the last 25 years. May be elected twice when the reading lists are substantially different. Offered on demand.

Prerequisite: Consent of instructor.

SPCH 530 Advanced Acting (3)

Prerequisite: Consent of instructor.

SPCH 534 Special Projects: Theatre (1-3)

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. Offered on demand.

Prerequisite: Consent of instructor.

SPCH 560 Dramatic Production II (1-4)

Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audience. Offered summer only. *Prerequisite:* Consent of instructor.

SPCH 590 Topics Course (1-3)

Offered on demand.

Prerequisite: Consent of instructor.

SPED 512 Mental Retardation (3)

Overview of the definitions, characteristics, associated disabilities and medical aspects of persons with cognitive disabilities. *Prerequisite:* SPED 320.

SPED 513 Instructional Strategies (3)

Curriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems.

Prerequisite: SPED 320.

SPED 517 Educating Student with Severe Disabilities (3)

Examination of the definitions, characteristics, instructional methods/techniques, and educational programming for learners with severe disabilities. Also explored are typical and atypical motor development with mobility techniques and prosthetic and technical devices.

Prerequisite: SPED 512.

SPED 521 The Gifted Child (2)

Definition, identification, and current school program for the child with superior ability or special talents.

Prerequisite: SPED 320 or consent of instructor.

SPED 522 Curriculum and Methods for the Gifted (2)

Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. *Prerequisite:* SPED 521.

SPED 523 Young Children with Disabilities and Their Families (3)

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course.

Prerequisite: SPED 320 and ELEC 330 or consent of instructor.

SPED 524 Assessment in Early Childhood Special Education (3)

Examines assessment instruments and procedures with infants, toddlers, preschoolers with disabilities.

Approaches to identification, screening, assessment selection and programming are explored.

Prerequisite: SPED 523 or consent of instructor.

SPED 526 Infant Strategies (3)

This course overviews knowledge and skills necessary to be effective professionals in working with families and infants and toddlers with disabilities and those at risk for disabilities. Emphasis is placed on parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans.

Prerequisite: SPED 523 or consent of instructor.

SPED 527 Instructional Strategies: Preschool (3)

The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. *Prerequisite:* SPED 523.

SPED 542 Creative Activities for Individuals with Disabilities (2)

Creative activities for individual with disabilities; practical experiences in the areas of art, music, drama and their interrelationships. *Prerequisite:* SPED 320.

SPED 543 Consultation and Collaboration in Special Education and Human Services (3)

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers. *Prerequisite:* Consent of instructor.

SPED 545 Remedial and Corrective Reading (3)

The causes, assessment, and correction of reading difficulties are analyzed. Specific strategies poor readers can use to read better are described. Explicit instructional methods are presented. *Prerequisite:* EECE 311.

SPED 546 Remedial and Corrective Reading Clinic (1)

Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. *Prerequisite:* SPED 545.

SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)

In-depth coverage of assessment and educational programming with a functional life-skills focus including strategies for curriculum development in inclusive classrooms. *Prerequisite:* SPED 512.

SPED 559 Communication Programming for Persons with Severe Disabilities (3)

This course covers issues related to communication program and decision-making models for communication programming 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 512.

SPED 561 Educating Children and Youth with Specific Learning Disabilities (3)

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

SPED 563 Assessment Strategies: Mild Disabilities (3)

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts. Concurrent with SPED 463L. *Prerequisite:* SPED 320 and SPED 571 and SPED 545.

SPED 564 Educational Planning and Adaptation for Students with Learning Problems (3)

Educational and transitional adaptations for learning disabled or emotional/behavioral disordered secondary students based on individual cognitive, affective, and behavioral characteristics. *Prerequisite:* SPED 563.

SPED 567A Secondary Practicum: Mild Disabilities (3)

Directed practicum experience in secondary level special education resource room setting. 225 hours field experience. *Prerequisite:* SPED 564 and consent of instructor. GPA of 2.75 in the major is required.

SPED 567E Practicum: Young Child Disabilities (2)

Advanced practicum with children with disabilities (4-6 years) in public school classroom. 200-225 hours field experience. *Prerequisite:* Consent of instructor. GPA of 2.75 in the major is required.

SPED 567H Practicum: Severe Disabilities (2)

Advanced practicum experience in an elementary or secondary classroom for students with moderate to severe mental disabilities. 225 hours field experience. *Prerequisite:* Consent of instructor. GPA of 2.75 in the major is required.

SPED 567I Infant/Interagency Practicum (2)

Advanced practicum with infants and toddlers with disabilities from education, health, and social services perspectives in home and clinical settings. *Prerequisite:* SPED 524 and SPED 526 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568B Practicum: SLD (4)

Directed practicum experience in specific learning disabilities teaching with emphasis on advanced assessment techniques and consultative strategies. 200-300 field experience hours. *Prerequisite:* SPED 575 and SPED 564 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568C Practicum: E/BD (4)

Directed practicum experience in a self-contained setting for children and/or youth with emotional behavioral problems. 200-300 field experience hours. *Prerequisite:* SPED 564 and SPED 575 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568D Practicum: MMMH (4)

Advanced practicum experience in an elementary or secondary classroom serving students with mild/moderate disabilities. 200-300 field experience hours. *Prerequisite:* SPED 563 and SPED 556 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568E Practicum: ECSE (4)

Directed practicum serving students in early childhood special education. 200-300 field experience hours. *Prerequisite:* SPED 524 and SPED 526.

SPED 568H Practicum: MSMH (4)

Advanced practicum experience in an elementary or secondary classroom serving students with moderate/severe disabilities. 200-300 field experience hours. *Prerequisite:* SPED 512 and SPED 556 and consent of instructor. GPA of 2.75 in the major is required.

SPED 570 Transitional Planning (3)

Transitional planning for secondary students with disabilities including transitional assessment, programming and planning. Student will also acquire knowledge of post secondary service options and funding sources. *Prerequisite:* SPED 561 or 573 or 512.

SPED 571 Behavior and Environment Management (3)

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. *Prerequisite:* SPED 320 or consent of instructor.

SPED 572 Educational Diagnosis and Programming (2)

Principles and practices of diagnostic-prescriptive programming for children with disabilities. *Prerequisite:* SPED 320 or consent of instructor.

SPED 573 Emotional/Behavioral Disorders (3)

Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. *Prerequisite:* SPED 320 or consent of instructor.

SPED 574 Management of Challenging Behavior (2)

Student will demonstrate an understanding on how nonaversive intervention strategies can be used to deal with challenging behavior. *Prerequisite:* SPED 571.

SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)

Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. *Prerequisite:* SPED 561 and SPED 563.

SPED 578 Educational Interventions: Emotional/Behavioral Disorders (3)

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. *Prerequisite:* SPED 573.

SPED 590 Special Topics (1-3)

Advanced treatment of selected topics on research and practice in mental retardation. *Prerequisite:* SPED 512 or SPED 561 or SPED 573.

SPED 594 Legal/Social Foundations of Special Education (3)

This course overviews the educational sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed.

Prerequisite: SPED 512 or SPED 561 or SPED 573 or consent of instructor.

SPED 595 Special Problems (1-3)

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

Prerequisite: Consent of instructor.

SPED 605 Single Subject and Small Group Research Designs (2)

Introduction to research on single subjects and small groups, with application to problems in education and related areas. (Same as ED 605.)

SPED 611 Understanding Persons with Mild Disabilities (2)

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

SPED 616 The Gifted Child and Reading (2)

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.

SPED 620 Perspectives and Policies in Special Education (3)

This course is designed for graduate students, especially those in School Psychology, and Speech, Language and Hearing, and Special Education. Historical, legal, social and political frameworks for Special Education within schools and communities will be examined. Emphasis will be on the relationship between special and general education, inclusionary practices, family-focused interventions and collaborative teaming.

Prerequisite: Consent of instructor.

SPED 624 Advanced Assessment in Early Childhood (2)

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. *Prerequisite:* SPED 424 or consent of instructor.

SPED 628 Family Focused Intervention (2)

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.

Prerequisite: Consent of instructor.

SPED 645 Diagnosis and Correction of Reading Difficulties (2)

Advanced study of reading difficulties.

Prerequisite: SPED 545.

SPED 646 Reading Clinic: Diagnosis (1)

Individual case studies or supervision of individual case studies. *Prerequisite:* SPED 645.

SPED 662 Seminar: Special Education (2)

Seminar in selected SPED topics.

Prerequisite: Consent of instructor.

SPED 663 Advanced Measurement/assessment (2)

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.

Prerequisite: SPED 563.

SPED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients and their caregivers. (Same as ED 664.)

SPED 665 Educational Program Development (2)

Selected topics in SPED program development.

Prerequisite: Consent of instructor.

SPED 667M Educational Planning Practicum (2)

Practice managing assessment, program planning, and consultation for students with SLD, E/BD, or MMMH. Practicum experiences at both the elementary and secondary level. 300 hours of field experience.

Prerequisite: SPED 663 and SPED 671 and consent of instructor. GPA of 2.75 required in major.

SPED 668M Collaborative/Consultative Practicum (2)

One academic semester or the equivalent of experience with a multidisciplinary team planning and implementing instructional programming for students with disabilities at the elementary and secondary level. 300 hours of field experience. *Prerequisite:* SPED 664 and SPED 665 and SPED 670 and consent of instructor. GPA of 2.75 required in the major.

SPED 669 Advanced Practicum in Special Education (2)

Advanced practicum experience in indicated area of special education, includes assessment, formulation of treatment program, and supervision of others. 100-200 hours field experience. **Prerequisite:** SPED 451 or SPED 568 and consent of instructor. GPA of 2.75 required in the major.

SPED 670 Transitional Planning (2)

Transitional planning for student with disabilities. Current requirements and available resources will be examined. Procedure 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. **Prerequisite:** SPED 620.

SPED 671 Advanced Planning Strategies (2)

Advanced instruction in observation, assessment, and interpretation of student performance in order to plan appropriate learning programs and to involve students, parents and associated professionals in implementing these programs to meet instructional goals.

Prerequisite: SPED 620.

SPED 672 Educational Diagnosis and Programming (2)

Critical analysis for selected applications of behavioral science to education of children and youth with disabilities, including implications for use in education.

Prerequisite: SPED 620 and consent of instructor.

SPED 690 Seminar: Current Trends in Special Education (1-2)

Exploration of current practices, relevant literature, professional practices, legal issues, research, and funding patterns. **Prerequisite:** Consent of instructor.

SPED 695 Special Problems (1-4)

Advanced work in a special area. **Prerequisite:** Consent of instructor.

SPED 697 Individual Study (2)

Plan B project in special education.

Prerequisite: Consent of instructor.

SPED 699 Thesis (4)

Thesis in special education. **Prerequisite:** Consent of instructor.

SW 502 Child Welfare Services (3)

Problems, policies, and practices in the area of child welfare. Content includes: children's guardianship, the juvenile court system, children's out-of-home care, child protection services, foster care and adoption.

Prerequisite: Consent of instructor.

SW 503 Health Care Issues and Services (3)

Social work roles within the health delivery system, cost of health care, and health care reform. Study of health care issues, social work ethics, and values in health care.

Prerequisite: Consent of instructor.

SW 504 Rural Social Work (3)

Social change in rural societies: problems, needs, programs and role of social workers in rural United States with emphasis on Upper Great Plains region.

Prerequisite: Consent of instructor.

SW 505 Human Behavior and the Social Environment Through Literature (3)

Human behavior, social problems, social relationships and environment as seen in classic and contemporary fiction and drama. **Prerequisite:** Consent of instructor.

SW 511 Chemical Dependency (3)

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 are examined.

Prerequisite: Consent of instructor.

SW 530 Generalist Practice: Families (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with families. **Prerequisite:** Consent of instructor.

SW 531 Readings in Social Welfare (2-3)

Reading in-depth in selected areas of social work under faculty supervision. Credits determined by the extent and depth of the readings. **Prerequisite:** Consent of instructor.

SW 540 Generalist Practice: Groups (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with groups. **Prerequisite:** Consent of instructor.

SW 550 Generalist Practice: Communities and Organizations (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with organizations and communities.

Prerequisite: Consent of instructor.

SW 560 Social Policy (3)

Development of social welfare policies, political and economic perspectives, policy analysis/change process, policy evaluation, and the relationship of social policy to social work practice. **Prerequisite:** Consent of instructor.

SW 590 Topical Seminar in Social Welfare (3)

Selected topics of concern to social work students and human service professionals. May be repeated to 6 credits. **Prerequisite:** Consent of instructor.

SW 597 Independent Study (2-3)

Individual study, project, or research of special interest. Repeatable to 6 credits. May apply to the social work elective requirement for the major.

Prerequisite: Consent of instructor.

SW 599 Social Work Workshops (1-3)

Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

Administration

Minnesota Higher Education Board

Irene Bertram, Plymouth
Nancy Brataas, Rochester
Robert Cahlander, Red Wing
Archie D. Chelseth, Cloquet
David Erickson, Eagan
Christine Fritsche, Marshall
Nellie Stone Johnson, Minneapolis
Stephen L. Maxwell, St. Paul
Steve McElroy, Eagan
Gary Mohrenwolser, Eden Prairie
John C. Mulder, Rochester
Fannie M. Primm, Minneapolis
Rachael M. Scherer, Plymouth
Marty Seifert, Marshall
William Ulland, Duluth

Moorhead State University

President

Phone: 236-2243 Owens Hall 203

ACADEMIC AFFAIRS

Vice President for Academic Affairs

Phone: 236-2765 Owens Hall 205E

Associate Vice President for Academic Affairs

Phone: 236-2068 Owens Hall 205C

Assistant to the Vice President for Academic Affairs

Phone: 236-3586 Owens Hall 208B

Dean of Arts and Humanities

Phone: 236-2783 Owens Hall 208C

Dean of Academic Services

Phone: 236-2923 Library 120A

Dean of Business and Industry

Phone: 236-2763 Center for Business 100B

Dean of Social and Natural Sciences

Phone: 236-2075 Owens Hall 202A

Dean of Education and Regional Services

Phone: 236-2095 Lommen Hall 214Q

Registrar's Office

Phone: 236-2565 Owens Hall 104

Director of External Studies & Continuing Education

Phone: 236-2394 811 11th Street South, Moorhead

Affirmative Action Officer

Phone: 236-2229 Flora Frick Hall 151

ADMINISTRATIVE AFFAIRS

Vice President for Administrative Affairs

Phone: 236-2070 Owens Hall 206

Associate Vice President for Administrative Affairs

Phone: 236-3854 Owens Hall 206

Construction Coordinator

Phone: 236-2069 Maintenance Building 100A

Building Services Manager

Phone: 236-4025 MacLean Hall 170

Science Center Maintenance

Phone: 498-2765

Director of Computer Center

Phone: 236-2300 Library 201A

Comptroller

Phone: 236-2060 Owens Hall 106

Principal Accounting Manager

Phone: 236-2062 Owens Hall 106

Personnel Director

Phone: 236-2066 Owens Hall 210C

Bookstore Manager

Phone: 236-2111 MacLean Hall 176

STUDENT AFFAIRS

Vice President for Student Affairs

Phone: 236-2673 Owens Hall 107D

Director of Student Development & Executive

Director Comstock Union

Phone: 236-2200 Comstock Union 222B

Director of Student Union and Activities

Phone: 236-2447 Comstock Union 115B

Coordinator of Activities and Organizations

Phone: 236-2524 Comstock Union 230

Coordinators of Minority Services

Phone: 236-2721/3572 Comstock Union 222

International Student Advisor

Phone: 236-3853 Comstock Union 222D

Director of Admissions

Phone: 236-2548 Owens Hall 104

Director of Counseling

Phone: 236-2227 Flora Frick Hall 151

Director of Financial Aid

Phone: 236-2251 Owens Hall 107C

Director of Health Services

Phone: 236-2327 Dahl Hall

Director of Housing and Security

Phone: 236-2118 Ballard Hall

Director of Career and Placement Services

Phone: 236-2065 Comstock Union 114

Coordinator of Disabled Student Services

Phone: 236-5859 Comstock Union 112

Athletic Director

Phone: 236-2306 Nemzek Hall 133A

PUBLIC AFFAIRS

Director of Communications/Marketing

Phone: 236-3287 Owens Hall 202C

Director of Graphic Design

Phone: 236-2208 Flora Frick Hall 154

News Director

Phone: 236-2204 Flora Frick Hall 154

Printing Manager

Phone: 236-2099 Flora Frick Hall 156

Director of Development

Phone: 236-2049 Owens Hall 214

Director of Annual Giving

Phone: 236-2497 Owens Hall 214C

Alumni Director

Phone: 236-2093 Owens Hall 214E

Assistant Director of International Programs

Phone: 236-2956 Weld Hall 110

Director of Scholarships

Phone: 236-2089 Owens Hall 203B

Faculty

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. Associate 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.

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

Roman Alvarez, 1985. Associate Professor of Languages. B.A., University of Santiago; M.A., Temple University; Ph.D., University of Pennsylvania.

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.

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. B.A., M.S., Moorhead State University; D.B.A., Mississippi State University. CPA. (Sabbatical Leave 1995-96)

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. 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. Director and Professor, New Center for 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. Professor 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. 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. 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.

Sue Cataldi, 1991. Assistant Professor of Philosophy. B.A., George Mason University; M. Phil, Ph.D., Rutgers University. (On Leave 1995-96)

Magdalene Chalikia, 1991. Assistant Professor of Psychology. B.A., American College of Greece; M.A., Ph.D., McGill University.

Kam Chan, 1990. Associate Professor of Business Administration. B.S., Chinese University of Hong Kong; M.A., Ph.D., University of Alabama.

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

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

Wanxi Chen, 1988. Associate Professor of Mathematics. B.S., University of Science & Technology (China); Ph.D., University of Notre Dame.

Timothy Y. C. Choy, 1969. Professor of Speech Communication and Theatre Arts. B.A., Pacific University; M.A., Ph.D., Pennsylvania State University. (Sabbatical Leave Fall 1995)

Sheila Coghill, 1983. Professor of English. B.A., Mankato State University; M.A. Pittsburg State University; Ph.D., Ball State University.

Donald C. Cole, 1987. Professor of Humanities and Multicultural Studies and Coordinator of American Studies. A.B., Peru State College; M.A., University of Northern Iowa; Ph.D., University of New Mexico.

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

Patrick Coppens, 1991. Assistant Professor of Speech/Language/Hearing Sciences. B.A., Universite Libre de Bruxelles; M.A., Vrije Universiteit, Brussels; Ph.D., Southern Illinois University.

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

Delmar G. Corrick, 1976. Professor of Multidisciplinary Studies. B.A., M.A., University of New Hampshire; Ph.D., Washington State University.

Konrad Czynski, 1991. Assistant Professor of Humanities and Multicultural Studies. B.A., Fordham University; D.E.A., Universite de Paris; M.A., M. Phil., Ph.D., Columbia University.

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

A. Derick Dalhouse, 1987. Professor of Psychology. B.A., Wilmington College; M.A., University of Nebraska; Ph.D., Ohio State University.

Elizabeth Bull Danielson, 1982. Associate Academic Vice President and Professor of Psychology. B.A., Baylor University; M.A., Ph.D., University of Colorado.

James Danielson, 1987. Chair and Professor, Department of Political Science. B.A., Concordia College; M.A., Ph.D., University of Minnesota.

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

Alan Davis, 1985. Chair and Associate Professor, Department of English. B.A., M.A., University of Southwestern Louisiana; Ph.D., University of Denver.

George Davis, 1990. Director of Regional Science Center. B.A., M.A., University of Northern Iowa; Ed.D., University of Northern Colorado.

Nathan Davis, 1990. Assistant Professor of Music. B.A., New York University; M.A., Montclair State College; Ph.D., New York University.

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

Lee C. Dexter, 1988. Professor of Accounting. B.A., Concordia College; M.B.A., Ph.D., University of Nebraska. CPA, CMA.

Joseph M. DiCola, 1973. Professor of Elementary and Early Childhood Education and Director of the Student Teaching Abroad program. B.A., Shimer College; M.S.Ed., Ed.D., Northern Illinois University.

Carol Dobitz, 1978. Dean of Business and Industry and Associate Professor, Department of Accounting. B.A., Moorhead State University; M.S., Ph.D., University of North Dakota. CPA.

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

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

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

Patrick Fahey, 1994. Assistant Professor of Art. B.A., Viterbo College; M.A., University of Iowa.

Golam M. Farooque, 1991. Assistant Professor of Economics. B.S., M.S., Jahangirnagar University (Bangladesh); M.S., Ph.D., Northeastern University.

Dianne E. Farrell, 1986. Associate Professor of History. B.A., M.A., Ph.D., University of Wisconsin-Madison.

Laura Fasick, 1990. Assistant Professor of English. B.A., University of Toronto; M.A., Ph.D., Indiana University.

Mark J. Fasman, 1979. Professor of Music. B.A., Cornell University; M.M., D.M., Indiana University. (On Leave 1995-96)

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

Rhonda K. Ficek, 1987. Assistant Professor of Computer Science and Information Systems. B.S., Dickinson State College; M.S., North Dakota State University.

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

Oscar Flores, 1989. Associate Professor of Economics. B.A., University of Nuevo Leon (Mexico); M.A., Ph.D., University of Cincinnati.

Peter Geib, 1982. Professor of Business Administration. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.

James Gemar, 1983. Associate Professor of Health and Physical Education. B.S.Ed., University of South Dakota; M.A., University of Iowa; Ed.D., Brigham Young University.

Nancy Gilliland, 1977. Associate Professor of Sociology and Anthropology. B.A., Nebraska Wesleyan University; M.A., University of Nebraska, Omaha; Ph.D., University of Nebraska, Lincoln.

Sandra L. Gordon, 1980. Chair and Professor, Department of Elementary and Early Childhood Education. B.S., St. Louis University; M.A., Ph.D., University of New Mexico.

Theodore A. Gracyk, 1986. Chair and Associate Professor, Department of Philosophy. B.A., Saint Mary's College; M.A., Ph.D., University of California-Davis.

Douglas A. Greenley, 1978. Professor of Economics. B.A., M.A., North Dakota State University; Ph.D., Colorado State University.

Virginia Gregg, 1981. Associate Professor of Speech Communication and Theatre Arts. B.A., Southwest State University; M.A., Murray State University; Ph.D., University of Missouri, Columbia.

Martin A. Grindeland, 1981. Chair and Professor, Department of Mass Communications. B.S., Mayville State College; M.A., University of North Dakota; Ph.D., University of Wisconsin-Madison.

Steven Grineski, 1984. Acting Chair of Secondary Education and Foundations and Associate Professor of Health and Physical Education. B.S., Bemidji State University; M.A., Mankato State University; Ed.D., University of North Dakota.

K. Dale Gronhovd, 1974. Professor of Speech/Language/Hearing Sciences. B.S., M.A., University of North Dakota; Ph.D., University of Oregon.

Wayne M. Gudmundson, 1989. Associate Professor of Mass Communications. B.A., B.S., Moorhead State University; M.S., Tri-College University; M.F.A., University of Minnesota.

Shelton Gunaratne, 1985. Professor of Mass Communications. B.A., University of Ceylon; M.A., University of Oregon; Ph.D., University of Minnesota.

John Gustafson, 1992. Assistant Professor of Elementary and Early Childhood Education. B.A., Bemidji State University; M.A., California State University-Los Angeles; Ed.D., University of South Dakota.

Henry Gwiazda, 1981. Professor of Music. B.M., Eastman School of Music; M.M., Hartt College of Music; D.M.A., University of Cincinnati.

John Hall, 1990. Assistant Professor of Languages. B.A., M.A., Brigham Young University; Ph.D., University of Minnesota.

Ernest Hallford, 1984. Associate Professor of Psychology. B.A., University of Alabama; B.A., University of New Orleans; M.A., Ph.D., Ohio State University.

Mary Ann Hanna, 1979. Associate Professor of Multidisciplinary Studies. B.A., B.S., M.S., Moorhead State University; Specialist Certificate, University of Minnesota.

Mark Hansel, 1974. Professor of Sociology and Anthropology. B.A., Nyack Missionary College; M.A., Ph.D., University of Iowa.

Bruce R. Hanson, 1979. Assistant Professor of Speech/Language/Hearing Sciences. B.S., M.S., Moorhead State University.

Paul Harris, 1986. Chair and Associate Professor, Department of History. B.A., State University of New York at Binghamton; M.A., Ph.D., University of Michigan.

James P. Hatzenbuehler, 1973. Professor of Mathematics. B.S., Dickinson State College; M.S., Ph.D., Kansas State University.

Jeffrey Hill, 1994. Assistant Professor of Political Science. B.A., Cornell University Endowed Colleges; M.A., State University of New York at Stony Brook; Ph.D., University of Rochester.

Rhoda Hooper, 1976. Director and Professor, Department of Nursing. B.S.N., Hamline University; M.S., Moorhead State University; Ph.D., University of Minnesota.

Michael W. Hughey, 1979. Professor of Sociology and Anthropology; Director of Honors Program. B.A., University of North Carolina; M.A., Ph.D., Graduate Faculty of the New School for Social Research.

Charlotte Iiams, 1980. Professor of Elementary and Early Childhood Education. B.A., University of California, Berkeley; M.A., Ph.D., University of Idaho.

Ronald M. Jeppson, 1981. Chair and Professor, Department of Mathematics. B.S., University of Utah; M.S., Ph.D., Montana State University.

Arnold E. Johanson, 1966. Professor of Philosophy; B.A., University of Minnesota; M.A., Ph.D., Yale University.

Mary Greenwood Johnson, 1990. Associate Professor of Languages. B.A., Mt. Holyoke College; M.A., Middlebury College (France); Ph.D., University of Wisconsin-Madison.

Clyde Kale, 1977. Professor of Industrial Studies. B.S., University of Southern Colorado; M.Ed., Colorado State University; Ed.D., University of Northern Colorado. (Sabbatical Leave Spring 1996)

Rajiv Kalra, 1989. Professor of Business Administration. B.S., M.S., Agra University (India); M.B.A., Loyola University of Chicago; Ph.D., University of Cincinnati; C.F.A.

James Kaplan, 1975. Professor of Languages. B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley.

Ray M. Kawaguchi, 1979. Assistant Professor of Sociology and Anthropology. B.A., University of California, Los Angeles; M.A., California State University, Los Angeles; M.A., Ph.D., University of California, Riverside.

Daniel R. Knighton, 1970. Professor of Economics. B.A., Franklin and Marshall College; Ph.D., University of North Carolina.

Richard Kolotkin, 1977. Professor of Psychology. B.A., Wesleyan University; Ph.D., University of Minnesota.

Paul C. Koonce, 1988. Associate Professor of Music. B.M., M.M., University of Illinois; Ph.D., University of California, San Diego.

Nicholas Kowanko, 1968. Professor of Chemistry. B.S., Ph.D., University of Adelaide.

Kemal Koymen, 1988. Professor of Computer Science & Information Systems. B.Sc., Istanbul University; M.Sc., Glasgow University; Ph.D., University of Pennsylvania.

Lyle F. Laske, 1965. Professor of Art. B.S., Wisconsin State University, Platteville; M.S., M.F.A., University of Wisconsin.

Milton W. Legg, 1970. Professor of Mathematics. B.S., M.A., University of Minnesota; Ph.D., New Mexico State University.

Benjamin Lin, 1973. Professor of Computer Science and Information Systems. Diploma, Taipei Institute of Technology; M.S., University of Wyoming; Ph.D., University of Iowa.

Gary L. Litt, 1969. Professor of English. B.A., Jamestown College; M.A., University of Denver; Ph.D., University of Washington.

Dasen Luo, 1992. Assistant Professor of Psychology. B.A., M.A., Nanjing Normal University; M.A., Case Western Reserve University. (On Leave 1995-96)

Alan MacDonald, 1983. Professor of Business Administration. B.S.B., University of Minnesota; M.B.A., University of South Carolina; Ph.D., University of Oregon.

Reza Maleki, 1984. Professor of Industrial Studies. B.S., M.S., Ph.D., North Dakota State University.

Terrie L. Manno, 1989. Associate Professor of Music. B.A., M.A., California State University; A.M.D., University of Arizona.

David J. Mason, 1989. Associate Professor of English. B.A., The Colorado College; M.A., Ph.D., University of Rochester.

Dennis R. Mathiason, 1966. Chair and Professor, Department of Chemistry. B.S., Mankato State University; Ph.D., University of South Dakota.

Don A. Mattson, 1973. Professor of Mathematics. B.A., Wesleyan University; M.S., Ph.D., University of Wisconsin-Madison.

Robert G. McGahey III, 1989. Associate Professor of Humanities and Multicultural Studies. B.A., Ed.M., Harvard College; Ph.D., Emory University.

Donna J. McGiboney, 1993. Assistant Professor of Languages. B.A., M.A., Temple University; Ph.D., State University of New York-Stony Brook.

LaRae McGillivray, 1978. Assistant Professor of Speech/Language/Hearing Sciences, B.S., M.S., Minot State College.

Christine E. McLaren, 1986. Professor of Mathematics. B.S., California State University; M.A., Stanford University; M.S., Ph.D., Case Western Reserve University.

Donald B. McRaven, Jr., 1972. Professor of Art. B.A., M.F.A., University of Minnesota.

Eugene R. Mesco, 1992. Assistant Professor of Biology. B.S., University of South Carolina; Ph.D., University of California-Berkeley.

Lysle E. Meyer, Jr., 1966. Professor of History. B.A., Western Reserve University; M.A., Ph.D., Ohio State University.

Michael Michlovic, 1975. Professor of Sociology and Anthropology. B.A., University of Pittsburgh; A.M., Ph.D., University of Illinois.

Bette G. Midgarden, 1979. Vice President for Academic Affairs and Professor of Mathematics. B.A., Concordia College; M.A., Ph.D., University of Nebraska, Lincoln.

Molly Moore, 1975. Professor of Business Administration. B.S., University of Kansas; M.S., Moorhead State University; Ph.D., University of North Dakota.

Mark P. Mostert, 1992. Assistant Professor of Special Education. B.A., Johannesburg College; M.Ed., University of Southern Alabama; Ph.D., University of Virginia.

Phillip J. Mousseau, 1968. Professor of Art. B.F.A., Minneapolis School of Art; M.F.A., Indiana University.

David Myers, 1972. Professor of Philosophy. B.A., University of Houston; Ph.D., University of Texas.

Patricia A. Neuman, 1972. Counselor and Professor. B.A., University of Minnesota; M.S.Ed., Chicago State University; Ed.S., University of Minnesota.

Gary Nickell, 1982. Professor of Psychology. B.S., University of Southern Colorado; M.S., Ph.D., Oklahoma State University.

Rae Offutt, 1981. Professor of Multidisciplinary Studies. B.A., Hamline University; M.S., Moorhead State University; Ed.D., University of North Dakota.

David Olday, 1975. Professor of Sociology and Anthropology. B.A., Fenn College; M.A., Kent State University; Ph.D., Washington State University.

Carl Oltvedt, 1983. Professor of Art. B.F.A., M.F.A., University of Minnesota.

William Packwood, 1983. Professor of Special Education and Counseling and Coordinator of Counseling Program. B.A., Yale University; Ph.D., University of Minnesota.

John Patrick, 1991. Assistant Professor of Special Education and Counseling. B.A., Bloomsburg University; M.S., University of Scranton; D.Ed., Penn State University.

Robert R. Pattengale, 1968. Chair and Professor, Department of Music. B.M., Western Michigan University; M.M., Ph.D., University of Michigan.

Sandra Pearce, 1988. Associate Professor of English. B.A., Colby College; M.S.Ed., University of Southern Maine; M.S., University of Alaska; Ph.D., Oklahoma State University.

Thomas Pearce, 1988. Professor of Business Administration. B.A., B.S., University of Michigan; M.B.A., M. Ed., University of Alaska; Ph.D., University of Washington.

Timothy Peil, 1990. Assistant Professor of Mathematics. B.A., Augustana College; M.S.Ed., Kearney State College; M.A., Ph.D., University of Nebraska.

Richard H. Pemble, 1969. Professor of Biology. A.B., Simpson College; M.A., University of Montana; Ph.D., University of California, Davis. (Sabbatical Leave Fall 1995)

Robert L. Pender, 1966. Professor of English and Coordinator of the ESL Program. B.S., M.A., Memphis State University; Ph.D., University of Indiana.

Richard E. Peschke, 1993. Assistant Professor of Business Administration. B.A., Concordia College; M.S.A., Georgia College; M.S., Air Force Institute of Technology; Ph.D., University of Houston.

Cynthia Phillips, 1979. Associate Professor of Accounting. B.S.P.A., M.A., J.D., University of North Dakota. (Sabbatical Leave Fall 1995)

Margaret L. Potter, 1987. Associate Professor of Psychology. B.A., University of North Dakota; M.A., Ph.D., University of Minnesota.

Robert Pratt, 1982. Professor of Counseling. B.S., University of Minnesota; M.A., Arizona State University; Ph.D., University of Connecticut.

Donald Preussler, 1991. Assistant Professor of Psychology. B.A., Pillsbury College; B.A., University of Minnesota; M.S., University of Texas; Ph.D., University of North Dakota.

Timothy L. Ray, 1970. Professor of Art. B.F.A., University of Manitoba; M.F.A., University of Arkansas.

Dennis L. Rhoads, 1981. Professor of Mathematics. B.S., Bradley University; M.S., Ph.D., University of Illinois.

Phillip Rice, 1974. Professor of Psychology. B.A., Fort Wayne Bible College; M.A., St. Francis College; Ph.D., Colorado State University.

Donna Rosh, 1986. Professor of Humanities and Multicultural Studies. B.A., M.A., Ph.D., University of Pittsburgh.

Derald D. Rothmann, 1962. Professor of Mathematics. B.S., University of North Dakota; M.A., University of Kansas; Ph.D., University of Missouri.

Sam Roy, 1978. Associate Professor of Business Administration and Coordinator of MBA Program. B.S., M.B.A., Louisiana State University.

George Sanderson, 1976. Professor of Accounting. B.S., M.S., University of North Dakota; Ph.D., University of Nebraska. CPA.

Howard R. Schmidt, 1989. Professor of Industrial Studies. B.S., M.S., Mankato State University; Ed.D., University of Northern Colorado.

Clifford Schuette, 1989. Director of Counseling Center. A.A., Del Mar College; B.S., University of Texas; M.S., Ed.D., East Texas State University.

Allen F. Sheets, 1987. Chair and Professor, Department of Art. B.F.A., Montana State University; M.F.A., California Institute for the Arts.

John S. Sherman, 1969. Professor of English. B.A., M.A., University of Denver; Ph.D., University of Washington.

Mary A. Shimabukuro, 1966. Chair and Professor, Department of Biology. B.S., University of Wisconsin; M.S., Ph.D., University of Minnesota.

Donald A. Short, 1969. Professor of English. B.S., M.S., Moorhead State University; M.A., Ph.D., University of Pittsburgh.

Roberta Shreve, 1986. Instructor of Elementary and Early Childhood Education. B.S., Moorhead State University; M.S., North Dakota State University; Ed.D., University of North Dakota.

Carol H. Sibley, 1981. Curriculum Librarian and Associate Professor. B.A., University of Wisconsin, Eau Claire; M.A., University of Wisconsin, Madison; M.A., Eastern Michigan University.

Walter Sizer, 1980. Professor of Mathematics. A.B., Dartmouth College; M.A., University of Massachusetts; Ph.D., University of London.

Leonard Sliwoski, 1982. Director of Small Business Center and Professor of Accounting. B.S., University of Illinois; M.S.A., DePaul University; Ph.D., University of North Dakota.

M. Sarah Smedman, 1990. Professor of Elementary and Early Childhood Education. B.A., College of St. Scholastica; M.A., University of Minnesota; Ph.D., Indiana University.

I. Kenneth Smemo, 1961. Professor of History. B.S., Wisconsin State University; M.A., Ph.D., University of Minnesota.

Donna M. Bruns Stockrahm, 1989. Associate Professor of Biology. B.S., Marian College; M.S., University of North Dakota; Ph.D., Ohio State University.

Mary F. Stone, 1993. Assistant Professor of Accounting. B.S., B.A., University of Tulsa; MACCT, Ph.D., Virginia Polytechnic Institute and State University.

Judith A. Strong, 1969. Dean of Social and Natural Sciences and Professor of Chemistry. B.S., State University of New York, Albany; M.A., Ph.D., Brandeis University.

Li Teh Sun, 1982. Professor of Economics. B.A., National Chung Hsing University; M.S., Ph.D., Oklahoma State University.

Cherlyn Sunflower, 1983. Associate Professor of Elementary and Early Childhood Education. B.A., M.Ed., University of Texas; Ph.D., University of Oklahoma.

James A. Svobodny, 1974. Chair and Associate Professor, Department of Social Work. B.A., North Dakota State University; M.S.W., University of Nebraska.

Linda A. Svobodny, 1972. Professor of Special Education and Counseling. B.S., North Dakota State University; M.Ed., University of Nebraska; M.S.Ed., Moorhead State University; Ed.D., University of North Dakota.

Marie E. Swanson, 1970. Assistant Professor of Speech/Language/Hearing Sciences. B.S., M.S., Minot State College.

James K. Swenson, 1972. Professor of Business Administration. B.S., B.A., M.S., Ph.D., University of North Dakota.

Wade T. Swenson, 1974. Chair and Professor, Department of Industrial Studies. B.S., Moorhead State University; M.A., Ball State University; Ed.D., Indiana University.

Thomas M. Tamaro, 1983. Professor of Multidisciplinary Studies. B.S., Edinboro State College; M.A., Pittsburg State University; Ph.D., Ball State University.

Keith Tandy, 1976. Professor of English. A.B., Morningside College; A.M., Columbia University; Ph.D., University of California, Berkeley.

Marie Tarsitano, 1975. Professor of English. B.A., M.A., Penn State University; Ph.D., State University of New York, Binghamton.

Arne D. Teigland, 1968. Chair and Professor, Department of Speech/Language/Hearing Sciences. B.A., Moorhead State University; M.A., Ph.D., University of Washington. (Sabbatical Leave Spring 1996)

John Tesch, 1976. Professor of Music. B.A., University of Northern Colorado; M.M., Indiana University; D.M.A., University of Northern Colorado.

William L. Thomas, 1966. Professor of Health and Physical Education. B.S., Valley City State College; M.A., Ed.D., University of Northern Colorado.

Joyce Torgerson, 1971. Professor of Humanities and Multicultural Studies. B.A., University of North Dakota; M.A., Ph.D., Washington State University.

Barbara Vellenga, 1978. Professor of Nursing and Coordinator of Continuing Education in Nursing. B.S.N., Jamestown College; M.A., University of Iowa. R.N. in North Dakota; Ph.D., University of Texas.

Mark L. Vinz, 1968. Professor of English. B.A., M.A., University of Kansas.

A. Clyde Vollmers, 1988. Professor of Business Administration. B.S., M.S., North Dakota State University; Ph.D., Michigan State University.

Jim L. Walker, 1989. Chair and Associate Professor, Department of Business Administration. B.B.A., University of Oklahoma; M.S., Trinity University; Ph.D., University of North Texas.

Richard S. Walker, 1988. Assistant Professor of Computer Science and Information Systems. B.S., M.S., University of North Dakota; M.S., North Dakota State University.

Doris J. Walker-Dalhouse, 1987. Professor of Elementary and Early Childhood Education. B.A., Kentucky State University; M.A., Ph.D., Ohio State University.

James T. Wallen, 1967. Assistant Professor of Mathematics. B.A., Wartburg College; M.A., University of Nebraska.

Mark Wallert, 1990. Assistant Professor of Biology. B.A., Southwest State University; Ph.D., Emory University.

Barbara M. Wasson, 1972. Professor of Special Education and Counseling. B.A., M.A., Ph.D., University of Minnesota.

John B. Wasson, 1971. Professor of Special Education and Counseling. B.S., M.A., Ph.D., University of Minnesota.

Robert S. Weibust, 1970. Professor of Biology. A.B., Colby College; M.S., Ph.D., University of Maine.

Beverly A. Wesley, 1974. Professor of Multidisciplinary Studies. B.A., Moorhead State University; M.A., North Dakota State University; Ph.D., University of Minnesota.

Walter G. Wesley, 1966. Chair and Professor, Department of Physics and Astronomy. B.A., Texas Christian University; Ph.D., University of North Carolina.

Ariyaratna M. Wijetunga, 1981. Professor of Mathematics. B.S., University of Sri Lanka; M.S., University of Denver; Ph.D., Colorado State University.

Thomas D. Williams, 1968. Assistant Director, Counseling Center and Professor of Counseling. B.A., M.A., University of Wisconsin; Ph.D., Washington State University.

Kathryn M. Wise, 1981. Professor of Biology and Coordinator of the Cytotechnology Program and the Medical Technology Program. B.S., University of Dayton; M.S., Ph.D., University of Wisconsin-Madison.

Peiyi Zhao, 1990. Assistant Professor of Mathematics. B.S., Beijing Normal University; M.S., Beijing Teacher's College; Ph.D., University of Iowa.

Richard Zinober, 1985. Associate Professor of English. B.A., Pomona College; M.S., Boston University; M.A., Windsor University; M.F.A., Columbia University.

Index

- A**
Accounting Courses 36
Accreditation 1
Administration 65
Administration of Graduate Education 2
Admission 3
Admission to a Master's Degree Program 3
Alcohol/Drug Awareness Program 8
Alumni Association 9
Anthropology Courses 36
Appeals 11
Application Deadlines 3
Art Courses 36
Auditing Courses 10
- B**
Biology Courses 38
Bookstore 7
- C**
Career and Placement Services 9
Center for the Arts, Roland Dille 8
Chemistry Courses 38
Computer Information Systems Courses 38
Computer Lab 7
Computer Science Courses 40
Continuous Registration 10
Counseling and Personal Growth Center 8
Counseling and Student Affairs Courses 39
Course Load 10
Courses 36
Credit for Non-Academic Experience 10
Credits Required 12
- D**
Degree Completion Procedures 14
Dining Facilities 7
Disability Services 8
Dormitories. *See* Residence Halls
- E**
Economics Courses 41
Education Courses 42
Elementary and Early Childhood Education Courses 44
English Courses 47
Examinations 12
- F**
Facilities and Services 7
Faculty 66
Finance Courses 47
Financial Assistance 5
Financial Information 5
French Courses 48
- G**
General Degree Requirements 12
General Information 1
Geography Courses 48
German Courses 48
GPA Requirement 12
Grading System 10
Graduate Courses 10
Graduate Programs 2, 16
- H**
Health Courses 48
Health Service and Insurance 9
History Courses 48
Humanities Courses 49
- I**
Industrial Studies Courses 49
- L**
Library, Livingston Lord 7
- M**
Management Courses 52
Marketing Courses 52
Mass Communications Courses 51
Master of Arts in Music 16
Master of Arts in Studio Art 17
Master of Business Administration (MBA) 18
Master of Business Administration Courses 50
Master of Fine Arts Courses 51
Master of Fine Arts in Creative Writing 19
Master of Liberal Arts 20
Master of Liberal Arts Courses 52
Master of Science and Education Specialist in Educ 32
Master of Science and Specialist Degree—School Psy 29
Master of Science Degree with a Major in Nursing 34
Master of Science—Art Education 21
Master of Science—Computer Science 26

Master of Science—Counseling and Student Affairs 27
Master of Science—Elementary Education 22
Master of Science—Music Education 23
Master of Science—Public and Human Service Admin 28
Master of Science—Reading 24
Master of Science—Special Education 25
Master of Science—Speech-Language Pathology 31
Master of Social Work Option 34
Mathematics Courses 49
Minority Student Services 8
Mission 1
Music Courses 53

P

Parking and Traffic Regulations 9
Philosophy Courses 56
Physical Education Courses 55
Policies and Regulations 10
Political Science Courses 57
Psychology Courses 57
Public and Human Service Administration Courses 56

R

Registration 10
Research 12
Residence 12
Residence Halls 7

S

Social Work Courses 64
Sociology Courses 60
Spanish Courses 60
Special Education Courses 61
Speech Communication/Theatre Courses 60
Speech-Language-Hearing Clinic 9
Speech-Language Pathology Courses 59
Speech-Language-Hearing Science Courses 59
Student Activities and Organizations 9
Student Union, Comstock Memorial 7

T

Time Limitation 10
Transfer of Credit 12
Tuition and Fees 5
Tuition Reciprocity 5

V

Veterans Office 9

